

**GENDER POLICIES AND ADVANCEMENT OF WOMEN INTO
LEADERSHIP IN PUBLIC SECONDARY SCHOOLS IN KISAUNI
AND LIKONI SUB-COUNTIES, MOMBASA COUNTY KENYA**

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DECLARATION

This project report is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work is dedicated to my beloved husband Kennedy and my two lovely sons Elly and Edwin. .

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I most sincerely thank my supervisors Dr. Mungai and Dr. Mange for their continued support and professional guidance during the proposal stages and finally in the preparation of this final report for examination. I am equally indebted to my colleagues who gave a positive critique of this work.

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF ABBREVIATIONS AND ACRONYMS.....	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background Information of the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Assumptions of the Study.....	8
1.8 Limitations of the Study.....	9
1.9 Delimitations of the Study.....	9
1.10 The Theoretical Framework of the Study	9
1.11 The Conceptual Framework	12
1.12 Operational Definitions of Terms	15
CHAPTER TWO: REVIEW OF RELATED LITERATURE	16
2.1 Introduction	16
2.2 General Overview of Women Advancement into Headship Positions	16
2.3 Affirmative Action.....	18
2.4 Equal Promotional Opportunities	19
2.5 Women in School Management Positions.....	20
2.6 General Cultural and Social Values	24
2.7 Summary of the Gaps.....	28

CHAPTER THREE: RESEARCH METHODOLOGY	29
3.1 Introduction	29
3.2 Research Design	29
3.3 Location of the Study	29
3.4 Target Population.....	31
3.5 Sampling Procedures and Sample Size	31
3.6 Research Tools.....	32
3.6.1 Questionnaires for Teachers	32
3.6.2 Interview Schedules for Head Teachers, BOM Chairpersons and DEO	33
3.7 Piloting of the Study	33
3.8 Validity of the Study	33
3.9 Reliability	34
3.10 Data Collection Procedures	35
3.11 Data Analysis.....	35
3.12 Ethical Issues and Consideration	36
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION.....	37
4.1 Introduction	37
4.2 Demographic Data of Respondents	38
4.3 Gender Policies which Guide Appointments of Public Secondary School into Headship	46
4.3.1 Affirmative Action	46
4.3.2 Millennium Development Goals (MDGs)	47
4.3.3 In-service Training	48
4.3.4 Equal Educational Opportunities	49
4.3.5 Equal Promotional Opportunities.....	50
4.4 Perceptions of Teachers on the Appointment Policy of Head Teachers	51
4.5 Challenges Women Face in Advancing Into Headship Positions in Secondary Schools	54
4.6 Respondents' Views about Solutions to Challenges Women Face in Advancing to School Headship Positions	56
4.6.1 Millennium Development Goals for Women Empowerment	56
4.6.2 In-service Training	57

4.6.3	Equal Promotional Opportunities	58
4.6.4	Gender Policies which Guide Appointments	58
4.6.5	Equal Educational Opportunities	59

CHAPTER FIVE: SUMMARY, CONCLUSION AND

RECOMMENDATIONS..... 61

5.1	Introduction	61
5.2	Summary of the Study.....	61
5.3	Implications of the Findings	63
5.4	Conclusion of the Study	64
5.5	Recommendations of the Study	65
5.6	Suggestions for Further Studies	65

REFERENCES 66

APPENDICES 70

APPENDIX I: QUESTIONNAIRE FOR TEACHERS	70
APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS	74
APPENDIX III: INTERVIEW GUIDE FOR THE SUB-COUNTY DIRECTORS	80
APPENDIX IV: INTERVIEW GUIDE FOR THE BOM CHAIRPERSONS	85
APPENDIX V: RESEARCH BUDGET	90
APPENDIX VI: WORKPLAN 2015	91

LIST OF TABLES

Table 3.1:	Table showing sampling procedure.....	32
Table 4.1:	Demographic data of the respondents	38
Table 4.2:	Percent representation of age of the teachers' respondents	42
Table 4.3:	Teachers academic qualifications	42
Table 4.4:	Teachers' designation.....	43
Table 4.5:	Teachers' teaching experience	44
Table 4.6:	Affirmative action policy.....	46
Table 4.7:	Millennium development goals on women empowerment.....	47
Table 4.8:	In-service training	48
Table 4.9:	Equal education opportunities.....	49
Table 4.10:	Equal promotional opportunities.....	50
Table 4.11:	Respondents' perception on appointment policy	52
Table 4.12:	Challenges women face in advancing into headship position	54
Table 4.13:	Respondents' views on MDGs on women empowerment.....	56
Table 4.14:	Respondents' views on in-service training	57
Table 4.15:	Respondents' views on equal promotional opportunities	58
Table 4.16:	Respondents' views on gender policies which guide appointments	59
Table 4.17:	Respondents' views on equal educational opportunities	60

LIST OF FIGURES

Figure 1.1:	A conceptual framework, showing factors that deter women from advancing into leadership positions in secondary schools.....	14
Figure 4.1:	Gender representations of the teacher's respondents	39
Figure 4.2:	Head teachers' gender representation.....	39
Figure 4.3:	BOM member's representation	40
Figure 4.4:	SCDEs gender representations	41
Figure 4.5:	Gender preferred to be the head teacher by the teachers	44
Figure 4.6:	Teachers' response on whether they could prefer becoming head teachers if given a chance	45

LIST OF ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
BPFA:	Beijing Platform for Africa Action
C.E.Os:	Chief Executive Officers
DEO:	District Education Officer
EDAW:	Elimination for all forms of discrimination against women
FPE:	Free Primary Education
FSE:	Free Secondary Education
G.O.K.:	Government of Kenya
ICPD PoA:	International Conference on Population and Development Program of Action
M.D.G:	Millennium Development Goals
MOE:	Ministry of Education
NACOST:	National Council of Science and Technology
NGOs:	Non-Governmental Organizations
SCDEs:	Sub-County Directors of Education
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission
U.S.A.:	United States of America

ABSTRACT

Advancement of women into headship positions in many institutions has been an issue of concern globally. Consequently, many bodies including sitting governments have put in place policies that ensure that women are able to access such posts. The purpose of this study hence, was to analyze various gender policies for the progression of women into leadership positions in public secondary schools in Kisauni and Likoni sub-counties, Mombasa County, Kenya. The objectives of the study was to: analyze gender policies which guide appointments of public secondary school male and female teachers into school headship positions in Kisauni and Likoni sub-counties, find out the perceptions of teachers on the employment policy of head teachers in public secondary schools in Kisauni and Likoni sub-counties, examine policy challenges faced by women teachers in advancing to headship positions in public secondary schools in Kisauni and Likoni sub-counties, and to establish respondents' views about solutions to challenges women teachers face in advancing to headship positions in public secondary schools in Kisauni and Likoni sub-counties. This study was guided by the social role theory. The study targeted a population of all the two hundred and eighty (280) teachers, twelve (12) head teachers, twelve (20) Board of Management (BOM) chairpersons, and two (2) Sub-County Directors of Education (SCDEs) in Kisauni and Likoni sub-counties. The study used purposive and stratified random sampling. Hence the sample size was made of 77 subjects. Data was collected using questionnaires and interview schedules. From the study such policies as affirmative action, MDGs for women empowerment, Kenya Vision 2030, equal educational opportunities among others were examined. It was realized that there were two women head teachers heading secondary schools in the two sub-counties. Socio-cultural challenges like gender disparity in employment opportunities, low confidence and self-esteem, societal beliefs that women should stay at home and take care of the children featured as the major drawback that made women to lag behind in assuming headship positions. The study concluded that although there existed policies guiding appointment of teachers into headship, they were rarely followed and that women in the two sub-counties remained behind because of cultural stereotypes among the coastal communities. The study recommended that educational stakeholders in the coast be educated on several aspects of the society especially on some backward cultural stereotypes that undermined women.

CHAPTER ONE

INTRODUCTION

This chapter presents the background information to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope of the study, limitations of the study, assumption of the study, theoretical framework, conceptual framework and operational definitions.

1.1 Background Information of the Study

Despite the advances made in many regions of public service appointments in the past two eras, women still have an extensive way to go in participating on equivalent footing as men. The male colleagues greatly outnumber them (Carter and Silva, 2010). The international representation is one of men outnumbering women at about 20:1 at senior management levels (Catalyst, 2011). This is because impartiality of openings goes unobserved by decision makers, or it's not a matter of apprehension and hence it is not acted upon (Fiona, 1995). Certain employers victimize women by refusing to employ them even when openings exist which according to Obonyo (1994), a large number of employers choose to hire men who have the required education and skills than women because they fear that female personnel will not concentrate on their jobs because of their family duties.

Research on gender and leadership conducted in the United States of America (US) indicates that for the last two decades towards the year 2010, women have been entering the skilled and administrative ranks in the US corporations at about the same proportion as men (Carter and Silva, 2010). However they remain underrepresented at senior levels. In 2010, women constituted only 2.2 percent of wealthy 500 Chief Executive Officers (C.E.Os) (Catalyst, 2011). The difference

widened for women of color, who accounted for about twelve percent of administrative and skilled labor force (Catalyst, 2011), but a scant three percent of wealthy 500 directors (Catalyst, 2002); only three of the 500 C.E.Os are women.

Women have progressed no better in Europe, here they make up near a third of managerial positions but still only 1.8 percent of C.E.Os and about 10 percent of management board seats of financial times 500 Corporations (Catalyst, 2010) and in India, just 11 percent of the big-company chief directors are women (EMA partners International, 2010). Still, progress in women's improvement attained over several decades has reduced significantly in recent years (Carter and Silva, 2010).

Looking at the lives and professions of women head teachers in upcoming nations that allow involvement in administrative positions in school would help us know about the experiences these women under go on their way to administrative positions. Gender disparities are a real challenge to development in these countries. Consequently, hiring and retaining women teachers have become priority policies for empowering girls' education in many emerging nations (Kirk, 2004). This suggests that understanding the specific policy obstacles to women's development or entrance into educational leadership positions in emerging nations might contribute to the improvement of career strategies for career elevation that are harmonious with the structural and societal contexts of women in these nations (Suda, 2002).

In spite of their increasing involvement in the work-place, there are still few women in the top ranks of the public judgment and policy making positions in Kenya (Suda, 2002). As a result, gender justness has taken the center stage. This has resulted in the growth and enactment of numerous lawful and policy mediations including

enactment of the National Commission on Gender and Development Act in 2003 (GOK, 2005). In the same year the National Commission on Gender and Development was established. The introduction of gender counters in key public sectors and police stations, the introduction of the women's enterprise fund, the transitory of the National policy on Gender and Development in 2006, and the 30% presidential decree on affirmative action in public selections (GOK, 2010) are amongst the policies that have been enacted to cater for women interests in the workplace. This to some extent has seen women's presence felt in almost every sector right from the private sector to the government owned agencies where women have taken key positions.

Kenya's vision 2030, in its social pillar recognizes achievements of gender fairness as a requirement for fast and supportable economic growth and proposes changes in opportunity, empowerment, capabilities and vulnerabilities (G.O.K., 2007). Various strategies have been laid in place to promote gender equality and empower women. According to Obonyo (2005), the interventions include providing the Free Primary Education (FPE) and Free Secondary Education (FSE) that has rendered equal elementary education opportunities to the girls and boys, Operationalization of Sessional Paper no.1 of the policy structure for education, teaching and research which will escalate the amount of women in teaching, management and research at all levels of education, execution of confirmatory action on admittance of female students to public universities, permitting girls who drop out of school due to pregnancies to be re-admitted and finish their education and for the new staffing and appointment in the public sectors. The countries policy on gender and development (2000) also provides a structure for the nation to reduce gender inequity and

discrimination. These measures are necessary since obvious gender openings exist in access to and control of resources, economic openings, power and political roles.

The national policy on gender and development (2000) captures and reiterates Kenya's obligation to the Beijing platform for Africa action (BPFA), the agreement of eradication for all forms of discrimination against women (EDAW), the intercontinental conference on population and development program of action (ICPD PoA) and millennium improvement objectives, all of which Kenya signed for their potential as mutually supporting progressions for the development of gender fairness.

It is against the above backdrop, therefore, that the number of girls' enrolment in both primary and secondary schools has increased tremendously. The same trend has been observed in the employment sector where many women are now involved in providing key leadership in both the private and government organs.

Terminating the governance gap amongst men and women is one of the central tasks of this century. Women are underrepresented in educational administration at all levels world-wide (Catalyst, 2010). In Kenya, though the TSC employs all teachers on equal terms, without discrimination on the footing of gender, male teachers seem to govern headship positions in secondary schools (Obonyo, 2005).

The Teacher's Service Commission (TSC) admits that for a long time, there has been no clear, transparent, and documented policy on the employment and placement of head teachers to schools. This had created loopholes for personal interest at the expense of effective institutional management (Suda, 2002). To

overcome this, TSC has managed to develop a policy guiding the appointment of principals to post primary institutions. The appointment and deployment of primary school heads is based on good classroom teaching, active participation in co-curricular activities and teaching experience (Obonyo, 2005). Prospective head teachers are identified by persons and agents like TSC, heads of institutions, sponsors, County Directors of Education and District Municipal and District/Municipal Education Officers. The above scenario does not, however, emphasis much on academic qualifications.

As an associate of United Nations and the International Labor Organization, the Kenyan government is supposed to bring into line its policies with the universal standards and requirements on gender (GOK, 2005). The government has introduced policies to lessen the gender gap in the advancement of women into leadership positions in public institutions, but it is not clear as to whether such initiatives have succeeded or not hence the need to assess the policy framework in relation to the advancement of women into leadership positions in public secondary schools in Kisauni and Likoni Districts, Mombasa County – Kenya.

1.2 Statement of the Problem

Gender disparity in headship of public secondary schools has been an issue of concern among policy makers, trade unionists and academicians for a long time. However, the current head teacher appointment policy framework for secondary schools does not seem to offer a lasting solution to the problem. This would be as a result of lack of understanding and implementation of the national gender policies in the employment of head teachers in secondary schools.

Mombasa County is divided into five districts namely Mvita, Central, Changamwe, Likoni and Kisauni. There is no study that has been done to establish whether the constitutional requirement of 30% gender representation is complied with or not in this County of Mombasa. Secondly, although there are several policies that guide women advancement an leadership positions, there is no clear outline on how this should be achieved. There is, therefore, a statistical paucity in terms of data and information. This study sought to assess the gender policies and the progression of women into leadership positions in public secondary schools in Kisauni and Likoni Districts, Mombasa County - Kenya.

1.3 Purpose of the Study

The purpose of this study was to evaluate various gender policies for the advancement of women into leadership positions in public secondary schools in Kisauni and Likoni Districts, Mombasa County.

1.4 Objectives of the Study

- i. To assess gender policies as outlined by the government which guide appointments of public secondary school male and female teachers into school headship positions in Kisauni and Likoni Districts, Mombasa County.
- ii. To find out the perceptions of teachers on the appointment policy of head teachers in public secondary schools in Kisauni and Likoni Districts, Mombasa County.
- iii. To examine policy challenges faced by women teachers in advancing to headship positions in public secondary schools in Kisauni and Likoni District, Mombasa County.

- iv. To establish teachers' views about solutions to challenges women face in advancing to headship positions in public secondary schools in Kisauni and Likoni District, Mombasa County

1.5 Research Questions

- i. To what extent is the appointment of public secondary school heads in Kenya guided by the policies?
- ii. What are the perceptions of teachers on the appointment policy of head teachers in public secondary schools?
- iii. What policy challenges do women teachers face in their efforts to ascend to headship positions in public secondary schools?
- iv. What are the teachers' views about solution to challenges they face in advancing to headship positions in public secondary schools?

1.6 Significance of the Study

The research findings from this study may be used by all educational stakeholders in Mombasa County and Kenya in general to improve on gender balance in public secondary school headship in Kenya. This would align the country with the constitution requirement of at least 30% appointments of one gender (Kenya constitution, 2010). This would also improve teachers' motivation, particularly the female teachers, thus increasing their participation in leadership. It would also improve on retention of teachers in schools at a period when the country is facing high level of teacher shortage and many teaching professionals leaving the teaching service.

The students and the community at large would gain from the motivated teachers who would improve the quality of education for envisaged in the new constitution and vision 2030 (Republic of Kenya, 2010). It would particularly motivate the young adolescent girls in secondary schools as the female teachers would become their role models. This would also lead to the achievement of Equal Opportunities for All, as it is envisaged in the Millennium Development Goals (M.D.G). An educated community would be in a position of interacting with her environment well for faster economic development.

The study would also help to shade light on the misunderstanding of the strategy on the promotion, appointment and placement of secondary school head teachers that seems to create confusion among teachers who promote teachers who are either close to them or are connected politically. Finally it would also bring to light the views of the female teachers on the appointment and deployment policy framework in addressing the gender gap in secondary schools headship in Kenya. In particular, the Ministry of Education would be in a position to know how the situation is on the ground hence making a follow up in order to bridge the gaps.

1.7 Assumptions of the Study

This study was carried out on the basis of the following assumptions:

- i. That all the respondents gave sincere, honest, and truthful responses to the questionnaires.
- ii. That women teachers' advancement into headship positions in Kisauni and Likoni Sub-Counties depends on gender policies.

1.8 Limitations of the Study

This study covered Kisauni and Likoni Districts with fairly a small number of secondary schools. In spite of their small size in terms of administrative boundaries, the results from the study reveal the application of gender policy in the appointment of head teachers in Mombasa County. Access of some schools in both sub-counties was a challenge due to poor road infrastructure in the region. However, the researcher overcame this using at most 20% of the entire population under study as recommended by Mugenda and Mugenda (1999; 2003). Some of the respondents were unwilling to respond to the researcher's questions.

1.9 Delimitations of the Study

This study was delimited to gender policies and conventions which deal with gender representations in appointments into leadership positions in Kenya. The study was also delimited to registered public secondary schools in Kisauni and Likoni sub-counties. Those respondents who were unwilling to answer questions by the researcher were assured of anonymity and they were instructed not to write their names on the questionnaires and that this study was purely for education purposes.

1.10 The Theoretical Framework of the Study

This study was guided by the social role model which was proposed by George Herbert Mead (1947), and advanced by Eagly (1997). Social role theory is grounded on the concept that a person's actions, behaviors, characters and needs are determined by a set of precise socially determined roles. The theory argues that men and women conduct themselves in a different way in social circumstances and take different roles, due to the anticipations that the society puts upon them. This includes women taking places of lower authority, meeting glass ceilings having home-making

roles. Three common patterns arise, that is; women take on more household tasks, women and men have changed occupational roles, and finally in occupations, women often have junior ranks.

This theory explains why more women teachers remain as class-room teachers with very few in headship positions. Social role model indicates that persons might question the capacity of women in certain positions, such as leadership roles. That is men who are viewed as agentic time and again occupy leadership roles. As a result, people regularly assume that leadership demands manifest of a forceful, agentic personality (Peters, Kinsey and Malloy, 2004). Gender dissimilarities in power are alleged to be eroding. As women gain more entry to positions normally related with supremacy, the society see them as social misfits (Dlekman, Goodfriend and Goodwin, 2004).

Perhaps the most telling consequence of the social role theory is that the person who infringes the gender stereotypes is often perceived unfavorably (Heilman and Tamkins, 2004). For this reason women have kept a low profile when it comes to headship of schools. That is gender stereotypes are perceived as authoritarian not only descriptive (Rudman and Glick, 2001), defining how male and females should act. Both men and women show these biases against females who violate social stereotypes (Heilman and Tamkins, 2004).

The social role theory recommends that the community structure is the fundamental force for the gender variances. According to Norrandar (2008), Social role theory suggests that sex discriminated behavior is driven by separation of labour amongst two sexes in a society. These socially built gender roles are considered to be

hierarchical and considered as a male-advantaged chain of command (Wood and Eagly, 2002). For these reasons women will be restrained to procreative activities and thus more involved in a variety of communal activities.

The social role theory is often perceived as a method of “social determinism whereby persons are confined into stereotypes, which people then choose to uphold as customs or “Social determinism” (Zurbriggen, 2010). Wood and Eagly (2009) argues that men and women are also subjected to different expectations for behavior. Societal expectations for proper or socially condoned activities lead to different behavior on the side of men and women. For example “men are expected to be more assertive and women are expected to be more communal”.

Therefore, women and men would strive to fulfill these expectations, or social roles in various facets of social interactions (Diekman and Eagly, 2008). Norrande (2008) notes that, social role theory recommends that women are likely to be reprimanded for acting forcefully or in ways that are counter to stereotypical beliefs. And this has confined women to class-room teachers leaving headship position to men.

In Mombasa County, things are not different from what is illustrated in this theory above. Women are seen as people who come second in most aspects of matters pertaining society. Their roles are basically seen as those of taking care of the family while men are the sole bread winners. As a result, most women engage their efforts in household activities and raising of children. In this respect therefore, roles are defined by gender as depicted in this theory. Because of such stereotypes in Mombasa County, there are very few not only women teachers but in other sectors

of white collar jobs hence explaining the reason as to why very few of them are in leadership positions.

Based on these challenges, the government in trying to bleach the gap on gender disparity at work, it has come up with many policies and legislation to enhance women advancement into headship positions in different disciplines including teaching. However, because of deep rooted cultural beliefs and community stereotypes as explained in the social theory above, to achieve this will most definitely take time hence the need for this study to analyze some of those policies which enhance women teachers into headship positions in Mombasa County, Kenya. By analyzing these policies, the study would unearth the truth about the position of women in secondary schools since the enactment of these policies.

1.11 The Conceptual Framework

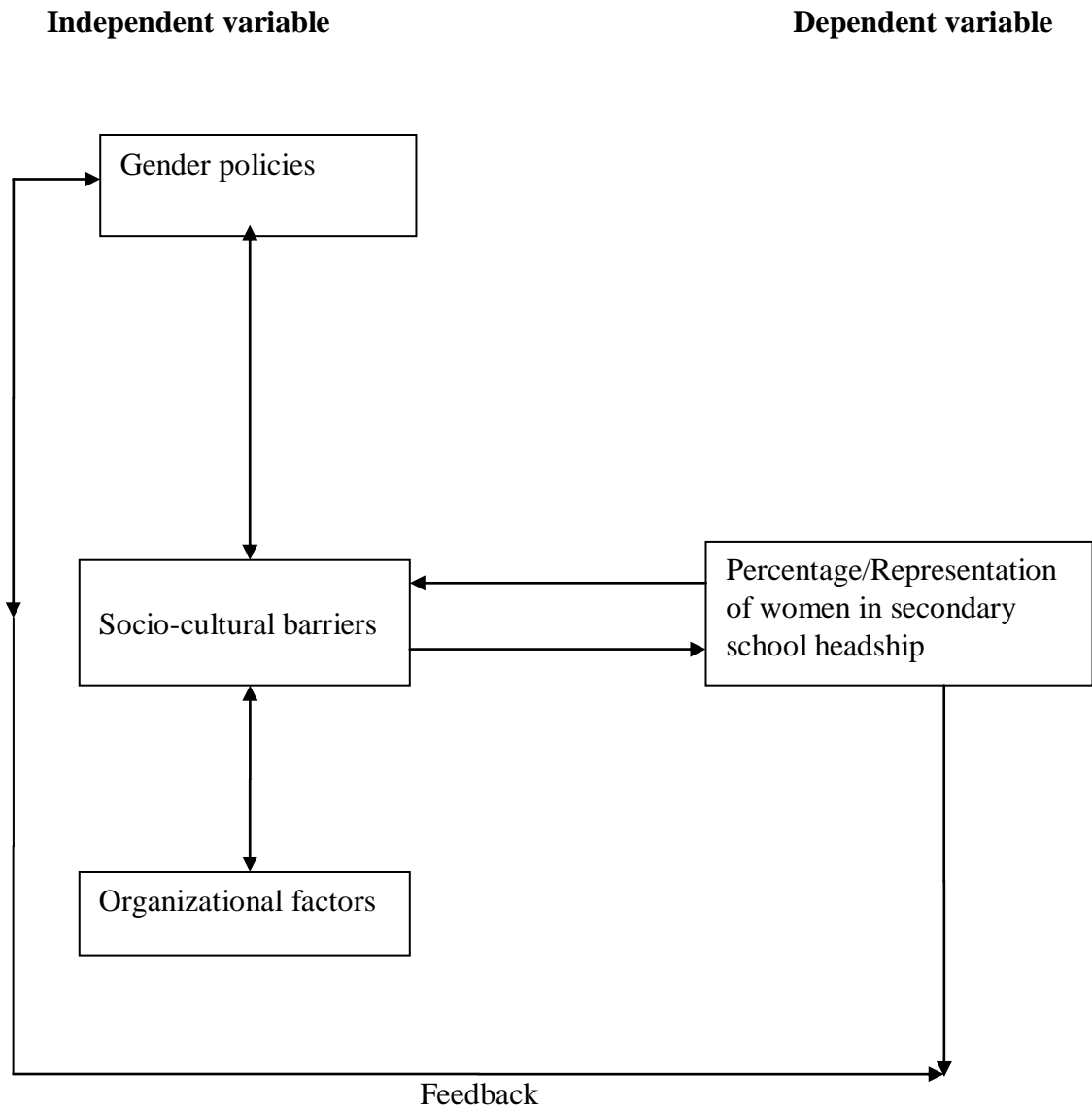
The conceptual framework for this study was adopted from the discrepancy model (Malusu, 1990). The framework postulates that if the Teachers Service Commission applies all gender policies as stipulated in the Kenya constitution and other international conventions on equal opportunities, the headship appointments will experience gender equity. This model notes that the goal of discrepancy investigation is to look for gaps between what was intended and what actually happened and/or their aspects of the programme which is in agreement.

The model would help interrogate the government's gender goals and why gender gaps are persistent in Kenya's secondary schools headship positions. According to this model, the main areas looked for in discrepancy in this gender imbalance in school headship were: teacher promotion policy on one hand and actual policy

implementation on the other hand; planned objectives verses actual outcomes; differences between assumptions and realities; and the discrepancy between different aspects of the policy.

This conceptual framework would help the researcher focus on the variables of the study and in addition provide a feedback to the problem under investigation. If the appointment of head teachers is grounded in the constitution and effectively implemented, then it should lead to gender equity among the head teachers in both sub counties. On the contrary, if it is not effectively implemented it could lead to gender inequity in the distribution of head teachers, and thus an indication of inefficiency in head teacher appointment practices in Kenya.

The dependent variable in this research was therefore the progression of women into leadership places in secondary schools. The independent variables comprised the analysis of gender policies, socio-cultural barriers, political interferences, male dominated selection panels, lack of interest amongst female teachers in headship positions and lack of clear information and awareness when the positions arise. The independent variables would be summed up into three categories as; gender policies, organizational, and social-cultural factors.



Source: Author, 2015

Figure 1.1: A conceptual framework, showing factors that deter women from advancing into leadership positions in secondary schools.

1.12 Operational Definitions of Terms

Appointment:	Refers to issuance of letters to teachers upon recruitment, promotion and deployment.
Bias:	Refers to a set of assumptions made regarding the abilities and or handicaps of a group or groups.
County:	Refers to second level of governance in Kenya, after the national government. There are 47 counties in Kenya.
Deployment:	Refers to the process of posting teachers to areas where they are best qualified to perform.
Gender:	refers to sexual identity, male or female, as it relates to culture and society.
Gender balance:	Refers to the representation of women or men in a course or post degree equal to their representation in the population of the corresponding institution.
Gender equity:	Refers to fair treatment and equal chances for both men and women in the society.
Gender imbalance:	Refers to a state where one gender dominates the social and economic fabrics of the society.
Head teacher:	Refers to heads of Secondary school institutions in Kenya.
Leadership:	Headship positions taken by women

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the available literature related to educational policy on the appointment and deployment of secondary school head teachers. It also included a review of researches which had been done in Kenya and other parts of the world, on issues of gender imbalance in school leadership and management. The following sub-sections are therefore covered in the order they appear: general overview of women advancement into headship positions, affirmative action, equal promotional opportunities, women in school management positions, general cultural and social values and the summary of the gaps.

2.2 General Overview of Women Advancement into Headship Positions

A range of studies have proposed various clarifications to account for the low representation of women in leadership positions in educational systems of developed and emerging countries. In the midst of these are cultural scripts that categorize feminine characteristics as contributing to ineffective leadership (Curry, 2000), dormant discrimination (Coleman, 2002), and male domination in educational management, which in turn, hinders the leadership opportunities for many women (Limerick and Lingard, 1995).

Male dominance of leadership positions is probable to lead to employing head teachers who take after their patrons in attitude, philosophy deed and look, hobbies and club membership i.e. men (Hill & Pagland, 1995). The reason as to why women are lowly represented in leadership places may also be initiated by women's

personal valuation not to apply for promotion in education due to a variety of reasons, this may include lack of necessary objectives, lack of knowledge of the promotion structure and a lack of confidence that they will make it, lack of competitiveness, being afraid that they may fail, and gender aligned socialization. (Coffey and Delamont, 2000).

In the education job market, the rate of women participation diminishes as we climb the academic ladder with few women in the management positions in schools. In the USA 86% of all the school administrators, 65% of all the assistant administrators, 72% of all the heads and 63% of vice heads in schools are men (Blount, 2004). In Central America, Mexico and Panama there is unequal access to school leadership positions on the women's promotions is impeded (Grogan & Brunner, 2005). Grogan and Brummer (2005) noted that women represents only 18% of the nation's administrators in contrast to 75% of the national teaching force. In Alberta women hold 43.5% of the headship appointments in elementary schools (Rees, 2004).

Although there are various patterns of representation in school leadership both nationally and internationally, three common trends emerge: educational leaders are largely male at all levels in virtually all nations, women are lowly represented at management levels and that the percentage of women working in teaching deteriorations as the stage of development of students rise (Riley, 2007). Data analysis from international researches in Britain and USA indicates that, women teachers have fewer chances of promotion than their male counterparts and are particularly non-existent in top academic administrative positions (Deem, 2008).

Sifuna (2006) argues that there is so much gender conditioning and sex stereotyping that takes place at the family. Generally the modes of socialization that children are subjected to from their infancy are influenced by cultural definitions and ascriptions to one's sex. Culture has assigned various norms and statuses to people of different sexes. The way children are socialized into these norms and statuses is sometimes biased and subjective to the extent that it affects a child's educational life chances in later life.

It is therefore evident that women are lowly represented in managerial positions not only in the private sector and other government owned institutions, but also in school administration. Much evidence has however been adduced especially in the developed world unlike the under developed and in Kenya in particular the Coast region there is no any empirical data to attest this hence the aim of this study was to assess the policy framework in relation to the progression of women into leadership positions in public secondary schools in Kisauni and Likoni Sub-Counties, Mombasa County – Kenya.

2.3 Affirmative Action

In 2006, the government declared that some appointments in the public service were to be set aside for women. The ruling was proposed to create fairness in employment of men and women and promotion to senior positions in the public sector (Gender and Governance Programme, 2010). This policy intentionally tries to reform or destroy discrimination on the basis of colour, gender, faith and geographical places. Its purpose is to provide equal opportunities to all competing groups in the society, including women. But while it has been addressed as a milestone in eliminating discrimination and restructuring the education sector, its outcomes remain a

questioned terrain. The proportion of African women in school administration has hardly increased (Suda, 2002). Some people have attributed the policy's letdown to the fact that it is a proportion filling but not a development-oriented implementation. Furthermore, some African regimes are not dedicated to the cause of women. Thus there is need for deliberate political will by African regimes to implement the agreements and procedures that address gender matters.

The strategic objective number one (1) of the Beijing podium beseeched governments 'to commit themselves to inaugurating the goal of gender equilibrium in government bodies and committees, public administrative bodies, measures to substantively intensify the number of women, to realize equal representation of women through positive accomplishment in all governments and public administration positions' (Makura, 2000). A study carried out in the United States of America (USA) found out that its fruits were not good as anticipated, since the ratio of female head teachers had hardly risen due to women's belief that the policies were a token sign that do not reach into the depth and delicate politics, especially in schools. The concern for the present study was to find out the scope to which affirmative action has swayed gender balance in the employment of head teachers in secondary schools in Kisauni and Likoni Sub-Counties.

2.4 Equal Promotional Opportunities

According to TSC (2005), promotions of teachers from one grade to another are governed by the relevant schemes of service and such teachers may be deployed by the commission in administrative posts such as principals. Thus any teacher who wishes to be considered for promotion should apply when the commission advertises the posts. In Britain, a survey carried out on headship positions found out that

promotion of males to headship at the secondary school level was more likely than women. As much as the gender split at the secondary level was more even with 56% of teachers being females and 44% males, 65% of the male teachers were secondary school head teachers (Gender and Education, 2003).

While the above outlined policies aim at closing the gender gap in school management, the impact of the policies is yet to be felt particularly in public secondary schools in Kisauni and Likoni Sub-Counties, Kenya. The purpose of this study therefore was to assess gender policies and advancement of women into leadership positions in public secondary schools in Kisauni and Likoni Sub-Counties, Mombasa County – Kenya.

2.5 Women in School Management Positions

Even though the majority of teachers in schools in many countries are female, only a small percentage of these are school head teachers. For secondary schools in the United States of America, the digest of education statistics reports that 12% of head teachers are women in recent years. In European secondary education the general percentage is about 20%, while in Netherlands, it is less than 7% (Brown and Ralph, 1996). This underrepresentation of women could be called ‘quantitative gender inequality’ which can be noticed due to the fact that head teachers, teachers and students, do not work in a gender-neutral environment (Brown and Ralph, 1996).

African governments are not committed to the course of women. Thus, there is need for deliberate political will by African governments to implement the conventions and protocols that address gender issues. Strategic Goal number one of the Beijing platform of 1995, implored governments to commit themselves to establishing the

goals of gender balance in government bodies and committees, public administrative entities, measures to substantially increase the number of women, to achieve equal representation of women through positive action in all government and public administration position (Makura, 2000). A study carried out in the USA found out that the percentages of female head teachers had barely risen due to women's belief that the policies were a token gesture that do not reach into the depth and subtle politics, especially in schools.

Deducing from the few reports on women's leadership styles in upcoming countries, it points out that women embrace an 'androgenic' way, i.e. a mixture of 'masculine' and 'feminine' leadership styles, that derives, by and large from the strong- male dominant values in developing nations. On one hand, the women leaders manifest 'feminine' leadership style, even though on low level as Celikten (2005) noted.

There was a common line of feminine orientation that was seen among women in different upcoming countries. An example is the caring nature that is expressed by the female head teachers in Singapore (Morriss, Tin and Coleman., 1999) and in the Caribbean with respect to staff and students.

Some of the three professional familiarities of women administrators are documented in the research on women in educational systems of upcoming countries. In the family, the father, plays the major role in the career progression and leadership of women in upcoming countries. Cubillo and Brown (2003) showed that parents or guardians is important as indicated from their respondents from nine different nations. The entire study recognized their fathers to play a major role in their early education and subsequent careers.

In the same outlines, Kenyan teachers look at their personal career progression not entirely as a personal accomplishment but as something that could not be accomplished without the help of the family and the community (Olser, 2003). Moreover, women head teachers allegedly have difficulty in facing their staff, sometimes even the female staff as in Trinidad and Tobago (Morris, 1999) and in Turkey (Celikten, 2005). Turkish female principals said that the most serious difficulty they faced in their jobs was the hesitancy of women teachers to work for women principals (Celikten, 2005).

Third, some career experiences of women principals refer to normal ‘difficulties’ every manager they supposedly face. Research that examined stress levels of female kindergarten principals in Macau, China, came to a conclusion that their work was not so taxing. Hence a conclusion was made that the principals were managing pretty well with the loads of their work in ensuring that the young children got education. The areas of their work they found to be the most difficult to deal with were the employing of a sufficient number of students, and sustaining a balanced, or surplus budget (Wong and Cheuk, 2005).

Certainly, the role of women in management has become a topic of special interest and importance in the present decade. It is an era when women have come to limelight in our society. However, affirmative action and equal opportunities programs have not yet significantly increased the number of women managers in industries, banks, schools, and so on. This however is due to marginalization of women in most societies. Women are more adapted to run the household than man. Therefore the more women we have in the leadership positions in the world, the more stable and dependable the world will become (Laitman, 2009).

Generally, female managers are faced with certain kinds of conflicts. The first real problem she must to handle is a domestic one. More often than not she is a mother, and a wife with the responsibilities of the house. New priorities at home have to be established at this time and the person most affected is the husband. The spouse situation is the most difficult of all. Since the woman manager usually has little encouragements from outsiders, it is imperative that her spouse must be by her side all the way. If he is not supportive, she has two obvious choices, either to give up the goal of being a manager or give up the spouse.

Society and societal priorities in the past had demanded that women remain in the appropriate service careers of nursing, secretarial work, home economies or teaching, because the influences or usefulness of these careers for future homemakers and mothers. Consequently, women have for the most part chosen these compatible role arrangements. As such moving out into a profession such as management or administration is considered a precarious challenge for women (Amdii, 2002).

Several reasons hindering women advancement to leadership positions in schools have been advanced and among them is domestic chores and stereotype thinking that certain careers are only meant for women e.g. secretarial jobs. However, some countries have achieved quite an impressive progress in terms of women taking headship positions in schools, but little has been documented in Kenya hence the purpose of this study was to assess gender policies and advancement of women into leadership positions in public secondary schools in Kisauni and Likoni Sub-Counties, Mombasa County – Kenya.

2.6 General Cultural and Social Values

The main challenge to women's entree to leadership positions in school talks about the cultural and social structures that divide the society into male and female arenas. It is engrained and engraved in the beliefs of many upcoming countries such as China and Islamic nations that feature definite tasks and spheres of responsibility to each gender, assuming that one must behave in accordance with the societal expectations of one's gender (Celiken, 2005). Leadership positions in this sense belong to male members of the society and women should refrain from attempting to attain this kind of position. Otherwise they are susceptible to sanctions such as, reduced chances to marry.

In the traditional Chinese culture, for illustration, women have always been in the submissive roles both at home and in society (Su, Adams and Miniberg, 2000). The cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions, are common in many developing countries (Calvert & Calvert, 1996). Schultz (1998) explains that in Nepalese society, women are in many cases still chained to the house, which is seen as the space where they may obtain ritual and spiritual purity. He further asserts that if a woman obtains this purity, which many still believe to a significant degree can only be achieved in the home, through domestic activities, then she can evolve to the next spiritual plane, that is, can be reborn as a man.

The barriers experienced by women in developing countries seem to be determined by specific cultural and religious beliefs and values that define femininity in terms of marriage, housekeeping and child-raising. Kenya's Gender and Governance Program (2010), says that, in the year 2006, the government declared that

henceforth, 30% all appointments in public services were to be reserved for women. The directive was intended to create equity in the employment of men and women and promotions to senior positions in public sector. It is intended to provide equal opportunities to all competing groups in the society, including women. But while it has been hailed as a milestone in eradicating discrimination and reforming the education sector, its results remain a contested terrain.

Generally speaking, the common denomination for the very few women administrators in developing nations is their strong beliefs in themselves. For increasing women's belief and confidence in their abilities, women were found to need moral support and a sense of trust from their families (Osler, 2003), as well as extensive mass educational programs coupled with conscious efforts to change traditional values (Handelman, 2000).

These findings are consistent with reports on African-American women administrators indicating that family, culture and spiritual experiences in their childhood positively influenced their advancement (Bloom and Erlandson, 2003). Similarly, firm beliefs in their competence and abilities to improve education were contributing factors for seeking administrative posts in the first place among the Hispanic women in the US (Mendez-Morse, 2004), and among Bedouin female principals in Israel (Aburabia-q-Queder,2006).

Very low girls' participation in primary and secondary education in many developing countries make it less plausible for many women to be able to acquire the skills, training and competencies necessary for professional and managerial

positions in education. Education is seen as having little relevance to the future role envisaged for daughters in developing countries (Brown & Ralph, 1996).

Women and men with the same educational qualifications reach different levels in occupational status; men having easier access to formal sector employment, managerial and technical jobs or entrepreneurship (Jayaweera, 1997). One reason to this discrimination relates to many men's vested interest in holding onto power and authority rather than sharing it with women (Brown & Ralph, 1996) as well as men's tendency to hire people who look like them, i.e. male teachers. Similar experiences are reported about minority women administrators in the US (Enomoto., 2000).

Gender disparity in employment opportunities in Kenya are a real challenge to development. Despite their growing participation in the work place, there are still few women in the top echelons of public decisions and policy making positions in Kenya (Suda, 2002). This may be much the same in school headship. When the majority of teachers in the developing countries are male, it is hardly surprising that there are so few women in leadership positions in schools. By 1998, only 15% of heads were female in Kenya (Olser, 2000).

A few writers argued that women's low confidence and self-esteem with respect to their management capabilities are likely to stunt their career advancement in school. For instance Uganda women who have been socialized to adopt family roles were indicated to have low self-esteem and low confidence in their ability outside the domestic role (Brown & Ralph, 1996).

Similarly, research conducted in Turkey showed that women do not apply to be principals, even when they are as qualified as male applicants, at least in part because they have a negative self-perceptions and lack confidence in their qualifications and experiences (Turan & Ebiciclioglu, 2002). Jayaweera's (1997) work was insightful in illuminating this aspect in Asian countries. He showed that gender role stereotypes in educational materials, in the curriculum and in the school environment transit gendered attitudes towards the role of girls and boys engendering negative self-perceptions in girls that could impede their personal development.

Imanyi (1997), in a study on how female and male managers in some public service organizations in Nigeria perceived work related variables and their implications, observed that the statistics in her study indicated that for a country which has a ratio of one female to one male clearly suggest that the females are grossly under-utilized and under-mobilized in the countries public life. According to some authors, the main obstacles to women's progression, refers to family duties that, the majority of women in upcoming nations hold (Olser, 1997). In traditional societies women are expected to be responsible for their families and relatives. In this sense, Turkish women do not desire administrative posts which would call for long working hours and tough circumstances, while their husbands' resistance averted any career progression (Celikten, 2005). Likewise Kenyan women cannot take administrative posts because of the travel time involved. Likewise, heavy domestic and husband's resistance are identified by both male and female teachers in Kenya as obstacles to career progression (Olser, 1997).

2.7 Summary of the Gaps

Women advancement into headship positions in many organizations has remained dismal globally. Even in the developed world, they are still underrepresented. In the United States of America, the number of women who occupy leadership positions is somehow high as compared to countries like Australia but, still the representation has not met the minimum threshold as required by law and other international conventions.

Several factors have been advanced to poor women representation in headship positions at work. Among the classical citations, social-cultural factors have featured greatly world over. Many communities believe that headship positions are a reserve for men and women should therefore come second. In other cultural set-ups, it is a norm that the work of a woman is to give birth to many children and take care of them while meeting other household chores. This therefore, has impacted negatively in the advancement of women into headship positions at work.

This scenario is evident even in the Kenyan context despite the fact that the Kenyan Constitution gives a provision that 30% of the posts available in the public sector should be a reserve for women. In fact since the promulgation of the new constitution in Kenya, no single study that has been carried out to determine whether such a provision is upheld or not hence the purpose of this study was to assess various gender policies for the advancement of women into leadership positions in public secondary schools in Kisauni and Likoni Sub-Counties, Mombasa County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was structured into study area; study population; sampling procedures; data collection methods; research instruments; reliability and validity of research instruments; data analysis and interpretation.

3.2 Research Design

Creswell (2005), defines research designs as the specific procedures involved in the last three steps of the research process; data collection, analysis and reporting. This research employed a mixed design method encompassing a cross sectional survey and case study. This is because as stated by Creswell (2005), mixed method research provides more comprehensive evidence of a research study. He further observes that mixed method design enables the researcher to use all the tools of data collection. In other words when both qualitative and quantitative research is used together, they produce more complete knowledge necessary to inform theory and practice. The use of this mixed method design enables a researcher to use the strength of an additional method to overcome the weaknesses in another method by using both in a research study. The researcher used a questionnaire to gather data from teachers, while interview guides were used to collect data from headteachers, DEO and the BOM chairpersons.

3.3 Location of the Study

This study was carried out in Kisauni and Likoni sub-counties of Mombasa County in the Republic of Kenya. Kisauni and Likoni sub-counties are found at the coast of Kenya. They are cosmopolitan. The locals are predominantly Muslims, with a few

Christians, and other religions including traditionalist. Almost half of the population living here depends on small scale businesses whereas others are peasant farmers. A few people are artisanal fishermen.

Kisauni sub-county is bordered by Mvita sub-county to the south while to the north it is bordered by Mtwapa. Nyali sub-county is found to the West of Kisauni whereas Kaloleni is situated towards the west.

On the other hand, Likoni is bordered by Msambweni sub-county to the south and Mvita to the North. To the west lies the shores of the Indian Ocean and to the east, Chagamwe sub-county is found.

The two (2) sub-counties were chosen for the study because they are in close proximity to the researcher hence it was convenient in terms of the use of financial resources. The researcher also, happened to be a teacher in one of the districts and given that the other one was in the neighborhood, she was then conversant of what happened in these sub-counties as far as advancement of women into headship positions is concerned.

In addition to the above, Mombasa County is one of the areas in Kenya where women teachers' presence in headship positions has not been felt hence the need for this study in order to establish whether the gender policies would enhance their advancement into the headship positions in public secondary schools.

3.4 Target Population

The target population for the study was included in all the two hundred and eighty(280) teachers, twelve(12) head teachers, twelve(12) BOM chairpersons, and two(2) Sub-County Directors of Education (SCDE) within Kisauni and Likoni sub-counties (Kisauni District Education Office, 2013; Likoni District Education Office, 2013). There are twelve secondary schools in the two sub-counties hence twelve head teachers were involved.

3.5 Sampling Procedures and Sample Size

Sampling is done by selecting a given number of subjects from a defined population as representative of that population. This therefore means that any statement/s made about the sample should be true of the population (e.g. Orodho, 2002) and that the larger the sample size, the smaller the sampling error (Gay, 1992). This study employed purposive and stratified random sampling. Stratified sampling was used to group schools into those headed by men and those headed by women. Random sampling was used to select male head teachers because they were many. Purposive sampling was used in selecting all female head teachers because presumably they were few and the research was more interested with women advancement. Gilbert (2001) suggests 10% sample of large (>1000) populations and 20% of small (<1000) populations as minimums. He further argues that such a sample represents the highest variability that can be expected in the population.

Table 3.1: Table showing sampling procedure

PARTICIPANTS	TOTAL		PERCENTAGE	TOTAL SAMPLE
Headmistresses	2	purposive	100%	2
Headmasters	10	random	100%	10
Teachers	280	random	20%	56
DEO	2	purposive	100%	2
BOM Chairpersons	12	random	60%	7
Total	306			77

3.6 Research Tools

In order to collect the data the following research instruments were used: A detailed questionnaires for teachers, was used while an interview schedule was used on the head teachers, BOM chairpersons and SCDE. Borg and Gall (2000) state that interviews and questionnaires are intensively used in nearly all educational researches to collect information that is not directly observable. Questionnaires also, allow data to be collected from many respondents within a short period of time, ensure anonymity, permit use of standardized question and have uniform procedures besides being easier to complete (Orodho, 2002).

3.6.1 Questionnaires for Teachers

The teachers' questionnaires were made of four sections namely section A, B, C and D. Section A entailed personal information of teachers while section B will be a Likert like scale with five options against which the questions were answered.

3.6.2 Interview Schedules for Head Teachers, BOM Chairpersons and DEO

Interviews are appropriate to collect information which respondents would not reveal by any other method of data collection. The head teachers, BOM chairpersons and the DEO are the ones charged with the responsibility of ensuring that all the government policies are implemented in schools hence by interviewing them the researcher would be able to assess what the officers knew and whether they were putting into practice some of these policies. The interview schedules also enabled the researcher get more insight to some of the questions answered by teachers as the headteachers clarified some facts.

3.7 Piloting of the Study

Before the actual data was collected, the researcher conducted a pilot study in Kisauni and Likoni sub-counties where seven headteachers who were not included in the final study were used. It is from these seven schools that five teachers were randomly selected for the pilot study. Consequently, the pilot study participants were 7 headteachers and 24 teachers, totalling 31 cases. This number is sufficient for conducting a statistical analysis according to Mugenda and Mugenda (2003). The pilot study enabled the researcher to ascertain the reliability and validity of the instruments, and to familiarize herself with the administration of the questionnaires in order to improve the instruments and procedures.

3.8 Validity of the Study

Validity is the degree to which a test measures what is supposed to measure (Mason & Bramble, 2000). To ensure content and face validity the researcher sought guidance from gender experts and lecturers from the Department of Education Management, Policy and Curriculum Studies, Kenyatta University. These experts

analyzed in precise, the specific content universe, objectives, and how the content universe was sampled, and advised the researcher accordingly. By using a panel of experts to review the test specification and the selection of the items the content validity of a test could be improved. The experts were able to review the items and commented on whether the items covered a representative sample of the behavior domain.

3.9 Reliability

The reliability of a research instrument concern the extent to which the instruments yields the same results on repeated trials. To test the internal consistency reliability, this research employed Cronbach's alpha. The coefficient alpha is an internal reliability consistence index designed for use with tests containing items that have no right answers. This is often the case with attitude instruments that use the Likert scale. Alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from a multiple formatted questionnaire or scale. The higher the score, the more the reliable the generalized the scale is. Nully (2000), has indicated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used. The instrument in these areas often asks respondents to rate the degree to which they agree or disagree with a statement or a particular scale. For this reason, a test was administered to the head teachers, BOM, SCDE and teachers of the pilot schools, and then the scores were coded and entered into Cronbach alpha SPSS software for calculations. A reliability coefficient of 0.68 was obtained an indication that the coefficient alpha was within the required threshold.

3.10 Data Collection Procedures

After being given a go ahead by Graduate School of Kenyatta University, the researcher sought permission from the National Commission for Science, Technology and Innovation (NACOSTI) to carry out a research within the schools in Kisauni and Likoni sub-counties. The researcher self-administered the questionnaires to the teachers in the selected schools. Advance booking and appointment was secured with the SCDE, the chairpersons of the BOMs and the head teachers for the face to face interviews. The researcher interviewed the head teachers and the education officers personally using an interview guide and recorded the data by note taking. This was done in one day. The respondents read and filled in the questionnaires and they were collected on that same day. This system ensured that every respondent supplied with a questionnaire returned it for coding and final analysis.

3.11 Data Analysis

The data obtained in this study was scored, edited and coded and entered into the computer for analysis using a statistical package for social sciences (SPSS) version 11.5 (Nic, 2000). This research yielded both qualitative and quantitative data. Therefore, qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents' information and documented data. Qualitative data provided rich descriptions and explanations that demonstrated the chronological flow of events as well as often leading to chance findings (Gray, 2004). On the other hand, quantitative data was analyzed using various measures of statistics such as measures of central tendency and dispersion. Thereafter, simple descriptive statistics such as the frequency counts, means and

percentages were used to analyze this data. The results were then presented using frequency distribution tables and bar graphs.

3.12 Ethical Issues and Consideration

The principle of voluntary participation requires that people not be coerced into participating in research. Prospective research participants were fully informed about the procedures and the purpose of the study and gave their consent to participate. The research ensured confidentiality by strictly adhering to the principle of anonymity. The participants were not required to write their names or of their institution anywhere in the questionnaire. The participants were assured that the information they gave was not to be made available to anyone who was not directly involved in the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This study addressed four objectives namely to: assess gender policies which guide appointments of public secondary school male and female teachers into school headship positions in Kisauni and Likoni Sub Counties, Mombasa County, find out the perceptions of teachers on the appointment policy of head teachers in public secondary schools in Kisauni and Likoni Sub counties, Mombasa County, examine policy challenges faced by women teachers in advancing to headship positions in public secondary schools in Kisauni and Likoni Sub-Counties, Mombasa County and establish teachers' views about solutions to challenges women face in advancing to headship positions in public secondary schools in Kisauni and Likoni Sub Counties, Mombasa County. Consequently, the research questions that were to be answered were: what extent is the appointment of public secondary school heads in Kenya guided by the policies? What are the perceptions of teachers on the appointment policy of head teachers in public secondary schools? What policy challenges do women teachers face in their efforts to ascend to headship positions in public secondary schools? And what are the teachers' views about solution to challenges they face in advancing to headship positions in public secondary schools? This chapter therefore, presents information on demographic data, gender policies which guide appointments of public secondary school teachers into headship positions, perceptions of teachers on the appointment policy of head teachers, challenges women face in advancing into headship positions and respondents' views about solutions to challenges women face in advancing to headship positions.

4.2 Demographic Data of Respondents

Among the respondents, headmasters comprised of 12.99% (n=10), headmistresses constituted 2.60% (n=2), teachers were made up of 72.73% (n=56) whereas BOM members and SCDE representation was 9.09% (n=7) and 2.60% (n=2) respectively (Table 4.1 on the next page).

Table 4.1: Demographic data of the respondents

Respondents	Frequency	% Frequency	% Cumulative Frequency
Headmasters	10	12.99	12.99
Headmistresses	2	2.60	15.58
Teachers	56	72.73	88.31
BOM Members	7	9.09	97.40
SC Ds	2	2.60	100.00
Total	77	100.00	

Source: Author, 2015

In terms of gender, male teachers dominated secondary schools in both the two sub-counties as depicted in Figure 4.1 below. Males were represented by 58.93% while the female teachers were 41.07%. The findings of this study are not different from other studies that have indicated that in a majority of organizations and not only in schools, women are ever under-represented. For example, in their study Limerick and Lingard (1995) reported that male dominance not only in educational administration, but in other spheres of work, hinders the leadership opportunities for many women.

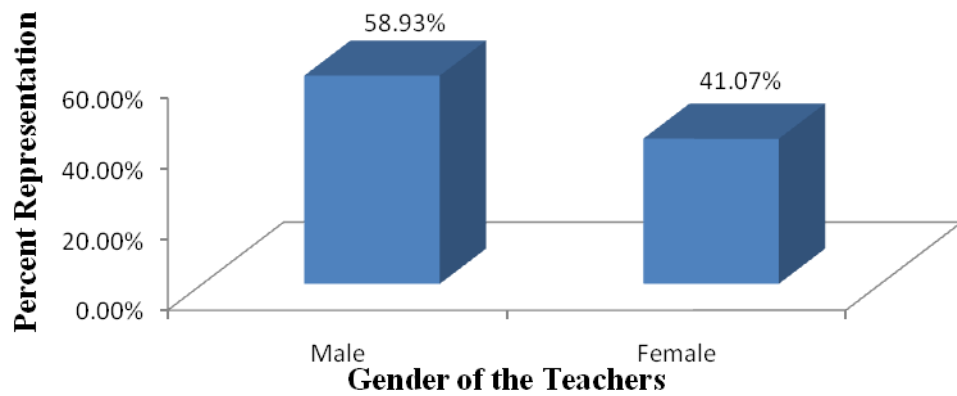


Figure 4.1: Gender representations of the teacher’s respondents

Source: Author, 2015

The respondents were asked to state schools headed by male and female headteachers and the results were as shown in Figure 4.2 below.

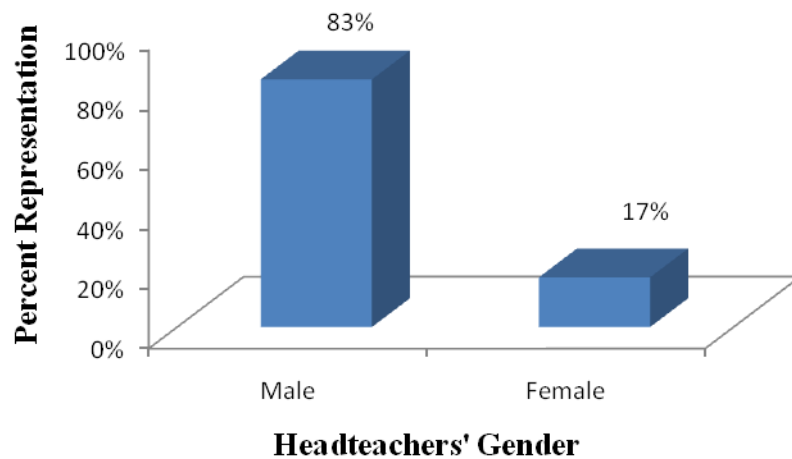


Figure 4.2: Head teachers’ gender representation

Source: Author, 2015

Looking keenly at the level of representation of the female head teachers in secondary schools in Kisauni and Likoni sub-counties, it was found that of all

twelve secondary schools, majority (83%, n=12) were headed by men whereas 17% (n=2) were headed by women. This could be attributed to cultural beliefs that women are supposed to be led by men and that women do have a lot of work in terms of household chores hence are not suitable to take headship posts (Curry, 2000). It is also reported that in USA, 86% of all the school superintendents, 65% of all the assistant superintendents, 72% of all the principals and 63% of vice principals in schools are men (Blount, 2004). Similarly in Central America, Mexico and Panama there is unequal access to school leadership positions on the women's promotions (Grogan and Brunner, 2005). They reported that women represented only 18% of the nation's superintendents in comparison to 75% of the nation's teaching force.

In terms of the BOM representation, results were not different from what was experienced in other categories as indicated above; men dominated. There were 28.57% (n=7) women as compared to 71.43% (n=7) men (Figure 4.3 on the next page).



Figure 4.3: BOM member's representation

Source: Author, 2015

In many sub-Saharan and developing countries world over, it is presumed that women come second in any work that is regarded as man's chore hence a woman is seen as a person whose work is domestic and caring of the young ones (Coffey and Delamont, 2000).

Things were different, however, when it came to the Sub-County Directors of Education (SCDEs) as indicated in Figure 4.4 below.

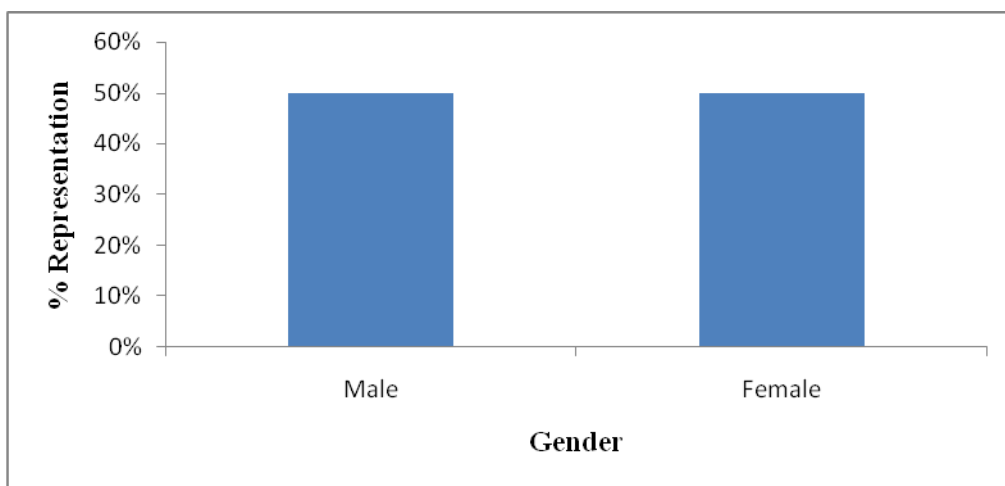


Figure 4.4: SCDEs gender representations

Source: Author, 2015

There was an equal representation in that 50% (n=2) of each gender was represented as. This may be attributed to equal opportunities policy in the government of Kenya where education nowadays is open to all regardless of gender and also women and men of equal qualifications have equal promotional opportunities hence women are manifesting themselves in jobs that were assumed to be men-dominated (Chisikwa and Indoshi, 2010).

The teachers' age was then looked into and it was found that majority of the teachers fell under the age bracket of 35-44 years. The lowest age bracket was that one of below 25 years as shown on Table 4.2 below.

Table 4.2: Percent representation of age of the teachers' respondents

Age in Years	Frequency	% Frequency	% Cumulative Frequency
Below 25	6	10.71	10.71
25 - 34	12	21.43	32.14
35 - 44	16	28.57	60.71
45 - 54	15	26.79	87.50
Above 55	7	12.50	100.00
Total	56	100	

Source: Author, 2015

Teachers were to state their academic qualifications and their responses were as shown in Table 4.3).

Table 4.3: Teachers academic qualifications

Academic Qualifications	Frequency	% Frequency	% Cumulative Frequency
Masters	6	10.71	10.71
Bachelors	22	39.29	50.00
Diploma	28	50.00	100.00
Total	56	100	

Source: Author, 2015

Teachers' academic qualifications showed that a majority were diploma holders (50.00%, n=56) while 10.71% (n=56) had masters and the rest were degree holders. The researcher was told that many of the women had degrees and that some were pursuing their degrees an indication that in the near future headship positions may be taken up by women. This is because although there is no link between education and position in Kenyan schools, things may change in the future such that those who are highly qualified may be considered for administrative posts.

Ordinary teachers formed the bulky of the teachers' representation in the secondary schools in Kisauni and Likoni sub-counties. There were 84.21% (n=56) teachers and 15.79% (n=56) deputy headteachers as indicated in Table 4.4.

Table 4.4: Teachers' designation

Teachers' Designation	Frequency	% Frequency	% Cumulative Frequency
Teacher	47	84.21	84.21
D/Head teacher	9	15.79	100.00
Total	56	100.00	

Source: Author, 2015

Many of the teachers in Kisauni and Likoni sub-counties had taught for 20-29 years (38.60%, n=57) followed by those who had taught between 0-9 years (31.58%, n=56). Those who had taught for over 30 years were fewer (12.28%, n=56) as illustrated in Table 4.5 below.

Table 4.5: Teachers' teaching experience

Teaching Experience	Frequency	% Frequency	% Cumulative Frequency
0 to 9	18	31.58	31.58
10 to 19	10	17.54	49.12
20 to 29	22	38.60	87.72
Above 30	5	12.28	100.00
Total	56	100	

Source: Author, 2015

The teacher respondents were required to state the gender they preferred their head teacher to belong to in case there was a vacancy and it was evident that majority preferred men (75.47%, n=56) as shown in Figure 4.5 below.

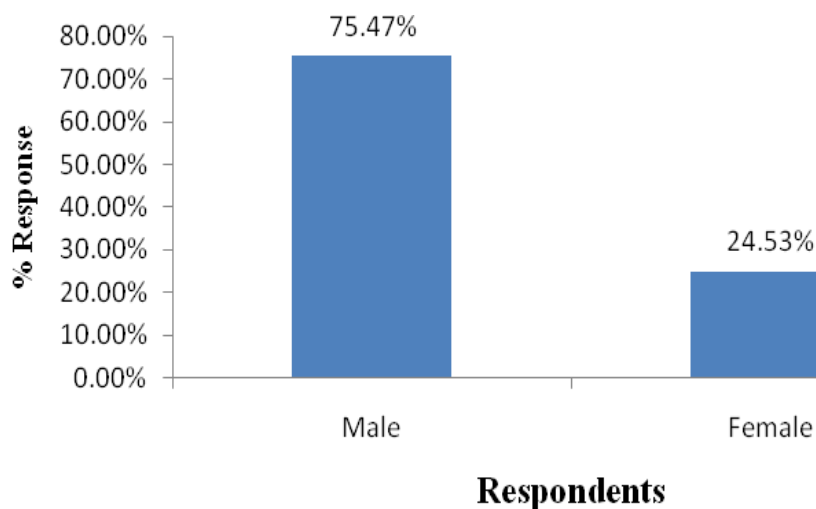


Figure 4.5: Gender preferred to be the head teacher by the teachers

Source: Author, 2015

Women hate their own women in that they prefer men to lead them instead. These findings were in agreement with a study that was carried out in Turkey where it was reported that Turkish female principals had most serious difficulty in their jobs because their female counterparts were reluctant to work for them (Celikten, 2005). This therefore, explains the reason as to why women teachers in the two sub-counties could prefer male head teachers as opposed to female ones and when they were asked why they preferred men they said that women were stricter than men.

Teachers were then asked to state whether they were ready to take up headship positions once vacant and a majority were negative (see Figure 4.6 on the next page).

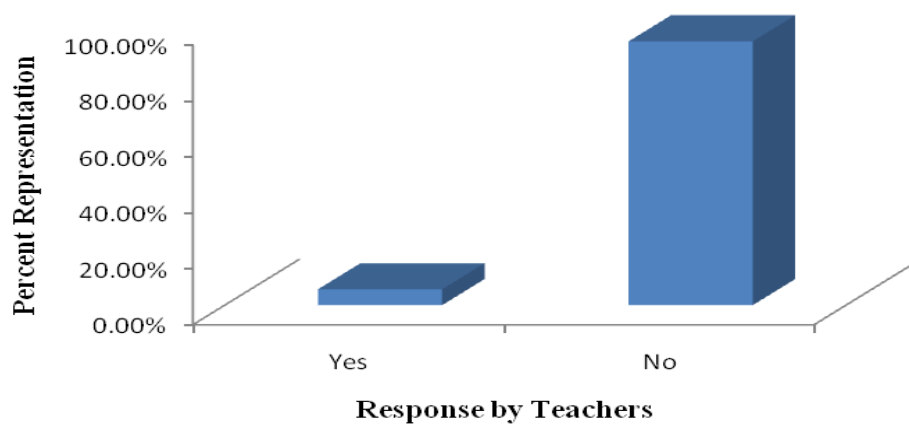


Figure 4.6: Teachers’ response on whether they could prefer becoming head teachers if given a chance

Source: Author, 2015

This is most probably due to the responsibilities that come with headship positions such as in service trainings and frequent travelling associated with it (Chisikwa and Indoshi, 2010). One of the women teachers had this to say: *“As a woman, I cannot take up headship position in my school because my children need me.”* this explains

the reason as to why a majority of the respondents were reluctant to take up leadership positions (Table 4.6 above).

4.3 Gender Policies which Guide Appointments of Public Secondary School into Headship

4.3.1 Affirmative Action

The respondents were asked to either agree or disagree on whether affirmative action had enhanced women advancement into headship positions. Their responses were as illustrated in Table 4.6 in the next page.

Table 4.6: Affirmative action policy

Respondents	n	SA %	A %	D %	SD %	U %	Total
Headmistresses	2.0	0.0	0.0	100.0	0.0	0.0	100.0
Headmasters	10.0	0.0	5.0	58.3	16.7	20.0	100.0
Teachers	56.0	0.0	0.0	0.0	94.6	5.4	100.0
BOG	7.0	0.0	14.3	0.0	71.4	14.3	100.0
SCDEs	2.0	0.0	100.0	0.0	0.0	0.0	100.0

Source: Author, 2015

Most of the people who responded felt that affirmative action policy had not brought any contribution to the increased number of female head teachers in secondary schools in Kisauni and Likoni Sub-Counties. Contrary to the aforesaid, Sub-County Directors were of the opinion that affirmative action had helped women to head schools. They said that it was due to cultural interferences that schools in Kisauni and Likoni lagged behind as far as women advancement was concerned. One of the Sub-County Directors interviewed said that before the introduction of affirmative

action, secondary schools were rarely headed by female head teachers but for the last one year they had two of the females heading secondary schools in the two sub-counties. The findings of this study contrasted with those reported in Chisikwa and Indoshi (2010) where it was said that affirmative action had made more and more women head schools.

4.3.2 Millennium Development Goals (MDGs)

The respondents were asked to state whether MDGs had helped women to advance to headship positions and their responses were as shown in Table 4.7 in the next page.

Table 4.7: Millennium development goals on women empowerment

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	0.0	0.0	0.0	100.0	0.0	100.0
Headmasters	10.0	0.0	10.0	40.0	40.0	10.0	100.0
Teachers	56.0	0.0	0.0	20.0	70.0	10.0	100.0
BOG	7.0	0.0	0.0	15.0	70.0	15.0	100.0
SC Ds	2.0	0.0	50.0	50.0	0.0	0.0	100.0

Source: Author, 2015

Most of the respondents (except the Sub-County Directors of Education) indicated that MDGs on women empowerment had not helped women to be appointed as head teachers in mixed secondary schools. SCDEs, however, said that lack of political will by the government to deliberately put measures in place to help women ascend to headship lowered the number of women in headship positions in Kisauni and Likoni. These findings were not in agreement with Chisikwa and Indoshi (2010)

who reported that MDGs had assisted women teachers in securing headship positions in Vihiga Sub-County.

4.3.3 In-service Training

The head teacher respondents were asked to state whether in-service training had promoted female teachers into headship positions in Kisauni and Likoni Sub-Counties. Their responses were as indicated below, Table 4.8.

Table 4.8: In-service training

Respondents	N	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	0.0	0.0	50.0	50.0	0.0	100.0
Headmasters	10.0	30.0	10.0	40.0	25.0	0.0	105.0
Teachers	56.0	20.0	10.0	50.0	20.0	0.0	100.0
BOG	7.0	0.0	30.0	20.0	45.0	5.0	100.0
SCDEs	2.0	0.0	100.0	0.0	0.0	0.0	100.0

Source: Author, 2015

A few of the respondents indicated that in-service training of teachers equipped them with managerial skills needed for headship and kept them abreast with the new educational policies. Some of the headmasters (30%, n=10) interviewed for example, said that “in-service training had exposed the female teachers to the outside world and imparted confidence in them to forge ahead as school administrators”. They however reiterated that a majority of the women were barred from heading schools due to some backward cultural practices in the coast which depict women as a house wife. On the contrary, however, 50% (n=2) of the headmistresses disagreed and another 50% (n=2) strongly disagreed that in-service training of women enhanced

their chances of heading schools in Kisauni and Likoni Sub-Counties. They said that whereas such in-service training opportunities were there, very few women attend them because of family matters such as taking care of the children.

4.3.4 Equal Educational Opportunities

The respondents were further requested to state whether equal educational opportunities assisted women in ascending into headship positions secondary schools in Kisauni and Likoni Sub-Counties. Their responses were as illustrated on Table 4.9 below.

Table 4.9: Equal education opportunities

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	0.0	50.0	0.0	50.0	0.0	100.0
Headmasters	10.0	50.0	40.0	5.0	0.0	5.0	100.0
Teachers	56.0	70.0	15.0	5.0	10.0	0.0	100.0
BOM	7.0	10.0	50.0	30.0	10.0	0.0	100.0
SCDEs	2.0	50.0	50.0	0.0	0.0	0.0	100.0

Source: Author, 2015

Majority of the respondents agreed that equal educational opportunity in Kenya had promoted both males and females to acquire the necessary skills required for employment, unlike in the past where females were denied formal education and given only instructions to enable them perform domestic tasks of raising children. It is evident that 50% (n=10), 70% (n=56), and 50% (n=2) of the Headmasters, teachers and SCDEs respectively strongly agreed that equal educational opportunities propelled women into headship positions in the two counties.

It is, however, reported that the retention rate for the girl-child up to the university level was low (Chisikwa and Indoshi, 2010). Although equal educational opportunities were seen as gate way to women advancement into headship positions in Kisauni and Likoni Sub-Counties, women faced several challenges that wouldn't allow them take up managerial posts which according to Amdii (2002) is a precarious challenge.

4.3.5 Equal Promotional Opportunities

Lastly, on the policies that guided women into headship positions, respondents were required to state whether equal promotional opportunities had assisted women in their advancement into headship positions in public secondary schools in Kisauni and Likoni Sub-Counties (Table 4.10).

Table 4.10: Equal promotional opportunities

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	0.0	50.0	0.0	50.0	0.0	100.0
Headmasters	10.0	50.0	40.0	5.0	0.0	5.0	100.0
Teachers	56.0	70.0	15.0	5.0	10.0	0.0	100.0
BOM	7.0	10.0	50.0	30.0	10.0	0.0	100.0
SCDs	2.0	50.0	50.0	0.0	0.0	0.0	100.0

Source: Author, 2015

Majority (50%, n=10; 70%, n=56; and 50%, n=2 headmasters, teachers and SCDEs respectively) of the respondents agreed that equal promotional opportunities had helped both males and females be appointed to headship positions. They argued that

this was so provided they (female teachers) had the qualifications necessary for headship. This notwithstanding, however, many of the respondents including women said that women failed to apply or present themselves for the interviews while others failed to take up positions due to family chores. These findings were in agreement with other research findings such as Gender and Education (2003) in which it was reported that equal promotion opportunities had reduced male dominated headships in Kenyan schools by 15% in the year 2003. But going by this study's findings, there is still more to be desired because of some cultural stereotypes that make women shy away from taking up headship positions.

4.4 Perceptions of Teachers on the Appointment Policy of Head Teachers

The respondents were asked to give their perceptions on the appointment policy of head teachers in Kisauni and Likoni Sub-Counties. Four statements were provided in which the respondents were to strongly agree, agree, strongly disagree or disagree (Table 4.11).

Table 4.11: Respondents' perception on appointment policy

Statement	SA		D	S	D	U	Total
	%	%	%	%	%	%	
Appointment of teachers to headship positions is free and fair to all teachers	0	9.4	56.6	18.9	15.1	100	
The information about the vacancies available for promotion is readily available to all teachers	1.9	13.2	47.1	34.0	3.8	100	
Gender influences the appointment of head teachers	0.0	3.8	30.2	56.6	9.4	100	
Women stand high chances of ascending to headship than men	7.5	3.8	45.3	39.6	3.8	100	

Source: Author, 2015

Responding on whether the appointment of teachers to headship positions was free and fair to all teachers (i.e. women versus men), 56.6% (n=77) of the respondents confirmed that it was not whereas only 9.4% (n=77) of them agreed that it was free and fair (Table 4.11, page 39). This is so because women belief that the policies act as a token gesture that do not reach into the depth and subtle politics attributed to head teachers' appointments especially in schools where men are advantaged because they can stay out until late hours scheming with politicians (Makura, 2000). Majority of the respondents disagreed (47.1%, n=77) to the fact that information about the vacancies available for promotion was readily available to all teachers. It

was argued that whenever an opportunity occurred, such information was availed to those teachers who were either politically connected or were relatives of senior officers in the MoE. This therefore hampered women in Kisauni and Likoni Sub-Counties from attaining headship positions.

When asked whether women were not politically connected, women said that it was under rare circumstances that a woman who had a family to care for would spend much time away from home attending political meetings. They therefore said that men were more advantaged when it came to such political games where politicians rewarded their cronies in order to gain political mileage.

Many of the respondents greatly disagreed with the policy that postulated that gender influenced the appointment of head teachers. For example, 56.6% (n=77) of the respondents strongly disagreed with this statement arguing that should such a principle have been applied, then chances were that the two sub-counties would have had not less than four three schools being headed by the female teachers.

Lastly, respondents were to either to agree or disagree on whether women stood high chances of ascending to headship than men slightly over forty five percent (45.3%, n=77) disagreed an indication that women in the two sub-counties under study were not in a position to advance into headship than men. Several reasons hindering women advancement to leadership positions in schools have been advanced and among them is domestic chores and stereotype thinking that certain careers are only meant for women e.g. secretarial jobs hence women are not advantaged in moving into headship positions (Amdii, 2002).

4.5 Challenges Women Face in Advancing Into Headship Positions in Secondary Schools

Respondents were to indicate some of the challenges women face in advancing into headship positions in public secondary schools in Kisauni and Likoni Sub-Counties. Certain ways of thinking and stereotypes were among the major drawbacks on women ascending into headship positions in secondary schools in Kisauni and Likoni sub-counties as depicted in Table 4.12 on page 44.

Table 4.12: Challenges women face in advancing into headship position

Statement	SA %	A %	D %	S D %	U %	Total
Political connections assist a teacher to be appointed into headship	84.9*	15.1	0.0	0.0	0.0	100
Local community prefers male head teachers to female head teachers	75.5*	18.9	5.7	0.0	0.0	100
Male teachers are more qualified to take headship positions than women	69.8*	18.9	5.7	0.0	5.7	100
Family and house work chores discourage women from becoming head teachers	52.8*	26.4	0.0	20.8	0	100
Handling discipline of pupils and teachers discourage women from becoming heads	45.3	37.7	9.4	7.5	0	100
Women fear headship because of the frequent transfers associated with it	94.3*	5.7	0.0	0	0	100
Frequent seminars and travelling associated with headship is unfriendly to women.	79.2*	13.2	7.5	0	0	100
Some teachers use bribes to be appointed to headship	100*	0	0	0	0	100

*Indicates that the findings do support this study

Also, 37.7% (n=77) of the respondents agreed that women were unwilling to discipline students hence this deterred them from taking headship positions. This study reported similar findings with other studies that confirmed that female head teachers had difficulty in facing their staff, sometimes even the female staff and disciplining students who committed offences as in Trinidad and Tobago (Morris, 1999).

Women feared headship because of the frequent transfers associated with it and the frequent seminars and travelling associated with headship. For example, 94.3% (n=77) didn't want headship posts because of frequent transfers associated with them while 79.2% (n=77) didn't take the headship positions because of frequent seminars and travelling associated with leadership (Table 4.12 on page 44). This is because in many Kenyan family set ups, women are seen as people who come second and almost all family chores remain their responsibilities such as raising children and cooking for the entire family. Many authors are in support of this argument when they advance such arguments as women being good managers in handling household chores than men (Laitman, 2009) hence in society each person's position is defined by gender.

Political connections and use of bribes formed another basis upon which majority of the women didn't rise to headship positions. According to the respondents (Table 4.12, page 44), 84.9% (n=77) of the respondents said that only those who were well connected to politicians managed to secure top seats in the secondary schools in Kisauni and Likoni sub-counties. As explained earlier, it was argued that many women are unable to stay out of their houses for a long time until late scheming for political favours as compared to men who can endure long hours. Such acts therefore

hampered women from securing headship positions in the two sub-Counties under study. In the same breadth, 100% (n=77) of the respondents confirmed that bribes were at the center stage when securing headship positions in these two sub-counties hence hampering women from accessing them. Jayaweera (1997) reported that women and men with the same educational qualifications reach different levels in occupational status; men having easier access to formal sector employment, managerial and technical jobs or entrepreneurship because of their ability to maneuver and influence their ways up through bribes and political connections.

4.6 Respondents’ Views about Solutions to Challenges Women Face in Advancing to School Headship Positions

4.6.1 Millennium Development Goals for Women Empowerment

The respondents were to state whether MDGs had enhanced the advancement of women teachers into headship positions in secondary schools and their responses were as indicated on table 4.13 in the next page.

Table 4.13: Respondents’ views on MDGs on women empowerment

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	0.0	100.0	0.0	0.0	0.0	100.0
Headmasters	10.0	80.0	10.0	10.0	0.0	0.0	100.0
Teachers	56.0	70.0	20.0	10.0	0.0	0.0	100.0
BOG	7.0	80.0	20.0	0.0	0.0	0.0	100.0
SCDs	2.0	100.0	0.0	0.0	0.0	0.0	100.0

Source: Author, 2015

Majority of the respondents argued that should the Millennium Development Goals on women empowerment be followed in its implementation, they would help women secure headship positions in secondary schools in Kisauni and Likoni sub-counties. For example 80% (n=10) of the headmasters and 70% (n=56) of the teachers agreed that MDGs as a policy could enhance women advancement into headship positions.

4.6.2 In-service Training

All the respondents were of the view that in-service training of teachers would boost chances of women teachers advancing into headship positions in the two sub-counties under study (Table 4.14).

Table 4.14: Respondents' views on in-service training

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	100.0	0.0	0.0	0.0	0.0	100.0
Headmasters	10.0	70.0	20.0	0.0	5.0	5.0	100.0
Teachers	56.0	70.0	30.0	0.0	0.0	0.0	100.0
BOG	7.0	75.0	20.0	5.0	0.0	0.0	100.0
SCDs	2.0	50.0	50.0	0.0	0.0	0.0	100.0

Source: Author, 2015

Majority of the respondents strongly agreed while the rest agreed. According to Chisikwa and Indoshi (2010), MDGs and in-service training of women teachers boosted their advancement into leadership positions in schools.

4.6.3 Equal Promotional Opportunities

Employees in any given organization should have a fair ground or plat form for competition. Respondents in this study were required to state whether equal promotional opportunities at work would be in a position to assist women teachers in advancing to headship positions. A majority of them (Table 4.15) agreed that given equal opportunities, women would advance to headship positions. However, 10% of the headmasters felt that equal promotional opportunities to all teachers irrespective of gender would not make women advance into headship positions. Jayaweera (1997) argued that women and men with the same educational qualifications should be given equal promotional opportunities to reach different levels in occupational status.

Table 4.15: Respondents' views on equal promotional opportunities

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	50.0	50.0	0.0	0.0	0.0	100.0
Headmasters	10.0	90.0	10.0	0.0	0.0	0.0	100.0
Teachers	56.0	70.0	10.0	10.0	10.0	0.0	100.0
BOG	7.0	85.0	5.0	10.0	0.0	0.0	100.0
SCDs	100.0	0.0	0.0	0.0	0.0	0.0	100.0

Source: Author, 2015

4.6.4 Gender Policies which Guide Appointments

The researcher wanted to know from the respondents whether gender policies enhanced women teachers' advancement into headship positions in Mombasa county and their responses were as shown on Table 4.16 on the next page.

Table 4.16: Respondents' views on gender policies which guide appointments

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	0.0	100.0	0.0	0.0	0.0	100.0
Headmasters	10.0	60.0	30.0	10.0	0.0	0.0	100.0
Teachers	56.0	72.0	18.0	0.0	10.0	0.0	100.0
BOG	7.0	60.0	20.0	10.0	0.0	10.0	100.0
SCDs	2.0	0.0	100.0	0.0	0.0	0.0	100.0

Source: Author, 2015

Respondents in this study supported the application of this policy in minimizing the gap between men and women in headship positions. For example 72% (n=56) of the interviewed teachers strongly agreed that should such policies be followed to the latter then it is definite that women could easily advance into leadership positions in the two sub-counties under study. According to Suda (2002) gender disparity in employment opportunities in Kenya are a real challenge to development and to overcome this gender policies which guide appointments must be applied.

4.6.5 Equal Educational Opportunities

To minimize the gap between men and women in work places, the government of Kenya has put a lot of emphasis on the girl child education. This is for the purposes of bringing about equity in education. In this regard, respondents were asked to state their views in regard to whether equal educational opportunities as a policy in Kenya would be used to minimize the challenges women faced in advancing to headship positions in secondary schools in the two sub-counties under study. Their responses were as shown in Table 4.17 in the next page.

Table 4.17: Respondents' views on equal educational opportunities

Respondents	n	SA %	A %	D %	S D %	U %	Total
Headmistresses	2.0	50.0	50.0	0.0	0.0	0.0	100.0
Headmasters	12.0	90.0	10.0	0.0	0.0	0.0	100.0
Teachers	56.0	70.0	10.0	10.0	10.0	0.0	100.0
BOG	7.0	85.0	5.0	10.0	0.0	0.0	100.0
SCDs	100.0	0.0	0.0	0.0	0.0	0.0	100.0

Source: Author, 2015

Many of the respondents strongly agreed that equal educational opportunities would help women advance into headship positions i.e. 90% (n=10) of the headmasters strongly agreed while 10% (n=10) agreed. SCDEs also, 100% (n=2) strongly agreed while 70% (n=56) of the teachers strongly agreed with only 10% (n=56) disagreeing. These findings agreed with those reported by Jayaweera (1997) who said that equal educational opportunities can help women overcome challenges they face in advancing to headship positions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main findings of this study, implications of the findings, conclusion and recommendations.

5.2 Summary of the Study

The purpose of this study was to assess various gender policies for the advancement of women into leadership positions in public secondary schools in Kisauni and Likoni sub-counties, Mombasa County. Gender disparity in headship of public secondary schools has been an issue of concern among policy makers, trade unionists and academicians for a long time. However, the current head teacher appointment policy framework for secondary schools does not seem to offer a lasting solution to the problem. Consequently, this study looked into four objectives: assessed gender policies which guide appointments of public secondary school male and female teachers into school headship positions in Kisauni and Likoni Districts, Mombasa County, found out the perceptions of teachers on the appointment policy of head teachers in public secondary schools in Kisauni and Likoni Districts, Mombasa County, examined challenges faced by women teachers in advancing to headship positions in public secondary schools in Kisauni and Likoni District, Mombasa County and established teacher views about solutions to challenges they face in advancing to headship positions in public secondary schools in Kisauni and Likoni District, Mombasa County.

According to the study several policies that may assist female teachers in advancing towards headship positions in Kisauni and Likoni sub-counties are in place. They included the MDGs for women advancement, Kenya Vision 2030, equal promotional opportunities, in-service trainings, equal educational opportunities and affirmative action. In spite of all these policies being in place, the study showed that majority of the secondary schools in the two sub-counties were headed by male head teachers (83%) and majority of the respondents indicated that although there were policies guiding the promotion of head teachers, there was nothing to show for in these two sub-counties. They therefore felt that all the aforementioned policies did not assist women teachers in Kisauni and Likoni sub-counties in securing headship positions in secondary schools (see Tables 4.6 -4.10).

In regard to perceptions on the appointment policy of head teachers in public secondary schools in Kisauni and Likoni Sub-Counties, Mombasa County, respondents said that there was no fairness in the promotion of teachers to take over headship positions. For example 56.6% of the teacher respondents disagreed with the statement that appointment of teachers to headship positions was free and fair. Generally, majority of the respondents had a negative perception about the whole exercise of appointing teachers to headship positions in the two sub-counties as clearly demonstrated in Table 4.11.

Several challenges faced women in their advancement to headship positions in Kisauni and Likoni sub-counties. According to the findings of this study, it was found that a majority (75.5%) of the respondents believed that local community preferred male head teachers to female head teachers. They also, confirmed that

family and house work chores discouraged women from becoming head teachers. This was supported by 52.8% of the respondents (see Table 4.12).

Lastly, the respondents stated that should the relevant policies on the promotion of women into headship positions be taken into considerations and put into practice as stipulated, then chances are that many of the women could advance to headship positions in secondary schools in Kisauni and Likoni sub-counties, Mombasa County. Some of these policies include among others MDGs, gender affirmative action; and equal educational opportunities (Table 4.15).

5.3 Implications of the Findings

Headship in secondary schools in Kisauni and Likoni sub counties in Mombasa County is mainly dominated by men. This means that as far as gender equity is concerned, there is a lot to be desired. To achieve fairness and gender equity a lot of efforts must be put into place and this may include sensitizing women, the entire coastal community and all stakeholders on the importance of having women on leadership positions.

It also, means that despite the fact that there are several policies that should enhance the advancement of women into leadership positions in secondary schools, such policies are not adhered to whenever a vacant position arises. It was also evident that in some instances certain crooked ways were eminent in attaining headship positions.

5.4 Conclusion of the Study

The purpose of this study was to assess various gender policies for the advancement of women into leadership positions in public secondary schools in Kisauni and Likoni sub-counties, Mombasa County. It is therefore, concluded that women teachers in secondary schools in Kisauni and Likoni sub-counties lagged behind as far as headship positions are concerned because it was found that there were very few women who headed secondary schools in the two sub-counties.

Although there exist several policies that guide the appointment of headship positions in secondary schools, they are rarely followed in Mombasa County because from the findings many women teachers are lagging behind.

From the findings of this study teachers had a feeling that several policies that enhance the advancement of women into headship positions were in place although they were rarely followed. They confirmed that should they be followed to the letter then chances are that women teachers can easily find their way into headship positions.

Several challenges hindered women teachers' advancement into headship positions. It was concluded that among other factors that hinder them from advancing into leadership positions in the two sub-counties was the cultural stereotypes that see women as domestic workers (Table 4.12).

Lastly it is concluded that should the aforementioned policies be put into practice, then women from the two sub-counties under study could easily advance into headship positions in secondary schools (Tables 4.13-4.17).

5.5 Recommendations of the Study

In light of the findings and conclusions of this study, it was recommended that:

- It is also important that the community and the entire educational stakeholders in the coast are educated on several aspects of the society especially on some backward cultural stereotypes that undermine women such as a woman seen as a domestic worker. They should also be enlightened on several government policies that enhance women teachers advancement into headship positions.
- The current headteachers and SCDEs should adhere to the policies guiding the promotion of teachers to headship positions in order to boost women teachers.

5.6 Suggestions for Further Studies

This study looked into gender policies and women advancement into leadership positions in Kisauni and Likoni sub-counties in Mombasa County. The following therefore were the suggestions for further research based on the results of the study:

- To examine the roles of incumbent head teachers, BOMs and SCDEs in determining women advancement into leadership positions in schools.
- To determine the perceptions and attitudes of women teachers to their women head teachers in their schools.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

Instructions

Please tick [√] in the box text for right responses.

SECTION A

PERSONAL INFORMATION

1. Gender: Male [] Female []

2. Age bracket:
 Below 25 [] 25-34 [] 35-44 []
 45--54 [] over 55 []

3. Academic qualification:
 Masters [] Bachelors [] Diploma []

4. What is your current designation?
 Teacher [] D/HT []

5. Teaching experience
 0-10 [] 10-20 [] 20-30 []
 above30 []

6. What is the gender of the head teacher of your school?
 Male [] Female []

7. What gender do you prefer to be your head?
 Male [] Female []

8. Give a reason for your preference above.
 (a) Have you ever served as the head teacher under TSC?
 Yes [] No []

(b) If the answer is yes to the above question, give the reason for your stepping down. _____

9. a) Given a chance, would you like to become the head teacher now or in future?

Yes [] No []

b) If the answer is No to the above question, give a reason.....

.....

SECTION B: GENDER POLICIES GUIDING APPOINTMENTS OF PUBLIC SECONDARY SCHOOL HEAD TEACHERS

To what extent do you agree with the following policy as far as advancement of women to headship positions is concerned? (Tick \checkmark appropriately)

KEY

VLE= Very large extent, **L**= Large extent, **U**=Undecided, **SE**=Small extent **NA**=Not applicable

Policy statement	VLE	LE	U	SE	NA
Affirmative action					
Millennium Development Goals (MDGs)					
Equal promotional opportunities					
Equal promotional opportunities					
In-service training					
National policy on gender and development					
Kenya Vision 2030					

SECTION C: PERCEPTIONS ON THE APPOINTMENT POLICY OF HEAD TEACHERS

Please tick the right responses in the questions below.

KEY

S.D= Strongly Disagree, **D=** Disagree, **U=**Undecided, **A=**Agree, **S.A=**Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Is the appointment of teachers to headship positions free and fair to all teachers?					
ii	Is the information about the vacancies available for promotion readily available to all teachers?					
iii	Gender influence the appointment of head teachers					
iv	Women stand high chances of ascending to headship than men					

SECTION D: CHALLENGES WOMEN TEACHERS FACE WHILE ADVANCING INTO LEADERSHIP POSITIONS

KEY **S.D=** Strongly Disagree, **D=** Disagree, **U=**Undecided, **A=**Agree, **S.A=**Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Political connections assist a teacher to be appointed into headship					
ii	Local community prefers male head teachers than female head teachers					
iii	Male teachers are more qualified to take headship positions than women					
iv	Family and house work chores discourage women from becoming head teachers					
v	Handling discipline of pupils and teachers discourage women from becoming heads					
vi	Women fear headship because of the frequent transfers associated with it					
vii	Frequent seminars and travelling associated with headship is unfriendly to women.					
viii	Some teachers use bribes to be appointed to headship					

SECTION E: VIEWS ABOUT SOLUTIONS TO CHALLENGES WOMEN FACE IN ADVANCING TO HEADSHIP POSITIONS

Do you agree that if the following is implemented, challenges women face in advancing into headship positions will be solved? Tick as appropriate (√)

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree, **S.A**=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Millennium development goals					
ii	In-service training opportunities					
iii	Equal promotional opportunities					
iv	Equal educational opportunities					
v	Adherence to gender policies which guide appointments					

APPENDIX II

INTERVIEW GUIDE FOR HEAD TEACHERS

SECTION A: DEMOGRAPHIC AND GENERAL DATA

This interview guide will seek the following information from the head teachers.

1. Gender of head teacher:

Male [] Female []

2. Gender of the deputy head teacher:

Male [] Female []

3. Number of teachers in the school:

Male [] Female []

4. When did you start your teaching career? And how did you get your promotions up to headship?

5. How did you learn about the existing vacancies?

6. Were you interviewed for the headship position?

Yes [] No []

7. How many interviews did you attend for the same positions before you got confirmed as the head teacher?

None [] 1 [] 2 [] More than 2 []

8. What was the composition of the interviewing panel in terms of gender?

100% male [] 80% male [] 70% male []

9. How are interviews for headship and promotions done in your school?

Competitively [] Secretly []

10. If your answer is 'Secretly' in question 9 above, explain.....

.....
.....

11. What were the reception of the BOG and the school community of your first station as the head teacher in general?

Warm [] Hostile [] I can't tell []

12. In your considered opinion, what do you think makes others get promotions quickly? TSC head quarters help in quick promotions to headship?

Well connected [] Bribery [] Tribalism []
Nepotism []

Explain your answer in q. 12.....

.....

13. Do local leaders like MPs influence the appointments and transfers of head teachers from their schools?

Yes [] No []

SECTION B: GENDER POLICIES GUIDING APPOINTMENTS OF PUBLIC SECONDARY SCHOOL HEAD TEACHERS

To what extent do you agree with the following policy as far as advancement of women to headship positions is concerned? (Tick appropriately)

KEY

VLE= Very large extent, **L**= Large extent, **U**=Undecided, **SE**=Small extent **NA**=Not applicable

Policy statement	VLE	LE	U	SE	NA
Affirmative action					
Millennium Development Goals (MDGs)					
Equal promotional opportunities					
Equal promotional opportunities					
In-service training					
National policy on gender and development					
Kenya Vision 2030					

SECTION C: PERCEPTIONS ON THE APPOINTMENT POLICY OF HEAD TEACHERS

Please tick the right responses in the questions below.

KEY

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree,

S.A=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Is the appointment of teachers to headship positions free and fair to all teachers?					
ii	Is the information about the vacancies available for promotion readily available to all teachers?					
iii	Gender influence the appointment of head teachers					
iv	Women stand high chances of ascending to headship than men					

SECTION D: CHALLENGES WOMEN TEACHERS FACE WHILE ADVANCING INTO LEADERSHIP POSITIONS

KEY

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree,

S.A=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Political connections assist a teacher to be appointed into headship					
ii	Local community prefers male head teachers than female head teachers					
iii	Male teachers are more qualified to take headship positions than women					
iv	Family and house work chores discourage women from becoming head teachers					
v	Handling discipline of pupils and teachers discourage women from becoming heads					
vi	Women fear headship because of the frequent transfers associated with it					
vii	Frequent seminars and travelling associated with headship is unfriendly to women.					
viii	Some teachers use bribes to be appointed to headship					

SECTION E: VIEWS ABOUT SOLUTIONS TO CHALLENGES WOMEN FACE IN ADVANCING TO HEADSHIP POSITIONS

Do you agree that if the following is implemented, challenges women face in advancing into headship positions will be solved? Tick as appropriate (√)

S.D = Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree,

S.A=Strongly Agree

	<u>POLICY</u>	<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Millennium development goals					
ii	In-service training opportunities					
iii	Equal promotional opportunities					
iv	Equal educational opportunities					
v	Adherence to gender policies which guide appointments					

APPENDIX III

INTERVIEW GUIDE FOR THE SUB-COUNTY DIRECTORS

SECTION A: DEMOGRAPHIC AND GENERAL DATA

1. Gender: Male Female

2. Work experience.
2 years 3 years More than 3 years

3. How long have you worked in Kisauni/Likoni as the DEO?
1 year 2 years More than 2 years

4. How many public secondary schools do we have in Kisauni division?

5. Number of head teachers:
Male Female

6. Number of teachers in Kisauni/Likoni District:
Males Females

7. As a field agent for TSC, does TSC have a policy on the identification, selection and appointment of head teachers as it is with post primary institution?
Yes No

Please explain your answer in question 7 above

.....

8. What is the position of TSC on gender representation on headship in relation to affirmative action?.....

9. To what extent is TSC addressing the gender in the appointment of head teachers in Kisauni/Likoni District and the country at large?.....
.....

10. What are the roles of the DEOs in the selection and appointments of head teachers of primary schools?.....
.....

11. What are the challenges facing the deployment of head teachers within Kisauni/Likoni District?.....
.....

12. What are your immediate plans of ensuring gender equity in the distribution of head teachers in your district?.....
.....

13. What is the impact of the gender imbalance in headship in your district on teacher motivation and academic performance?.....
.....

14. Some head teachers get rejected from some schools, has it ever happened in your district?

Yes [] No []

If your answer is 'Yes' above, explain your answer.....
.....

15. How does TSC protect such head teachers?.....
.....

SECTION B: GENDER POLICIES GUIDING APPOINTMENTS OF PUBLIC SECONDARY SCHOOL HEAD TEACHERS

To what extent do you agree with the following policy as far as advancement of women to headship positions is concerned? (Tick appropriately)

KEY

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree, **S.A**=Strongly Agree

Policy statement	VLE	LE	U	SE	NA
Affirmative action					
Millennium Development Goals (MDGs)					
Equal promotional opportunities					
Equal promotional opportunities					
In-service training					
National policy on gender and development					
Kenya Vision 2030					

SECTION C: PERCEPTIONS ON THE APPOINTMENT POLICY OF HEAD TEACHERS

Please tick the right responses in the questions below.

KEY

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree, **S.A**=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Is the appointment of teachers to headship positions free and fair to all teachers?					
ii	Is the information about the vacancies available for promotion readily available to all teachers?					
iii	Gender influence the appointment of head teachers					
iv	Women stand high chances of ascending to headship than men					

SECTION D: CHALLENGES WOMEN TEACHERS FACE WHILE ADVANCING INTO LEADERSHIP POSITIONS

KEY

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree, **S.A**=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Political connections assist a teacher to be appointed into headship					
ii	Local community prefers male head teachers than female head teachers					
iii	Male teachers are more qualified to take headship positions than women					
iv	Family and house work chores discourage women from becoming head teachers					
v	Handling discipline of pupils and teachers discourage women from becoming heads					
vi	Women fear headship because of the frequent transfers associated with it					
vii	Frequent seminars and travelling associated with headship is unfriendly to women.					
viii	Some teachers use bribes to be appointed to headship					

SECTION E: VIEWS ABOUT SOLUTIONS TO CHALLENGES WOMEN FACE IN ADVANCING TO HEADSHIP POSITIONS

Do you agree that if the following is implemented, challenges women face in advancing into headship positions will be solved? Tick as appropriate (√)

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree,

S.A=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Millennium development goals					
ii	In-service training opportunities					
iii	Equal promotional opportunities					
iv	Equal educational opportunities					
v	Adherence to gender policies which guide appointments					

APPENDIX IV

INTERVIEW GUIDE FOR THE BOM CHAIRPERSONS

SECTION A: DEMOGRAPHIC AND GENERAL DATA

1. Gender:

Female [] Male []

2. How long have you worked as the BOM for your school?

3. How is BOM constituted?

4. What is your general role in the management of the school affairs?

.....

5. What are the requirements for one to qualify as a BOM chairperson?

.....

6. What is the role of BOM in the selection and appointment of deputy head teachers and head teachers?

7. To what extent does the BOM influence the appointment and transfers of head teachers from their schools?

8. When did your school start?

9. How many head teachers have the school had since it started?

Male [] Female []

10. What are the major challenges facing the BOM in your school in the efforts of performing their duties?

SECTION B: GENDER POLICIES GUIDING APPOINTMENTS OF PUBLIC SECONDARY SCHOOL HEAD TEACHERS

To what extent do you agree with the following policy as far as advancement of women to headship positions is concerned? (✓ Tick appropriately)

KEY

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree, **S.A**=Strongly Agree

Policy statement	VLE	LE	U	SE	NA
Affirmative action					
Millennium Development Goals (MDGs)					
Equal promotional opportunities					
Equal promotional opportunities					
In-service training					
National policy on gender and development					
Kenya Vision 2030					

SECTION C: PERCEPTIONS ON THE APPOINTMENT POLICY OF HEAD TEACHERS

Please tick the right responses in the questions below.

KEY

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree,

S.A=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Is the appointment of teachers to headship positions free and fair to all teachers?					
ii	Is the information about the vacancies available for promotion readily available to all teachers?					
iii	Gender influence the appointment of head teachers					
iv	Women stand high chances of ascending to headship than men					

**SECTION D: CHALLENGES WOMEN TEACHERS FACE WHILE
ADVANCING INTO LEADERSHIP POSITIONS**

KEY

S.D= Strongly Disagree, **D=** Disagree, **U=**Undecided, **A=**Agree, **S.A=**Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Political connections assist a teacher to be appointed into headship					
ii	Local community prefers male head teachers than female head teachers					
iii	Male teachers are more qualified to take headship positions than women					
iv	Family and house work chores discourage women from becoming head teachers					
v	Handling discipline of pupils and teachers discourage women from becoming heads					
vi	Women fear headship because of the frequent transfers associated with it					
vii	Frequent seminars and travelling associated with headship is unfriendly to women.					
viii	Some teachers use bribes to be appointed to headship					

SECTION E: VIEWS ABOUT SOLUTIONS TO CHALLENGES WOMEN FACE IN ADVANCING TO HEADSHIP POSITIONS

Do you agree that if the following is implemented, challenges women face in advancing into headship positions will be solved? Tick as appropriate (√)

S.D= Strongly Disagree, **D**= Disagree, **U**=Undecided, **A**=Agree, **S.A**=Strongly Agree

		<u>S.D</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>S.A</u>
i	Millennium development goals					
ii	In-service training opportunities					
iii	Equal promotional opportunities					
iv	Equal educational opportunities					
v	Adherence to gender policies which guide appointments					

APPENDIX V
RESEARCH BUDGET

Serial No.	Item	Amount (Sh)
1.	Computer and secretarial services	
	a) Typing and proposal writing	8,000.00
	b) Typing and printing final copy	4,000.00
	c) Typing, printing and photocopying questionnaires	5,000.00
2.	Stationery	
	a) Writing materials	1,000.00
	b) Duplicating papers	800.00
	c) Pens	150.00
3.	Travelling expenses	
	a) Pre-testing questionnaires	4,000.00
	b) Administering questionnaires	4,000.00
	c) Contacting supervisors	10,000.00
4.	Binding expenses	
	a) Proposal	800.00
	b) Final report	1,600.00
	Total	39,350.00

APPENDIX VI
WORKPLAN 2015

Activity	Apr	May	June	July	Aug	Sept	Nov	Dec
Proposal writing								
Development of research instruments								
Piloting								
Data collection								
Data entry and coding								
Report writing								
Submission of draft report								
Submission of final report								
Graduation								