

**THE OBSTACLES FACED BY FEMALE EDUCATIONAL  
ADMINISTRATORS IN EDUCATIONAL ADMINISTRATION IN  
MOMBASA COUNTY, KENYA**

**BY**

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## **DECLARATION**

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

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## **DEDICATION**

This project is dedicated to my husband Kiruriti Ole Paleiyo and to our daughters, Liza and Mary Kiruriti who are the delight of my life.

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I am sincerely thankful to the Almighty God who has seen me through this major task of writing this project by granting me the much needed energy and good health. I wish to acknowledge the people who greatly contributed to the accomplishment of this research project. First, sincere thanks to my two supervisors Dr. Florence Itegi and Dr. J. Mungai of the Department of Educational Management, Policy and Curriculum Studies for the enabling guidance support, constructive criticism and personal interest in the progress of the study.

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To all these and many others, GOD BLESS YOU

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
ABBREVIATIONS AND ACRONYMS.....	ix
ABSTRACT.....	x
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background Information to 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.....	6
1.6 Significance of the Study.....	7
1.7 Limitation of the Study .....	7
1.8 Delimitations of the Study.....	8
1.9 Assumption of the Study.....	8
1.10 Theoretical Framework of the Study .....	9
1.11 Conceptual Framework of the Study.....	10
1.12 Definition of Operational Terms.....	12

## **CHAPTER TWO: LITERATURE REVIEW**

2.1	Introduction.....	13
2.2	History of Gender Inequalities .....	14
2.3	Obstacles Facing Female Administrators.....	17
2.4	Contribution of Female Educators .....	19
2.5	Female Teachers’ Self-perception in Relation to Secondary School Leadership.....	20
2.6	Gender Role Socialization in Relation to Female Teachers’ Participation Leadership in Secondary Schools.....	21
2.7	Administrative Strategies used by Secondary School Headteachers to enhance Female Teachers’ Promotion to School Leadership.....	23
2.8	Summary of Literature Reviewed and Research Gaps.....	27

## **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1	Introduction.....	28
3.2	Design of Study.....	28
3.3	Area of Study.....	28
3.4	Target Population.....	29
3.5	Sampling Techniques and Sampling Size.....	29
3.6	Data collection Instruments.....	30
3.7	Validity and Reliability.....	31
3.8	Data collection Procedure.....	32
3.9	Data Analysis.....	33
3.10	Logistical and Ethical Considerations.....	33

## **CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION**

4.1	Introduction.....	34
4.1.1	Questionnaire Return Rate.....	35
4.2	Background Characteristics of the Respondents.....	35
4.3	Obstacles that Influence Female Teachers’ Participation in School Leadership.....	39
4.4	Female Teachers’ Self-perception in Relation to Secondary School Leadership.....	46
4.5	Gender role in socialization influence.....	50
4.6	Administrative Strategies.....	54
4.7	Strategies that Provide Good Working Environment for Women.....	61

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND**

### **RECOMMENDATIONS**

5.1	Introduction.....	63
5.2	Summary of the Study.....	63
5.3	Summary of the Findings.....	64
5.4	Conclusions.....	66
5.5	Recommendation.....	67
5.6	Suggestions for Further Research.....	69
	References.....	70
	Appendices.....	77
	Appendix i: Research Questionnaire .....	77
	Appendix ii: Research Authorization.....	84
	Appendix iii: Research Permit .....	85

## LIST OF TABLES

Table 3.1	Number of Female Administrators at Different Levels of Administration.....	29
Table 4.1	Questionnaire Return Rate.....	35
Table 4.2	Age of Respondents.....	36
Table 4.3	Gender of Respondents.....	36
Table 4.4	Marital Status of the Respondents.....	38
Table 4.5	Obstacles that Influence Female Teachers' Participation in School Leadership.....	40
Table 4.6	Female Teachers' Perception in Relation to Leadership.....	46
Table 4.7	Gender Role Socialization Influence.....	51
Table 4.8	Administrative Strategies.....	55
Table 4.9	Response on Gender Balance in Leadership of Secondary Schools.....	58
Table 4.10	Strategies that can Provide Good Working Environment for Women.....	61

## **LIST OF ABBREVIATIONS AND ACRONYMS**

ANOVA	Analysis of Variance
EDPRS	Economic Development and Poverty Reduction Strategy
GDP	Gross Domestic Product
ICT	Information, Communication Technology
KNHCR	Kenya National Commission on Human Rights
SPSS	Statistical Package for Social Studies
UNESCO	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

The purpose of the study was to establish and understand the obstacles that face women educational administrators so that appropriate information generated that was to go a long way in informing the government, policy makers and the societies to develop strategies that were to support women administration and provide an environment for productivity and efficiency. The following objectives guided the study: to examine the challenges facing female educational administrators in Mombasa County, to determine the influence of female teachers' self-perception on taking up leadership positions in Mombasa County; to establish the extent to which gender role socialization influences female administrators' aspiration to leadership of secondary schools in Mombasa County and to examine the administrative strategies used by secondary school headteachers to enhance female teachers' participation in leadership. The study involved a descriptive survey design with data collected through questionnaires and interviews. Selected women heads of institutions at both primary and secondary schools and women departmental heads in education at the regional and county levels were selected to constitute a sample. Forty six (46) women administrators were selected using a stratified random sampling technique and purposive sampling was employed for principals and headteachers respectively. Descriptive analysis was used to analyse the data. The study provided information that was used to understand the conditions under which female administrators work so as to formulate policies and strategies to provide good working environment for the administrators. On obstacles that influence female teachers participation in school leadership the study revealed that most women wanted to be close to the family. It also revealed that women were found to be emotional and that the community devalued women leadership. On female teacher self-perception in relation to secondary school leadership, the study revealed that female teacher were perceived to be confident, and as being respectable. On gender role in socialization influence the study revealed that women were supposed to take care of their children and husbands as societal responsibility and they lacked support for education opportunities. The study revealed that women would be very effective in the administrative duties if they were well mentored; internally appointed, trained and had workshops on the same. On strategies that provide good working environment for women, the study revealed that refresher courses and support from BOM and PTA was important for women to develop their leadership skills in administrative duties. The study recommended that there was need for women to take leadership positions even outside their home areas. There is need to impart skills and knowledge for leadership to women to become more appealing. There is need for all stakeholders in education to support women in their decision making since they can make viable decisions. There is need for male principals to internally appoint women to leadership positions within their schools for exposure and mentoring. There is need for the government and school management to provide good working environment to enable women principals develop their careers.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background Information**

The worldwide trend in 2010 showed that most countries reached gender parity from primary education to graduate levels; however, following the Ph.D. level, men were in advantaged positions (UNESCO, 2012). On average, less than 50 percent of tertiary teachers worldwide are female. In only a very few countries, such as Belarus and Kazakhstan, is women's share of teaching positions in tertiary education more than 50 percent. In the United States, female teachers in tertiary education in 2009 made up 46 percent of the total, which was slightly higher than in other developed countries in Western Europe. In 2009, only 43 percent of women in the United Kingdom held teaching positions in tertiary education, whereas in Germany, the figure was 39 percent. In other parts of the world, the trend remains the same; college and university teaching is a male-dominated arena (UNESCO, 2010).

Gender disparity tends to be wider in leadership positions. When teachers who are female fill less than 50 percent of the total teaching positions, the number of women who hold administrative positions is likely to be lower. In the United States, women still lack prominent administrative roles at prestigious institutions. Female administrators are also likely to work in less selective institutions (Rigaux, 1995) and earn less than male administrators (Compton and Palmer, 2009).

Education is very vital to the pace of social, political and economic development of any nation. This is the reason why most nations of the world strive to allocate sizeable proportions of their Gross Domestic Product (GDP) to develop the educational sector.

Kenya sets aside, between 7.6 billion shillings and 9.9 billion shillings of the annual development and recurrent expenditure to education (KBS, 2009). This includes payment for human resources, like the education administrators, and provision of educational infrastructure. Session Paper No. 6 of 1988 on education and manpower training for the next decade and beyond anticipated the rapid development and expansion of education and training and the government committed to train adequate manpower to meet the needs of the growing economy (GOK, 1988). Education management and administration is vital in realizing the national goals of educational and that effort have been made to provide adequate training and good working environment to the administrators. Educational management is a process of planning, organizing, directing, staffing, coordinating, budgeting for and reporting on education matters, which each of these component requires specific training for the managers to deliver the goals of education, while educational administration is a discipline that examines the administrative theory and practice of education in general and educational institutions and educators in particular (Pearson education limited, 2005). An educational administrator translates educational theories and policies into practice to achieve the educational goals.

Nations have strived to achieve gender equality in participation in development endeavours'. Progress in reaching gender equality is assessed in terms of education, employment and political decision-making. However, global gender inequality persists in many sectors of development. A more truly gender-responsive culture would be characterized by gender equity in access, redressing structural barriers that influence the access and participation of both sexes, and women's active role in decision-making in the management and administration in education systems

(Commonwealth Secretariat, 1996), thus the need to find strategies to consolidate gains achieved by institutions in promotion of gender-responsive practices in educational institutions. Gender gaps in education and employment significantly reduce economic growth with Africa and South Asia suffering from slower growth in female employment (Stephan and Francesca, 2008). According to the UNESCO EFA (2000) Assessment Report, when educational opportunities are opened to girls and women, such benefits are even greater. Education has, therefore, been seen as a fundamental strategy for human capital development and a crucial vehicle for enhancing the quality of life. However, as Kenya approaches the 21<sup>st</sup> century, the country is faced with new challenges of meeting the public demand for education and training both as a human right and as an essential investment in the strive to attain the status of a newly industrialized country (UNESCO, 2000). These challenges point to the need for the education sector to properly play its role of developing needed skilled human resource.

Kenya is among the nations spearheading gender equality and women empowerment enforcement. Women have been promoted through affirmative or competitive processes to positions of responsibility at all levels. This commitment has been enshrined into the Kenya Constitution 2010, the Kenya Vision 2030 strategy, the Economic Development and Poverty Reduction Strategy (EDPRS, 2012) and other government medium plans, which clearly stipulate the concerns of gender equality and women's political, social and economic empowerment in national development. Reforms in the education sector have ensured effective delivery at all levels. The focus is more on educational output and institutions are given greater autonomy in achieving the national goals which focus on effectiveness (GOK, 2000).

Discrepancies in gender equality are addressed by all actors in society at all levels. The ministry of education has been in the forefront in ensuring gender equity in the administrative positions in the country. Men and women administrators are given equal opportunities to work and be effective in the delivery of services in the country. However, there are still prejudices in some parts of the country towards female administrators, which have prohibited effective delivery of services. In Kenya, although there are many women in the teaching profession, the number that holds administrative positions has been low. The reasons that have led to this situation had not been fully understood (Walucho, 2013).

Women administrators are found in all sectors of the economy and at all levels of the education sector in the Mombasa County. Female administrators have been given opportunities to manage the education sector in different capacities, although, there are a number of challenges facing them compared to their male counterparts. There has been little focus on the challenges facing women administrators in the region and the reasons why some administrators perform dismally, while others opted to step down due to unfavourable working conditions (Bujra, Hamadi, and Rajab, 2009). There are relatively fewer women managers and administrators in the county compared to other parts of the country. There are socio-cultural and administrative issues that are discriminating against women that need to be understood so that they can be addressed amicably. Bujra *et al* (2009) cited these factors as deterrent to the development of women administrator in the region. However, there are opportunities that women administrators can seize to enhance productivity, which include embracing technology (ICT), shunning retrogressive cultural practices and taking up

opportunities for further studies (Mbarika, Payton, Kvasny and Amadi, 2007) .

There is need to assess and evaluate the gender issues in education institutions in the county which include the gender discrimination that hinder the woman educational administrator from effectively performing her duties. Some of the gender related challenges include sexual harassment, inadequate promotions, violence against female administrators, unhealthy relationships between female administrators with their seniors and inequality in the number of women vis-a-vis men in senior management positions in the region (Johannes, 2010). The few women administrators in the county have opportunities that are most likely not exploited, thus the need for this study to understand the nature of the obstacles and the opportunities for the female administrators to improve the educational standards in the region. These are the reasons why this study is intended to determine the obstacles faced by female educational administrators in educational encounter and the challenges that they have in the course of their service delivery so as to provide remedies to enhance the management of educational institutions in the county.

## **1.2 Statement of the Problem**

The socio-cultural belief that women are not to lead is fast getting eroded in our societies. Women are now found in many administrative positions and it is believed that they are more productive administrators. There is general prejudice towards female administrators such as being poor administrators and that they are not assertive in the coastal region. Such prejudices do not support them to execute their work effectively. Female administrators have been dismissed because of ineffectiveness without considering the conditions under which they work, left out in promotions without regard to affirmative action advocated and sometimes sexually

harassed.

Family responsibilities and conflict between work and career development have also been observed to hinder women advancement in educational administration and management (Bujra, Hamadi and Rajab 2009). It has been observed that women administrators face administrative challenges in promotions and they face sexual harassment in the course of seeking for better working environment.

### **1.3 Purpose of the Study**

The purpose of the study was to establish the obstacles preventing female teachers from participating in educational administration in Mombasa County.

### **1.4 Objectives of the Study**

The study was guided by the following specific objectives.

- i. To examine the obstacles facing female educational administrators in secondary schools Mombasa County.
- ii. To determine the influence of female teachers' self-perception on taking up leadership positions in secondary schools Mombasa County.
- iii. To establish the extent to which gender role socialization influences female administrators' aspiration to leadership of secondary schools in Mombasa County.
- iv. To examine the administrative strategies used by secondary school principals to enhance female teachers' participation in leadership.

### **1.5 Research Questions**

The following research questions guided the study.

1. What are the obstacles facing women educational administrators in Mombasa

County?

2. To what extent does female teachers' self-perception in relation to leadership influence their participation in secondary school leadership positions in Mombasa County?
3. To what extent does gender role socialization influence secondary school female administrators' aspirations to leadership positions in Mombasa County?
4. What are the administrative strategies used by secondary school principals to enhance female teachers' participation in leadership?

### **1.6 Significance of the Study**

This study is intended to provide information to stakeholders to enable them to understand the challenges facing women administrators and the opportunities available to improve the education standards of the county. The study made suggestions to policy makers and opinion leaders to develop appropriate strategies for creating conducive environment for productive administrative work. This study was provided appropriate information and data that will inform the policy makers and other government enforcement agencies so as to provide a conducive working environment for the female educational administrators to perform their duties. The information shared would enhance attitude change to the coastal communities on women administrators and their effectiveness in service delivery.

### **1.7 Limitation of the Study**

The main limitation of the study was the inability of the respondents to open up and give information on the basis of women prejudice among the inhabitants of Mombasa County. This was resolved by involving research assistants who were also the interpreters of the local languages of the selected respondents. The other limitation is

that there were very few administrators to constitute a representative sample for the study. However, this situation was reinforced by selecting key informants who will provide adequate and relevant information for the study.

### **1.8 Delimitations of the Study**

The study involved establishing the performance of women educational administrators and identifying the obstacles that they are facing and determine the opportunities that they have to foster their performance at work. The study only dealt with women educational administrators in Mombasa County. It provided recommendations that was given the woman educational administrator the opportunity to improve the educational standards in the County.

The selected women administrators included women head teachers in selected secondary schools, women district education officers, women county directors of education and women quality assurance officers. The other respondents included selected Key Informants who provided information on women and educational administration in Mombasa County. It was also involve library search, conducting interviews and administration of questionnaires to gather relevant information for the study.

### **1.9 Assumption of the Study**

The assumption of this study is that female administrators are facing obstacles that affect their performance at work which, subsequently has impacted on the educational standards in the county.

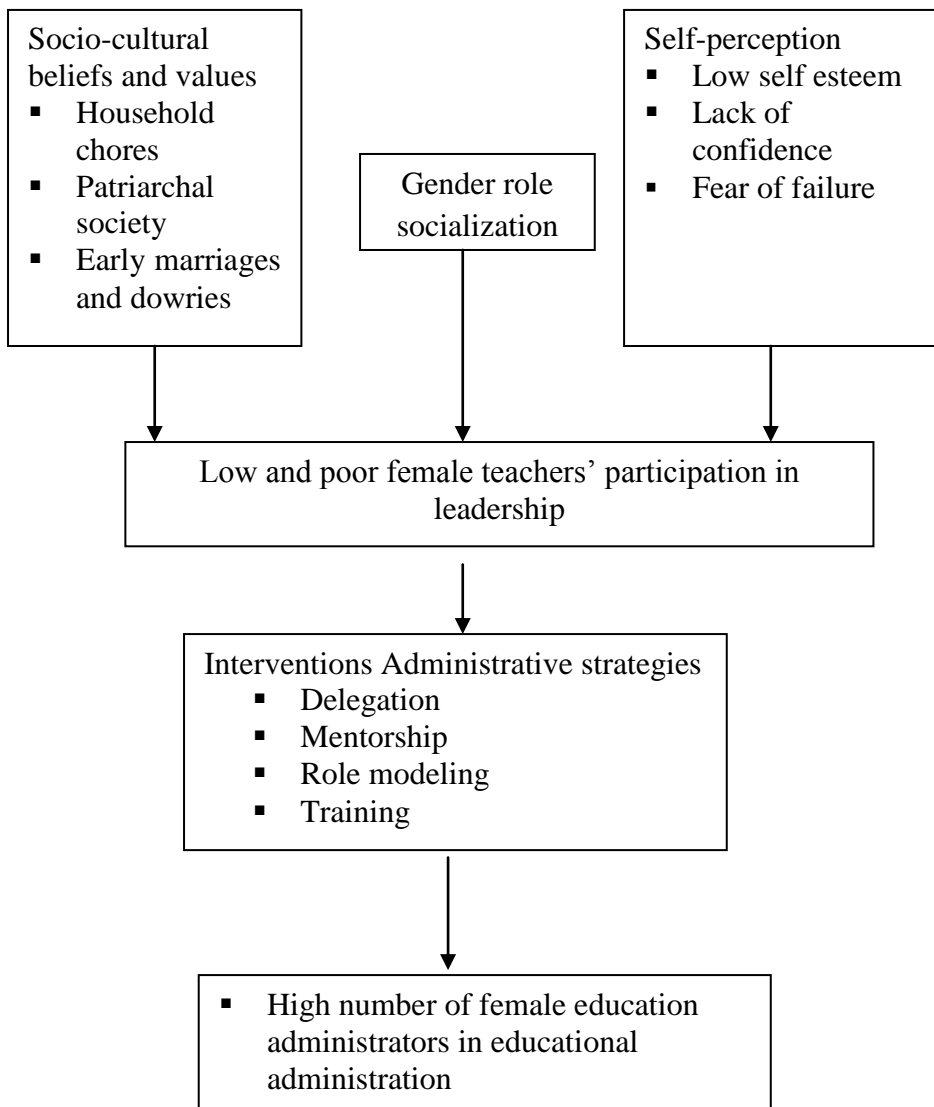
### **1.10. Theoretical Framework of the Study**

The theoretical framework of this is based on the Managerial leadership model by Leithwood, Jantzi and Steinbach (1999), which assumes that the focus of management ought to be on functions, tasks and behaviours and that if these functions are carried out competently, the work of others in the organization will be facilitated. The model also assumes that the behaviour of organizational members is largely rational. The educational managers and administrators must be able to develop and implement a cyclical process involving seven managerial functions which are, goal setting, and needs identification, priority-setting, planning, budgeting, implementing, and evaluating. The educational administrator should be able to work effectively if given the support that he/she deserves. However, in many instances, the female administrator does not get full support from the institutional members because of cultural prejudices, political influence or there are no supportive education structures for her to execute her mandates (Commonwealth Secretariat, 1999). Therefore, for improved educational standards, the female administrator should be accorded an enabling working environment.

### 1.11. Conceptual Framework of the Study

This study conceptualizes challenges facing female education administrators in educational administration.

**Figure 1.1: Conceptual Framework on Obstacles Influencing Female Teachers' Participation in School Leadership**



▪ The conceptual framework for the study shows the interrelatedness of obstacles that influence female teachers' participation in in education administration. These obstacles are socio-cultural beliefs and values such as early marriages, household chores and patriarchal society, self-perception in relation to leadership,

gender role and socialization. All these obstacles influence female educationist participation in leadership. An intervention is therefore deemed of importance. Administrative strategies such as delegation, mentorship, role modelling and training are used as interventions. When these interventions are employed high and effective female leadership may be realized in the district without which low and poor participation of female teachers in leadership is experienced. The independent variables are socio-cultural beliefs and values, gender role socialization, female teachers' self-perception in relation. When the dependent (high number of female education administrators in educational administration) and independent variables interact positively they impact on female teachers' participation positively thus yielding to high and effective female teachers participation in secondary school leadership and closing the gender gap.

It is indicative that productive educational administrator requires a conducive environment devoid of gender prejudice, financial obstacles, lack of promotions and retrogressive cultures. Such an environment is provided by strategic educational awareness campaigns, women administrators' empowerment and the educational policy enforcement. The conducive environment for the woman administrator will see improved educational standards such as the schools' mean grades, increased students enrolments, increased women administrators being promoted and improved financial management in educational institutions. As UNESCO (2000) assessment report noted that when educational opportunities are opened to girls and women such benefits are even greater and widely spread across the social and economic divide.

### **1.12 Definitions of Operational Terms**

**Administration:** Refers to a process of controlling and directing human behaviour in any social organization. In this study the social organization is a secondary/primary schools.

**Administrative strategies** refer to techniques and interventions that are employed to enhance female teachers' capability and potential in leadership.

**Education Administrator** refers to a person who organizes and manages the administration, support systems and activities that facilitate the effective running of an educational institution.

**Education Manager** refers to a person responsible for planning, organizing and overseeing the educational approaches and strategies as well as the resources of the curriculum for education institutions

**Educational administration** refers to the operation and management of learning institutions such as public schools, child care centres, colleges and universities

**Educational management** refers to the theory and practice of the organization and administration of existing educational establishment and systems

**Female Education Administrators** –female teachers in senior positions in both secondary and primary schools

**Gender** refers to being a man or a woman

**Gender equality/parity** refers to equality in provision of resources and opportunities in education between the two genders.

**Gender role socialization-** refers to the society's classification of duties and responsibilities as either masculine or feminine

**School management** refers to a management framework which is students centred and quality focused and also the staff oriented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

The word administration is defined differently in different context. Griffiths (1959) defines administration in a social interaction context as the process of controlling and directing human behaviour in a social organization. Barasa (2007) defines administration as the process of planning, decision making, communicating, organizing, directing and controlling human behaviour in a social organization. Thus the woman administrator is designated to perform specific duties to achieving the goals of education. The women administrators are however facing more challenges than the male administrators. Younghusband, Garlie and Church (2003), finds lack of administrative support as the major obstacles to administrators.

According to Person Environment (PE) fit theory, stress and strain in the work place result from the interaction of an individual with his or her work environment (Cooper, 1983). Work environment vary in the amount of quantitative and qualitative challenges they impose. Excess element of the environment may threaten one motive while deficits may threaten another. Too much work to do and inadequate time or resources to do it can be obstacles. According to McGregor (1960) and Likert (1961) for institutions to be effective, leadership should endeavour to share specific responsibilities with the other staff. By collaborating with the stakeholders, it is assumed that there will be increased commitment by administrators towards achieving organizational goals. In institutions where administrators are practicing highly structured and authoritarian management style, make other staff get frustrated and stressed.

According to Fisher (2011) when more pressure is added to administrators, stress levels increase and productivity gets low leading to administrators stepping down or resigning before they are dismissed. The situation of women vis-a-vis men, particularly in Africa, is inseparable from women's position in society at large. Kyomuhendo (2001) noted that women's role and progress in the educational sector can only be understood through an analysis of the sociology of the women administrators and defines its existence, goals and values. In the universities, by virtue of the great role they play in the production of knowledge and research, to a large extent, perpetuate gender bias, thus the need to examine the systems, structures, norms and values of society that govern and define the education structure and their ways of operation, which are significantly patriarchal.

Ironically, UNESCO (2009) argues that, although there are no formal obstacles preventing women from reaching high positions in educational institutions, its management is still dominated by men at all levels of influence. UNESCO (2009) regarded Sweden as one of the most advanced countries in respect of gender equality; yet in 1994, 93% of the professors in Swedish colleges and universities were men however this has since improved such that women constitute more than 60% of Swedish university students admitted in various course. According to Jackson (1997), an educational theory which fails to take into account feminist critiques and gender analysis is doing a disservice to both men and women by not considering the ways in which existing pedagogies can be enriched.

## **2.2. History of Gender Inequalities**

Historically gender inequalities have manifested themselves in political, social, cultural and economic facets of mankind. The inequalities have been articulated by

marginalization of women in decision making in higher hierarchies of society. Structural organizations like universities, being microcosm of the political, socio-cultural, and economic realities in the society have traditionally been centres of patriarchy with male gender being dominant in both administration and academics. For the last many years of education in Kenya, men continue to dominate the top echelons of university administration, while women tend to occupy middle level management positions and in support services like secretarial services, catering and cleaning.

Educational advancement has been a bottleneck for advancement of women in administrative positions. Women administrators seem to lack high education credentials and professional training that would guarantee them higher positions in education administration. In addition, their dominance in routine administrative positions means that opportunities for higher education, and training denied them opportunities to advance academically, since such positions do not qualify for staff development schemes.

Scholars have attempted to analyse the persistence of a gender discrepancy in higher education administration through diverse lenses and theories. Some researchers have examined this issue using organizational perspectives (Johnsrud & Heck, 1994), sociological perspectives (Lee, 2001; Ramanan, Taylor, Davis, & Phillips, 2006), or even multiple perspectives (Lam, 2006; Luke, 1997, 1998a, 1998b). Some of the weaknesses of prior studies on women in leadership positions are that scholars use male norms and male-oriented lenses to analyse women's lack of participation. In other words, scholars perceive the notion of leader as a neutral construct; thus, their studies are likely to disregard women's own perspectives (Chliwniak, 2007).

However, recent scholarship on women's participation in administrative positions has attempted to promote women's own voices. Scholars such as Eagly, Glazer-Raymo, Madsen, Johnsrud, and other prominent writers who focus on women's experiences in higher education have presented more balanced insights on the gender discrepancy in leadership positions. Their studies have focused on women's own stories about their experiences in higher education administration, thus allowing more accurate interpretations of women's struggle to succeed in administrative positions.

Scholars have used numerous terms to describe the barriers related to women's advancement. The most widely used term is the "glass ceiling." Although Hymowitz and Schellhardt, as cited in Glazer-Raymo (1999), first introduced the term to portray invisible barriers that prevent women from moving to higher positions in corporations, scholars from various fields of inquiry have used the term to describe the barriers to women's advancement in any social structure (Glazer-Raymo, 1999). The glass ceiling seems to be a universal phenomenon that explains why women, regardless of their capability and astuteness, cannot advance to the top administrative positions of certain institutions. In studies on higher education administration worldwide, the glass ceiling phenomenon has received considerable attention. Most studies on the barriers to women's career advancement reveal that women administrators have to face many external challenges (Adair, 1994; Beck, 2003; Glazer-Raymo, 1999; Lam, 2006; Luke, 1997, 1998a; Umbach, 2003).

In addition to the glass ceiling, some scholars also use the term "sticky floors" to describe how women tend to be stuck in low-skilled and low-paid positions (Iverson, 2011). In her qualitative study of women in a public research university, Iverson (2011) found that many of her participants stated that they were trapped in their low-

mobility jobs. A few of them managed to move up from classified ranks (routine, mechanical, and physical types of responsibilities) to professional ranks (jobs that require advanced knowledge and intellectual ability), but they felt they were trapped “in between” ranks. They neither belonged to the classified groups, nor were welcomed into professional circles. Eagly (2007) used the term “labyrinth” to describe the circuitous paths that women have to navigate in order to attain top positions. She argued that many women are able to break the ceiling and make it to the top. Although the paths exist, the barriers have become more invisible and more difficult to detect; thus, she named the path to success a labyrinth.

### **2.3. Obstacles Facing Female Administrators**

Women administrators in most cases find themselves not fully being accepted by the community they work with, making them feel their contributions to the society not important. At this modern age, there are people who still believe that women are incapable of competing effectively with men for higher job status. Thus such type of thinking devalues women liberation efforts. Women therefore have had difficult time convincing men in some communities that they are capable of leading. In most cases they have to work extra hard in their occupation to be recognized and accepted as compared to their male counterparts who are readily accepted in the community.

Cultural issues become more conspicuous especially when a female principal works in different cultural set up (Johannes, 2010, Bujra.et al., 2009). Women in leadership positions in rural areas are hard hit by prejudices because most men in such areas are the staunch custodians of culture (Mbarika *et al* 2007). Female administrators are scrutinized for their social behaviour more than men in some communities, making the work of the administrator difficult. Female Principals of some secondary schools

and District Educational Officers who are female have challenges when dealing with adolescence behavioural problems, especially when there are discipline cases involving boy-girl relationship and drug abuse. Students, especially boys prejudice women decisions and feel the administrator is invading his private affairs, making disciplinary procedures difficult in such situation. This can cause school strikes, burning and destroying school property.

Carli and Eagly (2007) wrote that studies on gender and leadership elucidate the concerns about relationships between leader characteristics and gendered stereotypes. Society commonly relates leader characteristics to stereotypical male traits such as ambition, confidence, dominance, and assertiveness. Female stereotypical traits, however, such as kindness, helpfulness, warmth, and gentleness do not make women effective leaders. This assumption is misleading because effective leaders should be able to select the most appropriate characteristics depending on the settings, problems being solved and audience (Keohane, 2007).

In many cases the female principal is perceived to be incapable of instilling discipline in the school. This also gives female administrators hard time when reporting the same to male superiors. Women have not been trained in capacity building. Women head teachers are not empowered through capacity building to take up administrative responsibilities. Lack of capacity building among women head teachers is seen as a major contributor to lack of appointment to administrative positions. Due to lack of proper capacity building, few females are appointed to leadership positions. This study wished to establish the obstacles female administrators in leadership positions.

#### **2.4. Contribution of Female Educators**

Women have a great role to play in the development of a country. There is need to encourage co-education so that women can cast off the old age inferiority complex and advance in academia. Women are proving to be academically better and socially more active. They are also aware of the fast changing social milieu and therefore making efforts to scale the leadership ladder. They are contributing extensively towards the social transformation and building of the nation. The Constitution of Kenya 2010 considers the welfare of women in both the social and political front. The constitution advocates for all inclusive processes in elective position and even giving affirmative action where women seem to be marginalized. The concept of affirmative action in the constitution guarantees increased participation of women in Kenyan society. The constitution also provides for legislation to regulate women involvement. This provided a level playing ground for all regardless of one's gender.

Female administrators provide moral support and act as role models to young women across the country. Female educators act as role models for the rural girls and demonstrate the role women and the position she occupies in society. Female administrators working with non-governmental organizations conduct human rights education at the grassroots levels, highlighting the need for the girl child education for posterity. In Kenya, women empowerment has been a gradual process since independence due to patriarchal society, where it is believed the role of men is to provide for the family and as such, most women have been made to be dependent on their spouses or parents. Women who are economically empowered make an impact in their communities both politically and socially. This study sought to establish the contributions made by female administrator to the challenges in achieving the many more female administrators.

## **2.5 Female Teachers' Self-Perception in Relation to Secondary School Leadership**

Osumbah (2010) notes many are times when women seem as the cause of their under representation because she argues that women are not assertive enough, do not want power, lack self-confidence, are unwilling to play game or work the system, don't apply for jobs and even when in a job they do not apply for the line positions (Osumbah 2010). Women have the tendency of avoiding the risk of criticism or receiving negative feedback; fear of failure and hence are reluctant to voice their opinions, excess responsibilities and fear of conflict and loneliness; self-doubting and a different (feminine) style of management.

Women for so many years have perceived themselves as inferior to men. For them to succeed, they always wait for consent and support from men. Momanyi (2003) saying that this kind of dependence on men leads to women underrating themselves in leadership because they feel that all the qualities associated with straight power are not ethical to traditional 'feminine' virtues. Momanyi (2003) noted women feel that the exercise of power is equivalent to unacceptable blur thus 'feminine' almost by definition powerless blur. He further affirms that this is not true because one can be tough without losing sight of what is fair and acceptable, and be ambitious without trampling on everyone else on one's way to the top.

Among the communities living in the coast a woman is rated as a child and therefore she cannot make decisions. This kind of rating builds a low self-esteem in a woman, since it is instilled right from childhood and they grow up knowing they cannot make decisions they believe that they have no business in leadership, it's a man's job. Kindi

(2011) noted that female teachers and women generally should endeavour to change their attitude and self-perception so as to have self-esteem.

Mulwa (2005) alludes that internal barriers are based on both perception of ones capacity to work in a leadership role and personal leadership styles. It is clear that an individual must balance abilities, interests and values in order to succeed in the chosen career. He or she must have positive self-image and self-confidence in order to lead. Leadership is therefore the lifting of a man's vision to higher heights, the raising of a man's performance to higher standards, the building of a man's personality beyond its normal limitation. This sought to come up with the self-perception of female administrators in leadership positions.

## **2.6 Gender Role Socialization in Relation to Female Teachers' Participation Leadership in Secondary Schools.**

Women identities and roles have traditionally been associated with parenting and caring, while men's have been associated with well-paid employment as well as becoming public and industrial managers (Osambah, 2010). The socialization process structures and equips men and women to enact their respective and different roles. According to Odhiambo (2009) gender role constitutes culturally and socially determined set of behaviour and personality characteristics expected of a person on the basis of sex. These roles are imparted through family socialization, family set ups and further reinforced in avenues such as the school, religious institutions and community centres. On this basis gender forms the single most criterion governing production and distribution of resources.

From different cultures, being labelled a man or woman places immediate structure on what is deemed optional as opposed to expectation or requirement in such spheres as physical appearance, personal attributes, family roles, ethnic/ideological ritual and recreation. Male and Female role prescription is based on assumption that, domestic duties in a home are presumed for women (Kindi, 2011). This has therefore led to job segregation where men dominate professions that are considered masculine while women have access to job that are considered feminine.

Most women face constraints from their career role and family role. No matter how much a woman will have worked at the place of work, she will be expected to pay attention to her family whatsoever. Women responsibilities are viewed as being that of being in the kitchen, taking care of the children and the husband traditionally. Women will always have to give up something, either their career or their families. Most women put their career on hold when their children are young and consequently lose opportunities to advance in their career (Kindi, 2011).

Domestic duties that women are still expected to do for their families take significantly more time and energy than those that men expect and want to do (Osumbah, 2010). Livingstone further points out that inequity is the chief persistent disadvantage that women suffer in seeking opportunities for advanced education and career advancement. The impediments that face women in their dual roles, combining their career and the responsibility of care giving to their families becomes too demanding and often stressful. These dual roles are not acknowledged in the assessment of a teacher's worth. On the contrary this combination of profession and family care roles is viewed negatively, (Mulwa, 2005). This study sought to establish

the gender role socialization in relation to female teachers' participation leadership in secondary schools.

## **2.7 Administrative Strategies used by Secondary School Headteachers to Enhance Female Teachers' Promotion to School Leadership**

Appointment of teachers to leadership positions is done internally or externally. Administrators can therefore create enabling environment for female teachers to effectively participate in school leadership and as well, they can hinder them from participating in leadership or even advancing to leadership positions. Women must be present in leadership positions in education systems to provide a gendered perspective on educational change and development (Chege & Sifuna, 2006).

The 4<sup>th</sup> World Conference on Women (1995), declared that, 'gender sensitive education system should be created to ensure full and equal participation of women in educational administration and policy, and decision-making' (Beijing Declaration and, Platform for Action, 1995, IV, Article 82). For women to effectively participate in leadership they must be fully equipped with skills and understanding needed to participate in educational leadership and policy making at both school and national level. The following strategies can be used to influence female teachers' participation in leadership:

### **i. Influence of delegation on female teachers' appointment and participation in leadership**

According to Armstrong (2006), learning and development activities are important means of developing managers and gaining engagement and commitment of talented staff by giving the staff opportunities to grow in their present roles to higher level

roles. Female teachers with a potential of leadership can be identified and ensuring that they have a sequence of experience being given a chance to perform leadership roles under guidance of the headteacher. Delegation of duty helps in development of succession plan ensuring that there are people who can take key roles and they are equipped with the right skills and attributes for the future. It helps to identify potential, and who should be promoted, to what position and when.

## **ii. Influence of mentorship on female teachers aspiration to leadership position**

Armstrong (2006) defines mentoring as a method of helping people to learn. It involves learning on job, which must always be the best way of acquiring particular skills and knowledge the job holder's needs. Okumbe (2007) defines mentoring as a kind of apprenticeship for senior positions. He further asserts that a senior member of staff assumes responsibility for the career development of his or her subordinates. In a school a headteacher can therefore mentor teachers in preparation for them to take up leadership positions. The person being mentored is provided with the necessary administrative skills, knowledge and information for handling school matters.

The difference between a role model and a mentor is that mentors are older persons in an organization who take younger colleagues under their wings and encourage and support their careers. The mentor and protégé relationship is more continuous and complex than that of a role model. Usually mentors are friends; career guides, sources of information about expectations and strategies for advancement. A mentor is a transition figure who helps advance a protégés personal growth and professional development, providing vision while helping the protégé to develop his/ her own vision.

### **iii. Influence of role modelling on female teachers' participation in leadership**

Unlike a mentor, a role model may not necessarily have a personal conduct with those who admire them. Role models also play a substantial part in determining who teachers and students handle their transition from one level of advancement to another (Reuler & Nardone, 1994).

### **iv. Influence of training on female teachers' participation in leadership**

Cole (2002) defines training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation task. Training involves building the capacity of the employees in preparation to playing certain organizational role. Headteachers have a responsibility of organizing or recommending teachers for capacity building courses, seminars and workshops so as to develop managers and administrators who can handle school matters. It is therefore the duty of the headteacher to make sure that female teachers are involved in such events to enhance their participation in school leadership.

Okumbe (2007) defines training as a process of providing junior employees with specific knowledge and skills in order to enable to them to perform specific work duties. Development is the process of providing senior employees with conceptual skills for performing general duties. Okumbe therefore points out that training is the provision of specific skills to the middle and the lower cadre of workers and development implies the provision of general and conceptual skills to the upper cadres of workers. Due to curriculum and technological changes, transfers and promotions training is of great importance. It is therefore important to training teacher so as to enhance their quality and quantity of output in their work. Training will also motivate female teachers' participation in leadership. Training will also help to build and

increase confidence and self-esteem of the female teacher as well it will create acceptance from their male counter parts. Training will also help in building a strong and stable succession plan (Okumbe, 2007).

Training is a key to any change project and takes a number of forms. In this study training takes the form of acquiring new skills and competences that are necessary for school administration. Training also can help teachers to undertake change by themselves and to acquire the right attitudes towards female teachers' leadership in secondary schools. Training will give teachers the ability to persevere continuous, improvement, once the change has been substantially achieved or make them aware of the need for change and to win them over. There is need to give general awareness training to those in the organization who might be indirectly affected Burnes (2004). Training can also be done for culture change ensuring that the training targets at the right people and groups.

Mullins, (2010) asserts that effective organization performance demands an understanding of and response to, diversity which will necessitate a work climate that respects individuals' differences and treat all members of staff with dignity and mutual respect. Mullins notes that training should involve increasing awareness and value of diversifying, education in understanding the culture and values of members of a diverse workforce, developing skills of effective diversity management, address biases, prejudices and stereotypes. This study therefore wishes to establish administrative strategies used by secondary school headteachers to enhance female teachers' promotion to school leadership.

## **2.8 Summary of the Literature Reviewed and Research Gaps**

The literature reviewed noted the various definitions of the word administration in different context. It also describes the gender inequalities in all sectors of development in the world and that efforts are made to reduce inequalities in the education sector. The literature also describes the challenges facing women educational administrators and it over emphasizes the contribution of women in the development of the educational sector. The literature has also identified that women administrators face a plethora of challenges at the work place, but little effort is made towards understanding these challenges. The literature does not look into the available opportunities that women can capitalize on to be effective in service delivery. These research gaps instigated the researcher to establish the challenges and determine the opportunities available for women educational administrator to achieve the goals of education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focused on the following areas; research design, variables, location of the study, target population, sampling techniques and sample size, construction of research instruments, pilot study, establishment of validity and reliability of research instruments, data collection techniques, data analysis, logistical and ethical considerations.

#### **3.2 Research Design**

The study adopted the descriptive design to discuss the obstacles facing women educational administrators in Mombasa County. It was adopted because it involves a careful and complete analysis of the administrative issues in education with regard to women and the educational performance in the County. The design is also convenient in capturing the opinions of participants on a phenomenon (Leedy & Ormrod, 2001). Questionnaires were used to collect relevant information and data for analysis. A good research design minimizes bias and maximizes the reliability of data collected and analyzed, (Kothari, 2004).

#### **3.3 Study Location**

The study was carried in Mombasa County in selected institutions and Ministry of Education departments. As stated by Singleton (1993), that an ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The study selected women administrators at primary, secondary institutions and women heads of department in the ministry of

education at the county level.

### 3.4 Target Population

The population for the study constituted the female educational administrators at the school, district and at the County levels. It was also include any other stakeholder who will have relevant information on the study areas. The study established the population size of the institutions and the respondents at all levels. This target population assisted in establishing the sample size.

**Table 3.1: Target Population**

<b>Level of administration</b>	<b>Female administrator</b>
Primary Schools (Heads)	35
Secondary schools (principal	15
County administrators	6
<b>TOTAL</b>	<b>46</b>

**Source: County Education office, Mombasa, 2013**

### 3.5 Sampling Techniques and Sample Size

The female administrators were selected using a purposive technique to get only those who have had significant challenges in administration. The key informant was selected at random among the Civil Society Organizations in the County. Stratified sampling technique is a method that identifies sub-groups in their populations and their proportions and select from each sub-group to form a sample (Oso and Onen, 2009). It aims at proportionate representation with a view of accounting for the difference in sub-group characteristics. Purposive sampling was also used to select the county officers, county director of education, the most senior women educational

administrators in the county and simple random sampling was also used the key informants. The sample size comprised of 15 selected female heads of secondary schools with 1 male administrator from the County, 35 female primary heads and 5 county level female educational officers. 6 selected key informants were sampled from civil society organization in the education sector in the County.

### **3.6 Research Instruments**

The study generated data through the use of both closed and open ended questions which are easy and fast to administer (Mugenda and Mugenda, 2003), interview guides, desktop review and photography. The questionnaire instrument is intended to gather fast-hand information on the challenges facing female administrators in the coastal region. The researcher developed interview guide for the Key Informants on the strategies that can be adapted to resolve the challenges facing female administrators in the region. The questionnaires were administered by trained research assistants. Desk reviews were conducted by the researcher to generate a logical understanding of the gender discrimination at work places and the challenges facing female administration in the education sector. The research instruments were pre-tested during reconnaissance to a selected sample similar to the actual sample to assess and edit the quality of questions to solicit relevant responses.

Orodho and Kombo (2003) state that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the complete information. The questionnaires were used in the study as they require less time, are less expensive and permits collection of data from a wide population (Orodho, 2005). The principals' questionnaire was divided into three parts. Part one dealt with background information where questions were asked on age, gender, academic qualifications,

professional expertise, school enrolment, school category, number of teachers and support staff in the school. Part 2 dealt with questionnaire on the challenges facing women educational administrators. Part three had questions on teachers' self-perception in regard to leadership. Part three were questions on gender role on socialization influence, and part four were have administrative strategies used principals to enhance female teachers' participation in leadership.

The County officers, and HOD's questionnaire was divided into three parts. Part one dealt with background information where questions will be asked on age, gender, academic qualifications, professional expertise, school enrolment, school category, number of teachers and support staff in the school. Part 2 dealt with questionnaire on the challenges facing women educational administrators. Part three had questions on teachers' self-perception in regard to leadership. Part three had questions on gender role on socialization influence. Part four had questions on administrative strategies used principals to enhance female teachers' participation in leadership.

### **3.7 Validity and Reliability of the Study**

The reliability of the study was ascertained through the pre-testing procedures. Split half-technique was used in assessing reliability of the research instruments before pilot study. A pilot study was carried out on the questionnaires and interview guides. The questionnaire and interview guides were administered to a group of educationists and female educational administrators with relevant information on matters of educational management and administration. The scored items were divided into groups. Each subject's total score from the groups of items will be computed. The scores from the groups of items were correlated for all the data items. This also determined the validity and reliability of the questionnaires. A test-retest method of

reliability was carried out and a coefficient 0.7 was attained which shows that the questionnaires were reliable. According to Mugenda and Mugenda (2003), a correlation coefficient  $r$ , of 0.7 is considered appropriate and hence reliable for collecting data.

Both the internal and external validity of the study was upheld by following the research procedures to collect as accurate data as possible and avoid systematic errors in the data. To establish validity, before pilot study, the instruments will be given to two educationists to evaluate the relevance of each item in the instruments to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). Validity was determined using Content Validity Index (C.V.I).  $C.V.I = \text{items rated 3 or 4 by both judges} / \text{total number of items in the questionnaire}$ .

### **3.8 Data Collection Procedure**

The study employed diverse field techniques to collect primary and secondary data. The key Informants were interviewed by the respondents in their offices after making appointments with them. The face to face interviews were held to verify and seek supplementary information. The research instruments were examined challenges facing women administrators in the County. A questionnaire and interview guide tools will be used to collect data. In addition, field observation technique coupled with long time personal experiences of the researcher was used to collect additional information. Supplementary information on the situation analysis obtained through photography.

### **3.9 Data Analysis and Presentation**

Data collected was coded, summarized and analysed for the various required items. The data was first processed to ensure accuracy and to remove any ambiguities in meanings, and then subjected to content analysis. Both qualitative and quantitative analyses were used. Data collected was analysed by use of Statistical packages for social sciences (SPSS). Data collected were also be analysed with the aid of Microsoft excel to generate summary tables, cross tabulations, and frequency distributions.

### **3.10 Logistical and Ethical Consideration**

The research process followed all the logistical steps and ethical considerations to ensure the integrity of the research. Research permit were obtained from the National Commission for Science and Innovation. A research work plan were developed and followed. An informed consent will be sought out from the Key Informants. The researcher visited the selected female educational administrators in the County and interviewed them for the reliability of the study. The study ensured the privacy and confidentiality of the respondents by keeping the respondent identity anonymous and information given as confidential and only used for the purpose of this study.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.1. Introduction

This chapter presents a descriptive analysis of the data gathered in administrative and socio-cultural challenges influencing female secondary school teachers' participation in leadership positions in Mombasa County, Kenya. In this study a total of 19 headteachers that constitutes (63.3%) and 78 teachers constituting (86.7%) from the County were administered with questionnaires. The method employed ensured an equal chance of representation of all the secondary school teachers in the Mombasa County. The purpose of the study was to establish the obstacles faced by female educational administrators in educational in Mombasa County.

The study was guided by the following specific objectives.

- i. To examine the obstacles facing female educational administrators in Mombasa County.
- ii. To determine the influence of female teachers' self-perception on taking up leadership positions in Mombasa County.
- iii. To establish the extent to which gender role socialization influences female administrators' aspiration to leadership of secondary schools in Mombasa County.
- iv. To examine the administrative strategies used by secondary school headteachers to enhance female teachers' participation in leadership.

Descriptive techniques were used to organize, summarize and interpret quantitative information. Data was then presented in form of frequency tables and charts where applicable. This presentation is based on the objectives of the study.

#### 4.1.1 Questionnaire Return Rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaires were from fifty six (56) that is 6 county officers, 15 secondary school principals and 25 primary school headteachers. Analysis and data interpretation was based on these returns.

**Table 4.1 Questionnaire return rate**

<b>Administrators</b>	<b>Target</b>	<b>Returned</b>
County administrators	6	6(100.0%)
Secondary schools (Principals)	15	15(100.0%)
Primary Schools (Headteacher)	35	25(71.4%)
<b>TOTAL</b>	<b>56</b>	<b>46(82.1%)</b>

From Table 4.1, all the county officers and the principals of secondary schools and 71.4 percent of the primary school headteachers returned their questionnaires as targeted. Mulusa (1990) stated that 50 percent return rate was adequate, 60 percent good and 70 percent very good. The return rate was hence considered adequate to provide required information for the purpose of data analysis.

#### 4.2. Background Characteristics of the Respondents

This section presents the characteristics of personal attributes of individual respondents. They include; gender, age, marital status, highest academic level, professional qualification and type of school taught. The rationale behind inclusion of these attributes in the analysis is that they help to shed some light on the characteristics of female secondary teachers who encounter administrative and socio-cultural challenges while trying to advance in school leadership positions.

#### 4.2.1 Gender and Age of Respondents

The respondents were asked to indicate their gender. The results are as shown in Tables 4.2 and 4.3.

**Table 4.2 Age of respondents**

	<b>Frequency</b>	<b>Percent</b>
31 - 40 years	7	15.2
41- 50 years	30	65.2
Over 50 years	9	19.6
<b>Total</b>	<b>46</b>	<b>100.0</b>

Table 4.2 indicates that majority of the respondents (65.2%) were aged between 41-50 years while 19.6% were aged over 50 years and 15.2 were aged between 31-40years. This implies that as people advance in age they have gained experience hence are given leadership positions hence the principals, HODs, and officers involved in the study had the experience to concentrate on administrative duties. Then the question on gender came in with respondents expected to indicate their gender. The results are as shown in Table 4.3.

**Table 4.3 Gender of respondents**

	<b>Frequency</b>	<b>Percent</b>
Male	10	21.7
Female	36	78.3
<b>Total</b>	<b>46</b>	<b>100.0</b>

The findings indicate that there were more female (78.3%) than their male counterparts. The reasons as to why they were more would have been because the study targeted to establish the challenges facing female education administrators in educational administration in Mombasa County.

#### **4.2.2 County Director and TSC Staffing Officer**

The county officers were asked to indicate the number of secondary schools in the county. The County Director and the TSC officer indicated that there were 35 secondary schools in the county while when asked those that are headed by male and female principals. They indicate that fifteen (42.9%) of them were headed by male principals while 57.1% were headed by female principals. This shows that most of the institutions were female headed institutions; hence both genders were almost equal. This is not always the case as Anewu (2010) noted that leadership positions for female administrators has had two fold effects which include failure on the part of male superiors to appointment or promote women to higher positions or frustrate their every effort after they have been appointed to a higher position as female administrators.

#### **4.2.4 Marital Status of the Respondents**

The principals, headteachers and the county officers were asked to indicate their marital status. The results are as shown in Table 4.4.

**Table 4.4 Marital status position held of the respondents**

		<b>Position held</b>		
		<b>Head teacher</b>	<b>Principal</b>	<b>County officer</b>
Married	Count	23	14	2
	%	59.0%	35.9%	5.2%
Single	Count	0	1	0
	%	.0%	100.0%	.0%
Widowed	Count	2	0	0
	%	100.0%	.0%	.0%
<b>Total</b>	<b>Count</b>	<b>25</b>	<b>15</b>	<b>2</b>
	<b>%</b>	<b>43.5%</b>	<b>41.3%</b>	<b>4.3%</b>

Majority of the head teachers (59.0%) indicated that they were married while 35.9% of them principals were married and 5.2% of the county officers are married. One of the principal's was single and two female head teachers were widowed. The researcher observes that majority of the respondents were married. This prompted the researcher to enquire about the number of dependents the respondents had. Majority of the respondents had 1-6 dependents while 13.0% had more than seven (7) dependents. When they were asked about their income per month, all the respondents earned more than Kenya shillings fifty thousand shillings. The researcher then sought other responsibilities outside administrative duties include church activities, community services, economic activities other educational activities in organizations such as Centre for Maths and Science and Technology Education in Africa, Kenya Institute of Curriculum Development, marking Kenya National Examination Council exams and other school activities.

### **4.3 Obstacles that Influence Female Teachers' Participation in School Leadership**

Women administrators in most cases find themselves not fully being accepted by the community they work with, making them feel their contributions to the society are not important. In this modern age, there are people who still believe that women are incapable of competing effectively with men for higher job status. Such type of thinking devalues women liberation efforts. Women therefore have had a difficult time convincing men in some communities that they are capable of leading. This study sought to identify the obstacles that influence female teachers' participation in school leadership. The results are as shown in Table 4.5.

**Table 4.5 Obstacles that influence female teachers' participation in school leadership**

<b>Obstacles</b>	<b>Very serious obstacle</b>	<b>Serious obstacle</b>	<b>Fairly serious obstacle</b>	<b>Neutral obstacle</b>	<b>Not an obstacle</b>
Most women want to work where they are close to the family	27(58.7%)	3(6.5%)	3(6.5%)	8(17.4%)	5(10.9%)
Most communities devalue women leadership	13(28.3%)	11(23.9%)	13(28.3%)	3(6.5%)	6(13.0%)
Being emotional	12(26.1%)	14(30.4%)	11(23.9%)	9(19.6%)	0(0%)
Lack of financial management skills	10(21.7%)	9(19.6%)	12(26.1%)	6(13.0%)	9(19.6%)
Poor problem solving skills	8(17.4%)	5(10.9%)	20(43.5%)	6(13.0%)	7(15.2%)
Poor decision making skills	6(13.0%)	3(6.5%)	15(32.6%)	9(19.6%)	13(28.3%)
Lack of adequate academic qualifications	5(10.9%)	0(0%)	15(32.6%)	6(13.0%)	20(43.5%)
Most women don't aspire for leadership positions	5(10.9%)	13(28.3%)	12(26.1%)	10(21.7%)	6(13.0%)
Lack of work experience	4(8.7%)	3(6.5%)	18(39.1%)	10(21.7%)	11(23.9%)
Inability to plan	3(6.5%)	5(10.9%)	12(26.1%)	10(21.7%)	16(34.8%)
Impartiality (biasness)	2(4.3%)	13(28.3%)	15(32.6%)	6(13.0%)	10(21.7%)
Inability to cope with pressure of work	2(4.3%)	7(15.2%)	15(32.6%)	8(17.4%)	14(30.4%)
Too busy with domestic chores	0(0%)	9(19.6%)	23(50.0%)	7(15.2%)	7(15.2%)

N=46

Majority of the respondents (58.7%) felt it was a very serious obstacle for most women wanting to work where they were close to the family, 17.4% felt it was a neutral challenge, 10.9% it was not an obstacle, and 6.5% of them felt it was a

serious obstacle and fairly serious respectively. This implies that women in most cases preferred to work where their family was. This posed a obstacle since not always positions were readily available next to the families. The result agrees with those of Murniati (2012) in a study on support and challenges, in career advancement of women to senior academic administrators in Indonesia. The study established that women's lack of participation in higher education administration is the pressure to balance family responsibilities and work. In most cases the pressure to balance academic work and family responsibilities stands out as the main impeding factor for administrative mobility. On the other hand half of the respondents (50%) noted that the female teachers had fairly serious obstacle since they were too busy with domestic chores, 19.6% of them had a serious obstacle and 15.2% of them had neutral obstacle and no obstacle on being too busy with domestic chores.

About 43.5% of the respondents felt that women administrators had a fairly serious obstacle on problem solving, while 15.2% felt that it was not a obstacle, 13.0% felt it was a neutral challenge and it was found to be a serious obstacle by 17.4% of the respondents and 10.9% felt it was a serious obstacle. The results implies that at some level problem solving skills used by women were found to be very serious and serious respectively by some respondents while others felt that it was fairly serious obstacle, neutral and not a obstacle at all.

Another factor rated high was 41.3% of the respondents indicating it was very serious and serious challenge for women lack of financial management skills. Financial management skills are acquired hence women administrators should be encouraged to join institutions of accounting where they would learn basics of financial

management. About 32.6% of the respondents felt that it was fairly serious obstacle for women to have poor decision making skills, while 28.3% said there was no obstacle, while 19.6% had a neutral obstacle e, 13.0% of them felt that there was a very serious obstacle and 6.5% of them had a serious obstacle in decision making. This implies that women were not having a serious obstacle in decision making since a small percentage of about 18.5% of them who had a serious challenge and very serious obstacle respectively. The result agrees with those of Lyman et al., (2009) who noted that women use collaborative decision-making. About 43.5% of the respondents indicated that lack of adequate academic qualification was not a obstacle while 32.6% felt it was a fairly serious c obstacle, 13.0% felt it was a neutral obstacle and 10.9% of them felt it was very serious challenge. This implies that education academic qualification was not a major obstacle for women who aspired for leadership positions. The result agrees with those of Chliwniak (2007) who noted that women lack education capacity.

Lack of work experience and lack of inspiration for leadership position was also found to be another obstacle that affected women with 39.1% of the respondents indicated it was a fairly serious obstacle and a very serious problem, while 23.9% of the respondents indicated that there was no obstacle, 21.7% indicated it was a neutral obstacles, 8.7% felt it was a very serious obstacle and 6.5% of them felt it was a serious obstacle. This implies that although lack of work experience of women was a obstacle it was not a very serious obstacle but it was an obstacle like any other obstacle. Work experience is an important for both growth and leadership position for both men and women. The result agrees with those of Whelan and Wood (2013) who noted that the goal of increasing the number and proportion of women in senior

leadership roles is not universally accepted and endorsed. Women work experience is not rampant hence they lack the abilities, the demands of managerial roles, and stereotypes about women's become obstacles to attaining greater levels of managerial commitment to gender diversity. On the hand lack leadership aspiration for women was a very serious challenge since one cannot be given a leadership position when they are not willing to serve. The results agree with those of the Kindi (2011) who noted that women lack work experience since they were not exposed to leadership positions by their head teachers in their respective schools.

Inability to plan was not seen as a major obstacle since 34.8% of the respondents was not a obstacle while 21.7% of the respondents indicated that it was a neutral obstacle, while 26.1% of the respondents indicated it was fairly serious obstacle, 10.9% of them felt it was a serious obstacle and only 6.5% of them who felt it was a various serious obstacle. This implies that planning was not actually a major obstacle among female administrators. The researcher observes that some of the schools that have been having women administrators have been successful from their performance. Chliwniak (2007) argues that women educational administrators focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching. In the area of instructional leadership, women spend more years as principals and teachers, and have more degrees than men; they emphasize the importance of curriculum and instruction in their work women leaders' focus on instructional leadership and men more often emphasize organizational matters.

Lack of adequate academic qualifications was found not a obstacle by 43.5% of the respondents while 32.6 felt it was fairly serious challenge, 13.0% of them felt it was a neutral obstacle and 10.9% said it was very serious obstacle. This implies that academic qualifications were not a obstacle since most of the teachers had achieved highest level of academic. The results agrees with those from Cheung and Halpen (2010) noted that women comprise the majority of undergraduate enrollments and graduates in industrialized countries and are catching up in developing countries However, despite high levels of academic preparedness, women are still more likely than men to work part time and earn less (Statistics Canada, 2006). It is also worth noting is the fact that although women comprise the majority of post-secondary students and academic institution employees, top executive administrators are predominantly male (Eddy & Cox, 2008). There are also more women than men in mid-level management positions in organizations, which have created an overflow of managers ready for advancement to elite positions (Cheung & Halpern, 2010). This overflow and stalled progression of qualified women into top-tier leadership positions, has been referred to as the “pipeline” (Cheung & Halpern, 2010).

Inability to cope with pressure of work was also another factor that was not a major obstacle since 32.6% of the respondents was fairly serious obstacle, 28.3% of them indicated that it was a serious obstacle while 21.7% of them said it was not an obstacle. Half of the respondents indicated that women were too busy with domestic chore as fairly serious obstacle, while 19.6% of them felt it was a serious obstacle, while 15.2% of them had no obstacle and neutral obstacle respectively. These results agree with those of Chliwniak, (2007) the weaknesses of prior studies on women in leadership positions are that scholars use male norms and male-oriented lenses to

analyse women's lack of participation. In other words, scholars perceive the notion of leader as a neutral construct; thus, their studies are likely to disregard women's own perspectives. On the other hand gender inequality in some community has articulated marginalization of women in decision making in higher hierarchies of society.

On the hand 30.4 % felt it a serious obstacle and very serious obstacle at 26.1% of women being emotional, 23.9% felt it was fairly serious obstacle and 19.6% neutral obstacle for women being emotional. This implies that women were led by their emotions; the assumptions would make it hard for female teachers to raise to such positions of female administrators. The results disagrees with those of Chliwniak (2007) who noted that women administrators emphasize on relationships, sharing and process while on the other hand men are more focused on completing tasks, achieving goals, hoarding of information and winning. Women principals were found to influence behaviour more by acting more collaboratively hence they take time to build trust and openness hence they are not emotional in their leadership.

About 28.3% of the respondents felt it was a very serious obstacle and fairly serious obstacle when most communities devalued women leadership while 23.9% felt that it was serious obstacle and a small percent of 6.5% felt it was a neutral challenge. This implies that women leadership in some communities was not valued hence women were socialized to remain attending to low jobs while their male counterparts were supposed to enjoy high ranked jobs in the society. The findings agrees with Kindi (2011) who noted that male and female role prescription is based on assumptions that domestic duties in a home are presumed for women. This therefore led to job segregation where men dominate professions that are considered masculine while

women have access to job that considered feminine. In this case leadership is presumed to be masculine hence is taken up by male in such communities.

#### 4.4 Female Teachers' Self-Perception in relation to Secondary School Leadership

Many are times women seem as the cause of their under representation because she argues that women are not assertive enough, do not want power, lack self-confidence, are unwilling to play game or work the system, don't apply for jobs and even when in a job they do not apply for the line positions (Osumbah 2010). Hence this study sought to establish female teachers' perception in relation to leadership. The results are as shown in Table 4.6.

**Table 4.6: Female Teachers' Perception in Relation to Leadership Participation**

<b>Female teachers perceptions</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
They have confidence	15(32.6%)	27(58.7%)	2(4.3%)	2(4.3%)	0(0%)
They are respectable	26(56.5%)	11(23.9%)	7(15.2%)	2(4.3%)	0(0%)
They avoid criticism	10(21.7%)	22(47.8%)	7(15.2%)	7(15.2%)	0(0%)
They don't like isolation and loneliness	17(37.0%)	13(28.3%)	8(17.4%)	8(17.4%)	0(0%)
They are responsible	17(37.0%)	10(21.7%)	9(19.6%)	10(21.7%)	0(0%)
They are self-disciplined	12(26.1%)	13(28.3%)	10(21.7%)	8(17.4%)	3(6.5%)
They are competent administrators	9(19.6%)	15(32.6%)	16(34.8%)	6(13.0%)	0(0%)
They are peace-makers and avoid conflicts	8(17.4%)	11(23.9%)	22(47.8%)	2(4.3%)	3(6.5%)
They are flexible in decision making	6(13.0%)	29(63.0%)	9(19.6%)	2(4.3%)	0(0%)
They have high integrity	6(13.0%)	19(41.3%)	12(26.1%)	9(19.6%)	0(0%)
They are honest	6(13.0%)	15(32.6%)	19(41.3%)	6(13.0%)	0(0%)
They are approachable	3(6.5%)	20(43.5%)	16(34.8%)	7(15.2%)	0(0%)

N= 46

From Table 4.6, 91.3% of the respondents strongly agreed (32.6%) and agreed (58.7%) that female teachers were perceived as confident and 8.6% of them disagreed

(4.3%) and strongly disagreed (4.3%) that female teachers were perceived as confident. This implies that majority of the female teachers were perceived as confident. Majority of the respondents (80.4%) strongly agreed (56.5%) and agreed (23.9%) that female teacher were perceived as being respectable and 19.5% of them strongly disagreed (15.2%) and disagreed (4.3%). This implies that female teachers perceived themselves as respectable in the school community. The result agrees with those of Ngan (2011) who noted that women leaders may obtain more self-confidence and respect resulting from their collaborative decisions which are in accordance with their subordinates' expectations. About 69.5% strongly agreed (21.7%) and agreed (47.8%) that female principals were perceived to avoid criticism and 15.2% of them disagreed and strongly disagreed respectively that female principles did not avoid criticism. This implies that women principals did avoid situations where they were critical about their work since the comparison was between their administration and that of the male counterparts. This agrees with Ngan (2011) noted that women all over the world are fighting for their rights and trying to have their capabilities recognized. They are networking and uniting to empower themselves. Another 65.3% strongly agreed (37.0%) and agreed (28.3%) that female teachers did not like isolation and loneliness. Results from Chilwniak (2007) noted that women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning.

Female teachers were perceived as responsible by 58.7% of the respondents who strongly agreed (37.0%) and agreed (21.7%), 19.6% of them disagreed and strongly disagreed (21.7%) that female teachers were responsible. This implies although majority of the respondents had observed that their female teachers were responsible

there was still a group of them that felt it did not add up. This would have an impact on how they handle school issues. About 54.4% of the respondents strongly agreed (26.1%) and agreed (28.3%) that female teachers were self-disciplined and 45.6% disagreed [21.7%] and strongly disagreed (17.4%) that female teachers were not self-disciplined. This implied that in some cases supervision has to take place so that female they could perform. This contradicts Neville (1988), Qiang, Han & Niu (2009) who noted that women are constrained to behave in accordance with their stereotypes as dependent, compliant, emotional and careful and prudent.

About (52.2%) of the respondents 32.6% agreed and 19.6% strongly agreed that female principals were competent administrators and 47.3% of them disagreed (34.8%) and strongly disagreed (13.0%) that female principals were competent. This implies that majority of the respondents had faith in female principals and their capabilities. About 76.0% of the respondents strongly agreed (13.0%) and agreed (63.0%) that of them were flexible in decision making and 19.6% disagreed and 4.3% of the female teachers were not flexible in decision making. Another 54.3% of respondent strongly agreed (13.0%) and agreed (13.0%) that female teachers had high integrity and 45.7% of them disagreed (26.1%) and strongly disagreed (19.6%) that female teachers had high integrity. This implies that the female teachers had integrity hence were able to lead their schools. The results on being competent administrators, flexible in decision making and high integrity have also been supported by Lyman, Athanasoula-Reppa & Lazaridou (2009) noted that women lead more flexibly, intuitively and holistically.

On the other hand female principals were approached as half of the respondents strongly agreed and agreed and the other half disagreed and strongly disagreed that female teachers were not approachable. They were also said to be honest by 45.6% of the respondents who strongly agreed and agreed and 54.4 % indicated that women were not honest. This implies that women have the tendency of avoiding the risk of criticism or receiving negative feedback; fear of failure and hence are reluctant to voice their opinions, excess responsibilities and fear of conflict and loneliness; self-doubting, were competent, were peace maker and avoid conflicts, they are flexible in decision making, they have high integrity, honest and they are approachable and a different (feminine) style of management. The results concurs with Momanyi (2003) who noted that this kind of dependence on men leads to women underrating themselves in leadership because they feel that all the qualities associated with straight power are not ethical to traditional 'feminine' virtues. He also notes that women feel that the exercise of power is equivalent to unacceptable blur thus 'feminine' almost by definition powerless blur. He further affirms that this is not true because one can be tough without losing sight of what is fair and acceptable, and be ambitious without trampling on everyone else on one's way to the top. According to Lee (2001), avoiding means ignoring the conflict and letting fate take its course. Turtles withdraw into their shells to avoid conflicts. Principals who adopt avoidance give up their goals and relationships, they stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is easier to withdraw from a conflict than to face it. It is based on the belief that conflict is unnecessary, inappropriate, dysfunctional and costly. A manager who uses the avoiding style is both unassertive and uncooperative.

#### **4.5 Gender Role in Socialization Influence**

Women identities and roles have traditionally been associated with parenting and caring, while men's have been associated with well-paid employment as well as becoming public and industrial managers (Osambah, 2010). The socialization process structures and equips men and women to enact their respective and different roles. The study sought to establish gender role socialisation influence on challenges encountered by women in leadership in learning institutions. The results are as shown in Table 4.7.

**Table 4.7 Gender Role Socialization Influence**

<b>Gender role socialization influence</b>	Strongly agree	Agree	Disagree	Strongly Disagree	No Response
They are supposed to take care of children and husbands	10(21.7%)	15(32.6%)	5(10.9%)	16(34.8%)	0
They lack support for education opportunities	10(21.7%)	14(30.4%)	8(17.4%)	14(30.4%)	0
They are socialized to accept male leadership	8(17.4%)	13(28.3%)	7(15.2%)	17(37.0%)	1(2.2%)
They are supposed to be care takers in their homes	6(13.0%)	17(37.0%)	4(8.7%)	19(41.3%)	0
They should be submissive to men	4(8.7%)	11(23.9%)	11(23.9%)	20(43.5%)	0
They are not supposed to be leaders	3(6.5%)	1(2.2%)	6(13.0%)	36(78.3%)	0
They are not supposed to be ambitious	2(4.3%)	7(15.2%)	4(8.7%)	33(71.7%)	0
They are weak	2(4.3%)	3(6.5%)	11(23.9%)	30(65.2%)	0
Supposed to take care of household chores only	1(2.2%)	6(13.0%)	5(10.9%)	34(73.9%)	0
They are supposed to serve men	1(2.2%)	10(21.7%)	11(23.9%)	24(52.2%)	0
They are not decisive	0(0%)	9(19.6%)	23(50.0%)	14(30.4%)	0

N= 46

Slightly above half of the respondents (54.6%) strongly agreed that women are supposed to take care of children and husbands and 45.4% disagree and strongly disagreed as one of the gender role socialization influence. This implies women have

other responsibilities of being wives and mothers. Another 52.1% of the respondents also noted another gender role socialization influence was on women lack of support for education opportunities. About half (50.0%) of the respondents indicated that women were supposed to be care takes in their homes and the other half of the respondents disagreed and strongly disagreed that women are supposed to take care of their homes. About 45.7% of the respondents strongly agreed and agreed that women were not socialized to accept male leadership and 54.3% disagreed and agreed that women were not socialised to accept male leadership. This implies that women were supposed to care for homes without earning anything for a living hence this is the reason as to why these factors are featuring highly. The result agrees with Truong (2008) who noted that domestic duties are associated with women whereas men are considered the head of the family. Childbirth, breast-feeding, teaching children and caring for husbands and elderly relatives are among the “heavenly mandates” assigned to women. These feminine roles are praised and socialized through mass media, schools and families and establish the model of ideal womanhood which guides women’s lives.

Other factors like women were supposed to be submissive to men with 36.6% strongly agreeing and agreeing and 67.4% of them disagreeing and strongly disagreeing that women were supposed to be submissive to men. This implies that majority of the respondents disagreed with this myth since it is both way. About 91.3% of the respondents noted that gender role socialization influence women perception of that women were not supposed to be leaders and 8.7% of the strongly agreed and agreed that women were not supposed to be leaders. This implies that the respondents viewed women as leaders. Gender stereotyping influenced the women’s

personal beliefs and perceptions of leadership, and this in turn affected their leadership behavior. About 89.1% of the respondents disagreed and strongly disagreed that women are weak and only a small percentage of 10.9% strongly agreed and agreed that women were weak. This implies that women were not weak and could take on any role given unto them. Another 84.8% disagreed and strongly disagreed that women were supposed to take care of household chores only. This implies that the respondents were not supportive of the factors that women were supposed take care of household chores. This would mean women are not weak; they can lead just as men can and are decisive in their skills of decision making. This implies that although the society expected too little on women, there was also need for women to be accepted to play their role and also to lead in their society. Kindi, (2011) notes male and female role prescription is based on assumption that, domestic duties in a home are presumed for women. This has therefore led to job segregation where men dominate professions that are considered masculine while women have access to job that are considered feminine. The society expectations can still be mixed with other issues that affect women within the community.

The results also show that women should not only be socialized to carry out household chores but can also take leadership positions within the society. This makes the society more accepting of women as leaders. The results agree with those of Odhiambo (2009) gender role constitutes culturally and socially determined set of behaviour and personality characteristics expected of a person on the basis of sex. These roles are imparted through family socialization, family set ups and further reinforced in avenues such as the school, religious institutions and community

centres. On this basis gender forms the single most important criterion governing production and distribution of resources.

#### **4.6 Administrative Strategies**

Administrative strategies are factors put in place by the administrative to encourage women and even men into leadership position. Appointment of teachers to leadership positions is done internally or externally. Administrators can therefore create an enabling environment for female teachers to effectively participate in school leadership and as well, they can hinder them from participating in leadership or even advancing to leadership positions. Chege and Sifuna, (2006) argues that women must be present in leadership positions in education systems to provide a gendered perspective on educational change and development. This study thus sought to identify administrative strategies put in place. The results are as shown in Table 4.8.

**Table 4.8 Administrative Strategies**

Administrative strategies	Very effective	Quite effective	Effective	Not very effective	Not at all
Mentoring	13(28.3%)	13(28.3%)	13(28.4%)	5(10.9%)	2(4.3%)
Internal appointments	7(15.2%)	14(30.4%)	20(43.5%)	3(6.5%)	2(4.3%)
Recommendation for appointments	8(17.4%)	20(43.5%)	12(26.1%)	0(0%)	6(13.0%)
Delegation of duty	14(30.4%)	11(23.9%)	14(30.4%)	7(15.2%)	0(0%)
Training and workshops	13(28.3%)	11(23.9%)	16(34.8%)	1(2.2%)	5(10.9%)
Role modelling	9(19.6%)	9(19.6%)	15(32.6%)	13(28.3%)	0(0%)
Motivation speaking	7(15.2%)	4(8.7%)	23(50.0%)	10(21.7%)	2(4.3%)
Developing talents	6(13.0%)	6(13.0%)	23(50.0%)	9(19.6%)	2(4.3%)

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N= 46

From Table 4.8, majority of the respondents (89.2%) indicated that internal appointment and training and workshop were very effective (15.2%), quite effective (30.4%) and effective (43.5%) respectively and 10.8% said it was not very effective (6.5%) and not at all (4.3%). According to Chege and Sifuna allude with these results that appointment of teachers to leadership positions is done internally or externally. Administrators can therefore create enabling environment for female teachers to effectively participate in school leadership and as well, they can hinder them from participating in leadership or even advancing to leadership positions. Women must be present in leadership positions in education systems to provide a gendered perspective

on educational change and development. A role model teaches primarily by example and help to shape professional identity and commitment through promoting observation and comparison. Role models attract their admirers through their professional achievement, personality, power, influence, lifestyle, and values do determine the influence that a teacher has on a student on the role model to their admirers.

While (87.0%) felt that recommendation for appointment was very effective (17.4%), quite effective (43.5%) and effective (26.1%), 13% indicated that it was not at all. This implies that recommendations are done within the educational institution for one to get a position of leadership such as principle/ headteacher in a school can recommend a female teacher for appointment. The results agree with Williams (2008) researched the effect of mentoring on career advancement of African-American female administrators and found that mentoring can have a profound effect on women in all stages of their careers. For those women, it was more important to have mentors who had power and were thus better able to help them navigate the political culture in the university.

Mentoring (84.6%) is very effective at 28.3%, quite effective at 28.3% and effective (17.4%) of the respondents while 15.3% it was not very effect (10.9%) and not at all (4.3%) respectively. This implies that mentoring worked well for teachers especially from the administrators. The study concurs with Madsen (2008) who interviewed 10 women presidents in American universities who shared how their mentors inspired them to achieve their best potential. The mentors taught them about the politics of higher education. Even when these women were already in higher positions, having

other administrators as role models helped them when they needed to interact with others.

Delegation of duties was also found to be very effective (30.4%), quite effective (23.9%) and effective (30.4%) by the respondents. This implies that when the principals' delegates' duties to the female teacher it helps them learn how to do managerial jobs. About 76.0% of the respondents felt that developing talents was an important factor at very effective (13.0%), quite effective (13.0%) and effective (50.0%). These results agree with Maden (2008) who noted that delegation of duties helped women to develop their talents and also helped them in long term leadership in development, opportunities, collaboration, creativity, assistance and support to others. Female teachers with a potential of leadership can be identified and ensuring that they have a sequence of experience being given a chance to perform leadership roles under guidance of the headteacher. On the other hand motivation speaker was another administrative strategy as rated by 74.0% of the respondents as very effective (15.2%), quite effective (8.7%) and effective (50.0%) and 26.0% of them indicated that it was not very effective (21.7%) and not all (4.3%). Role modelling was also another administrative strategy, with 71.8% of the respondents indicating they were very effective (19.6%), quite effective (19.6%) and effective (32.6%) and 28.3% of them noted that it was not very effective. The results agree with Madsen (2008) who noted that women particularly benefit from mentors because they serve as role model.

The study also sought to establish suggestions for curbing challenges affecting women administrators. Some of the remedies indicated by the women administrators include training, mentorships, decide to be goal oriented administrator, workshops, holding dialogues, being affirmative, assertive, and having a support group to

encourage more women to take up the role of leadership. Encourage women to further their education, to be appreciative of each other at all levels and to be firm in decision making and avoid favouritism. The study also established that women should be confident in the areas of specialization hence becoming role models to other women within the society. The girl should be socialized to become a leaders as well as the boy child. This would encourage more women in leadership positions and even in higher levels of government and private organizations. On the other hand parents should be encouraged to mentor their children to all sphere of life to participate well. The result concurs with Beck (2003), who studied women faculty and administrators in a large research university. She found that women who enter the academic profession need support from other people in their department to adjust to their profession and to understand the culture of the institution. In addition, the presence of mentors, both formal and informal, is most often beneficial for women in the professoriate or administrative positions because those mentors are already familiar with the overall organizational culture in their institutions. Mentors serve as a useful source of information about the organizational culture, how things are accomplished and managed in particular institutions.

#### **4.6.2 Opinions on Gender Balance in Leadership**

The study wished to establish if gender balance in leadership of secondary schools should be encouraged. The results are as shown in Table 4.9.

**Table 4.9 Response on gender balance in leadership of secondary schools**

	<b>Frequency</b>	<b>Percent</b>
Yes	41	89.1
No	5	10.9
<b>Total</b>	<b>46</b>	<b>100.0</b>

Majority of the respondents (89.1%) agreed that there should be gender balance in leadership of secondary schools while only 10.9% who felt that gender balance was not important. This implies that majority of the respondents agreed that gender balance was essential in all areas of leadership and especially in secondary school. The results concur with According to Weyer (2007), who in a debate about gender and leadership necessitates for a definitive conclusion to be reached. Lyman et al. (2009) agree with Rhode's (2003) conclusion that the relationship between gender and leadership is likely a matter of perception due to insufficient supporting evidence for differences. However, the impact of gender on leadership seems to be undeniable. The women in Hall's (1996) study rejected gender as a strong issue in their careers but their performance as leaders was still influenced by the awareness of their gender; they paid close attention to how they dressed, moved and used body language to ensure that the messages they communicated as leaders were not undermined by responses to them as women.

Suggestions on how it was to be achieved was to allow female teachers to head boys schools, be role models to girls in schools by allowing equality in mixed schools that is a girl can be a student leader in a mixed secondary school. Giving equal opportunities to both men and women encourage women to participate in decision making. Ensuring that women are also given leadership opportunities, they get

support to provide services, to encourage them to earn their opportunities through merit. In schools if the head-teacher is male the deputy should be female and vice versa this will encourage more female teachers to participate in leadership positions. More female teachers should also be encouraged to apply for administrative positions. Encourage women to achieve in higher education through attaining high levels of education where possible. Those who said no were also asked to give their reasons. They felt that qualifications should be considered not gender this would encourage more women to attain higher levels of education.

#### **4.6.3 Opportunities for Advancement of Women Administrators in their Career**

All the respondents indicated that there were opportunities presented to women administrators to advance in their careers. This implies there were equal opportunities for everyone since it did not matter whether one is male or female to achieve goals. Hence the higher the level of education the higher one is likely to attain higher opportunities at the work place. This is because they are able to compete equally. The results agree with those of (Murniati (2012) noted that women's career advancement in the West was discussed to have an impact of education on career advancement. The scholar used theories from sociology such as human and cultural capital to examine the effect of education on career aspiration, career trajectories, or career mobility. The theory of social capital, education and training are forms of human capital and they are keys in women's career trajectories. The study revealed that individuals with the most professional experience and the highest level of education became presidents in every institutional type. Hence education was often the first step in a career path.

Some of the opportunities women have to advance in their careers include through support from the support system which include the husband and the junior staff to

perform the duties perfectly, appointment, promotion, career development, affirmative action, study leave should be availed, sponsorship of female teachers for management courses, delegating administrative duties to women and presenting equal opportunities. Aspiring women administrators should also be trained on financial management skills, curriculum implementation, instruction supervision and other administrative duties. Community sensitization should also be done on women leadership, and should appoint more women to leadership positions.

#### **4.7 Strategies that Provide Good Working Environment for Women**

Some of the administrative strategies include is appointment of teachers to leadership positions. This can be done internally or externally. Women must be present in leadership positions in education systems to provide a gendered perspective on educational change and development (Chege & Sifuna, 2006). A good working environment is important for an institution to learn smoothly and also to produce results. Different leaderships use different strategies to provide good working environment for women. The results are as shown in Table 4.10.

**Table 4.10 Strategies that can provide good working environment for women**

	Frequency	Percent
Support from BOM and PTA	41	89.1
Refresher courses	43	93.5
Gender sensitization of the community	28	60.9
Gender sensitive policies	35	75.1
Application of affirmative action	1	2.2
An enabling physical environment	2	4.3

N= 46

Majority of the respondents (93.5%) felt that refresher courses was a good strategy to provide good working environment for women, while 89.1% felt that support from BOM and PTA was also as important for women to coexist in good working environment. About 75.1 felt that gender sensitive policies should also be put in place and gender sensitization (60.9%) of the community that women can be as good leaders as their male counterpart should be done. This would encourage more women to up leadership position. In Mombasa County women are limited to certain level of participation within the communities. The least rated factors were an enabling physical environment and application of affirmative action. This implied that refresher courses, support from BOM and PTA and gender sensitive policies put in place can enhance a good working environment for both men and women. The results agree with UNESCO (2009) women in many countries have been excluded for reasons that are peripheral and unrelated to their capacity to do the job. The government of these countries should provide legislative and infrastructure support for women to rise to administrative positions. They also pointed out that there is need for change in rules then the attitudes to develop policies that give equal opportunities and also reduces harassment of women. Provision of special programs for women would identify role models among the women and mentors. This would change the attitude of women. Leadership training programs, special seminars and workshops are all offered as strategies for preparing women for top management.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains the summary of the study, conclusions and recommendations. It also contains suggestions for further research.

#### **5.2 Summary of the Study**

The purpose of the study was to establish the obstacles faced by women educational administrators in educational administration in Mombasa County. The study was guided by the following specific objectives; to examine the challenges facing female educational administrators in Mombasa County; to determine the influence of female teachers' self-perception on taking up leadership positions in Mombasa County, to establish the extent to which gender role socialization influences female administrators' aspiration to leadership of secondary schools in Mombasa County and to examine the administrative strategies used by secondary school headteachers to enhance female teachers' participation in leadership. The study adopted the descriptive design. The target population were female head teachers, principals and other county officers from within the county who were 46 respondents. Purposive sampling was employed to sample the headteachers and principals. Stratified random sampling was also applied to sample all the other population. The primary data was collected through questions to different respondents. A coefficient of zero point seven (0.7) made the items of the research instrument acceptable for the study. The data was analysed using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used in the presentation and interpretation of results. The research

process followed all the logical steps and ethical considerations to ensure the integrity of the research.

### **5.3 Summary of the Findings**

#### **Obstacles that influence female teachers' participation in school leadership**

From the study majority (58.7%) felt it was a very serious obstacle for most women wanting to work where they were close to the family, it is a serious obstacles (30.4%) and very serious obstacles as women being emotional. About 28.3% of the respondents felt it was a very serious challenge and fairly serious obstacle when most communities devalued women leadership. It also revealed most of the respondents indicated it was very serious (21.7%) and (19.6%) serious obstacles for women lack of financial management skills. Other problems as rated according to their seriousness include poor problem solving skills, poor decision making skills, most women don't aspire for leadership positions, lack of work experience, inability to plan, impartiality, inability to cope with pressure of work and too busy with domestic chore in their ascending order.

#### **Female teachers' self-perception in relation to secondary school leadership**

The study revealed that 91.3% of the respondents strongly agreed and agreed that female teachers were perceived as confident. Majority of the respondents (80.4%) strongly agreed and agreed that female teachers were perceived as being respectable. It also revealed that 69.5% of the respondents noted that female principals were perceived to avoid criticism and 65.3% did not like isolation and loneliness. This implies that they perceived themselves as capable and having the competence in their work.

### **Gender role socialization influence**

The study on gender role revealed that 54.3% of the respondents strongly agreed and agreed that women were supposed to take care of children and their husbands and 52.1% felt that women lack support for education opportunities. This implies that sometime women have not advanced in education because of other limitations. On the other hand the study also disagreed and strongly disagreed that women were not decisive. This implied that women could make their own decisions while 76.1% also strongly disagreed and disagreed that women were supposed to take care of household chores only. This implies that women were not only meant to be in the house taking care of the household chores but could do other activities that would help human development.

### **Administrative strategies**

The study showed that 91.4% of the respondents felt that mentoring is very effective, quite effective and effective as an administrative strategy. It also revealed that 89.1% of the respondents felt that internal appointment, training and workshops were very effective, quite effective and effective respectively as an administrative strategy. The study showed that 87.0% of the respondents felt that recommendation for appointment was effective as an administrative strategy. Delegation of duties (84.7%) was also found to be effective as an administrative strategy.

The study also established that training, mentorship, workshops, holding dialogue, being affirmative, assertive and have support group for female teachers would encourage them to move up the ladder hence pick up leadership positions within their areas. It also established that women should be encouraged to further their education

since it would help them get leadership opportunities when they are at par with their male counterparts. The study also revealed that role modelling was important for young girls to help them grow aspiring to become leaders in their fields.

The study revealed the gender balance was important in leadership of secondary schools. It also noted from the respondents suggestions that female teacher could also head boys schools and also mixed schools which are currently headed by their male counterparts. This would be a role model for both the girls and boys in these schools. Attain higher education to help in the competition for better leadership positions in their respective schools.

#### **Opportunities for advancement of women administrators in their career**

The study revealed that all the respondents felt that there were opportunities presented to women administrators to advance their careers. This was through attaining higher levels of education.

#### **Strategies that provide good working environment for women**

The study revealed that 93.5% of the respondents felt that refresher courses, were necessary and 89.1% felt that support from BOM and PTA was important for women to develop their leadership skills.

### **5.4 Conclusions of the Study**

The following conclusions were drawn from the findings

It posed the obstacles of most women wanting to work close to their family because this limits them from achieving career development hence could not achieve administrative positions. Most communities devalued women leadership and women

being emotional even in their positions did not give them support. Women also lack skills such as financial management, they had poor problem solving skills, decision making skills, lacked adequate academic qualification and were not capable of coping with pressure of work and domestic chores. Women therefore are supposed to look at how they can improve their lives without changing who they are.

On female teachers' self-perception in relation to secondary school leadership, women were perceived confident, respectable, capable and were competent. The perceptions that pulled them back were avoiding criticism, being isolated and living a lonely life. This would have results in low self-esteem

On administrative strategies put in place, women were very effective in mentoring, internal appointment and training and workshop, they were also ready for recommendation for appointment and could also be delegated to duties and other administrative responsibilities. In most cases women did not apply for high post because they feared to be away from their families. Gender balance was an important aspect in leadership of secondary schools in the County.

Opportunities for advancement of women administrators in their career were also presented to women through attainment of higher levels of education. On strategies that provide good working environment for women, refresher courses and support from both the BOM and PTA was important.

### **5.5 Recommendations of the Study**

The following recommendations were drawn

- i. Although there were obstacles affecting women especially of wanting to be close to their family and communities devaluing women leadership women leaders do

perform and achieve their goals. There is need for women to take up leadership positions within secondary schools even outside their areas.

- ii. There is need for the government to come up with programmes that would impart skills and knowledge for leadership. This would make women look at leadership positions as being more appealing. Hence this would enable them to perceive themselves as ideal leaders in their areas. This can be learnt from early childhood where parents encourage their children especially girls to take leadership roles even at early ages hence making all the children know that they can lead.
- iii. The family of origin also need not to define gender role when the children are going up. Gender role and socialization have played a big role in how women assume their leadership positions, there is need for all to support women since they can make decisions as well as take care of their household chores even if they are highly ranked at their work place. Hence there is need for support from all sectors.
- iv. There is need for the school management to ensure that they internally appoint women to leadership positions within their schools. They are exposed to leadership training and workshops, and they also mentor them. They are also encouraged to further their education to become more competitive in their line to achieve gender balance at all levels.
- v. Th  
ere is need for the government and the school management to provide a good working environment to enable women principals to develop in their careers.

## **5.6 Suggestions for Further Research**

The following are the suggested areas for further research

- i. There is need to compare how male administrators and female administrators enable women to rise to leadership positions through their mentorship programmes.
- ii. There is need for a research to be carried out on how the community view women leaders in Mombasa County and how this biasness can be reduced.
- iii. There is need for a similar research to be carried out in other parts of the country to be able to comprehend how such challenges are dealt with from higher levels that is education offices.

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## **APPENDICES**

### **APPENDIX I: RESEARCH QUESTIONNAIRE**

**To be administered by the research assistant**

**KENYATTA UNIVERSITY**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND**

**CURRICULUM STUDIES;**

**THE OBSTACLES FACED BY FEMALE EDUCATIONAL  
ADMINISTRATORS IN EDUCATIONAL ADMINISTRATION IN  
MOMBASA COUNTY**

The study is on the obstacles faced by female educational administrators in educational administration in Mombasa County with the aim of establishing and understanding the challenges and opportunities available for women administrators to improve and strengthen the provision of educational services at their work places.

This questionnaire is to enable the stakeholders in education to contribute in establishing the challenges facing women administrator and suggest the best measures that can be taken to improve on the provision of the educational services to uplift the standard of education in Mombasa County. Therefore I am taking this opportunity to request you to spare some time to answer these questions and be free to make any contributions. Your views and opinions are strictly confidential and will be used only for this study.

Thank you in advance.



7. Please indicate your monthly income bracket. (Kshs.)

50,000-100,000 [ ]

100,001-150,000 [ ]

150,001-200,000 [ ]

200,001- 250,000 [ ]

250,000 and above [ ]

8. Apart from your official administrative duties, what else do you do outside this institution/department?

.....  
 .....

**B. Obstacles facing women educational administrators**

**SECTION B**

9. The following are statements on obstacles that may be faced by secondary school administrators. To what extent do these obstacles that influence female teachers' participation in leadership of schools?

[ 5 ] Very serious challenge [4] Serious challenge [3] Fairly serious challenge [2] Neutral challenge [1] Not a challenge

	<b>Obstacles that influence female teachers' participation in school leadership</b>	5	4	3	2	1
A	Lack of adequate academic qualifications					
B	Lack of work experience					
C	Lack of financial management skills					
D	Poor problem solving skills					
E	Impartiality (biasness)					
F	Being emotional					

G	Poor decision making skills					
H	Too busy with domestic chores					
I	Inability to cope with pressure of work					
J	Most communities devalue women leadership					
L	Inability to plan					
M	Most women don't aspire for leadership positions					
N	Most women want to work where they are close to the family					

**C: Female Teachers' perception in relation to leadership**

10. The following self-perception in relation to leadership. Indicate the extent to which you agree with the following statements on female leadership?

[ 4 ] SA – Strongly Agreed

[ 3 ] A – Agree

[ 2 ] D – Disagree

[ 1 ] SD – Strongly Disagree

<b>Female teachers perceptions</b>		1	2	3	4
a)	They avoid criticism				
b)	They are flexible in decision making				
c)	They have confidence				
d)	They are respectable				
e)	They are responsible				
f)	They are approachable				
g)	They have high integrity				
h)	They are competent administrators				
i)	They are self-disciplined				
j)	They are honest				
k)	They are peace-makers and avoid conflicts				
l)	They don't like isolation and loneliness				

**D: Gender role socialization influence**

11. The following are gender role socialization influence in relation to leadership.

Indicate the extent to which you agree with the following statements on female leadership?

[ 4 ] SA – Strongly Agreed

[ 3 ] A – Agree

[ 2 ] D – Disagree

[ 1 ] SD – Strongly Disagree

	<b>Gender role socialization influence</b>	1	2	3	4
a)	Supposed to take care of household chores only				
b)	They are socialized to accept male leadership				
c)	They should be submissive to men				
d)	They are supposed to serve men				
e)	They are not decisive				
f)	They are not supposed to be ambitious				
g)	They are weak				
h)	They are supposed to take care of children and husbands				
i)	They are supposed to be care takers in their homes				
j)	They are not supposed to be leaders				
k)	They lack support for education opportunities				

**E: Administrative strategies**

12. How effective are the following administrative strategies used in secondary schools by head teachers to enhance female teachers' upward mobility?

[ v ] very effective [iv] quite effective [iii] effective [ii] not very effective [i] not at all

	<b>Administrative strategies</b>	v	Iv	iii	ii	I
a)	Training and workshops					
b)	Mentoring					
c)	Delegation of duty					



17. Below are some strategies that can provide good working environment for women

Principals.

*(Tick as appropriate).*

- a) Support from BOM and PTA [ ]
- b) Refresher courses [ ]
- c) Gender sensitization of the community [ ]
- d) Gender sensitive policies [ ]
- e) Application of affirmative action [ ]
- f) An enabling physical environment [ ]

*Thank you for your cooperation*

## APPENDIX II

### RESEARCH AUTHORIZATION



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/14/5160/2824

3<sup>rd</sup> September, 2014

Janis M. Kiruritu  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The hiccups faced by female administrators in educational administration in Mombasa County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in Mombasa County for a period ending 24<sup>th</sup> October, 2014.

You are advised to report to the **County Commissioner and the County Director of Education, Mombasa County** before embarking on the research project.

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

  
DR. S. K. LANGAT, OGW  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Mombasa County.

**APPENDIX III**  
**RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MS. JANIS M. KIRURITU**  
**of KENYATTA UNIVERSITY, 80194-80100**  
**MPESA, has been permitted to conduct**  
**research in Mombasa County**

**Permit No : NACOSTI/P/14/5160/2824**  
**Date Of Issue : 3rd September, 2014**  
**Fee Recieved :Ksh 1,000**

**on the topic: THE HICCUPS FACED BY**  
**FEMALE ADMINISTRATORS IN**  
**EDUCATIONAL ADMINISTRATION IN**  
**MOMBASA COUNTY, KENYA.**





**for the period ending:**  
**24th October, 2014**

.....  
**Applicant's**  
**Signature**

.....  
**Secretary**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

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

  
**REPUBLIC OF KENYA**  
  
**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 3081**

**CONDITIONS: see back page**