

LEADERSHIP IN KAKAMEGA SECONDARY SCHOOLS:
A FOCUS ON WOMEN HEADTEACHERS.

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
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DECLARATION

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

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Location of Kakamega District

Kakamega District Administrative boundaries

ABBREVIATIONS AND ACRONYMS

AAWORD	Association of African Women for Research and Development.
DANIDA	Danish International Development Agency.
D.E.O.	District Education Officer.
G.O.K.	Government of Kenya.
K.N.U.T.	Kenya Nation Union of Teachers.
NORAD	Norwegian Agency for Development.
OECD	Organisation for Economic Co-operation and Development.
P.E.O.	Provincial Education Officer.
SPSS	Statistical Package for Social Sciences.
T.S.C.	Teachers Service Commission.

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ABSTRACT

This study is an anthropological enquiry into leadership in Kakamega secondary schools with a focus on women headteachers, in relation to their men counterparts. The study discusses how Gender determines the style of leadership in the schools. Culturally men tend to be more accepted by the society as leaders and decision-makers than women folk. The interview and questionnaire response to both men and women headteachers is discussed and analyzed.

The study is based on data collected between January and April, 1991 from a sample of secondary school teachers, headteachers and officials selected from Kakamega District. The data was derived from primary as well as secondary sources. The primary sources were derived from survey techniques, participant and non-participant observation, and key informants. The secondary sources included archival and library research.

The findings of the study reveal that Gender determines the style of leadership. Not all my expectations were fulfilled because I had expected women to be more accepted by society as leaders, especially by fellow women. Instead, the findings on the professional qualifications and experience of staff and the headteachers management practices were as expected. Women heads face constraints from dual career and roles arising from home and work place. The research revealed that 90% of the headteachers

are professionally qualified as graduates compared to only 48.9% of the staff who are graduates. Of the education officials only 55% are classified as graduates. Most of the headteachers delegate and administer their schools through heads of departments. The headteachers tend to assign responsibility to the more mature and competent staff members in terms of age and qualifications.

The study revealed that 45% of the education officials in the district lack the academic ability and experience to supervise effectively the secondary school headteachers and staff. Finally the study looked into the issue of the headteachers' marital status. It was found that the headteachers who were married commanded high respect from staff and the school community, unlike the separated, divorced and single headteachers.

The study found that women headteachers were faced with a heavy work-load at home and at the office which hinders their performance. The study suggested that more day care centres be established for working women with young children. It is said that behind every successful man there is a woman, but for most women to succeed it might be necessary to sensitize the men to support them morally and materially. The study also recommended training programmes for women to conscientize and sensitize the Kenyan society at large about the linkage between Gender, equity, development and democracy.

CHAPTER ONE:

INTRODUCTION

This study is an enquiry into the leadership of Kakamega secondary schools. A focus on women headteachers. The study seeks to examine how Gender determines the style of leadership and the management practices of the headteacher. Other factors which influence headteachers' management capabilities are experience, professional qualifications of the teaching staff and the marital status of the headteacher

The concept of leadership has various definitions. In this study a leader is defined as "One who comments, guides and makes decisions for his/her school." Leadership is a process which in practice cannot be separated from the leader who exerts influence within the school context.

A school is defined in terms of its functions and the population it serves. In the school students are socialized into various roles, teachers are donors of knowledge and students are the recipients. The school population consists of the headteacher, staff, and students who are closely interrelated. These are connected to a web of relationships with the parents, the community in which the school exists and the ancillary staff who prepare their food and clean the school among other duties.

In this study, leadership was based on secondary school headteachers who are often referred to as "Heads" of schools or "Headmistresses/Headmasters" depending on

their sex. Gibb (1969:213) defines a "leader as one who exercises influence over others". This influence is within a group which consists of a minimum of three individuals.

Leadership is part of management. Some scholars maintain that headship is not leadership, because headship is maintained through an organized system and not by spontaneous organization by fellow members. In this study school heads are regarded as leaders within the school context. Headteachers use their positions of leadership to exert themselves through delegation of duty to the deputy headteachers, heads of departments, career teachers, class and housemistresses or masters. Headteachers also exert themselves through discipline. They can discipline students by suspension of two weeks pending the decision of the Board of Governors. After several warnings, they can also recommend to the Teachers Service Commission to discipline a teacher who does not comply with the code of the teaching profession.

According to a manual for Heads of Secondary Schools in Kenya (1979) the head of a secondary school is placed in a position of considerable responsibility. He has charge over a community of teachers and pupils and it is to him that all look for guidance and direction. It takes time, experience and determination to become the head of an efficiently organized secondary school. The organization and management of a school places great responsibility on the head's shoulders and demands from him a knowledge of office administration, personnel management, educational practice,

accounting and building management.

The headteacher is responsible for the overall running and control of the school and for the maintenance of the tone and all-round standards. The head has to have interest in the welfare of the pupils. He is allowed to delegate to the staff some duties to ensure the proper running of the school. He must check the teaching standards by reference to the schemes of work, lesson notes, the record of work done and the pupils' exercise books. He is allowed also to visit classrooms to supervise the work of individual teachers.

Among other duties the headteacher is the accounting officer of the school, responsible for all revenue and expenditure by supervising and controlling the work of the bursar or accounts clerk. The school office must run in an orderly and businesslike way. Buildings have to be maintained by the head. The headteacher is the agent for the Teachers' Service Commission and the channel through whom teachers should communicate with the higher authority, the Ministry of education and its hierarchy of offices. The study focused on effectiveness of women as leaders.



FROM: REPUBLIC OF KENYA - KENYA DISTRICT DEVELOPMENT PLAN
1989 - 1993 MINISTRY OF PLANNING AND DEVELOPMENT

KAKAMEGA DISTRICT ADMINISTRATIVE BOUNDARIES



FROM: REPUBLIC OF KENYA - KAKAMEGA DISTRICT DEVELOPMENT PLAN
1989 - 1993. MINISTRY OF PLANNING AND DEVELOPMENT, P9.

1:1 Social Cultural Background

At the time of the commencement of this research in April 1991, Kakamega District was one of the three districts comprising Western Province. The others were Bungoma and Busia. The location of Kakamega District and its administrative boundaries indicated in the two maps: 1:1 and 1:2, it should be noted however, that these were the old administrative boundaries of Kakamega District before Vihiga District was carved from it in November 1991.

Kakamega district is mainly inhabited by the Abaluyia. In 1962, 35% of Kenya's population lived in Western Province. According to the Kakamega District Development Plan 1984/1988:6, Kakamega district has a high population density leading to scarcity of land and a great outflow of people. According to the 1969 population census, there were 285,859 Abaluyia from Western Province and elsewhere in the country of whom 158,206 (or 55%) had their origin in Kakamega district. Most of these people had migrated to the Rift Valley, Nairobi, Siaya, Kisumu, South Nyanza districts and other urban areas in Kenya. The outflow was mainly in search for better employment opportunities outside the densely populated district.

According to Were (1968) the Abaluyia consists of about eighteen major sub-tribes, each of several clans. During the pre-colonial days the clan was an effective political, social and economic unit. It chose its own allies and enemies, fought its wars,

sometimes with the aid of its allies and legislated for its own people. The clan elders appointed a leading , influential wise, wealthy, and impartial elder to take charge of the affairs of the clan variously called *Omwami*, *Omukali*, *Omukhulundu*, *Omukasa*, *Weng'oma*, etc depending on the tribe. The Abaluyia consisted of the following tribes; Bukusu, Tajoni, Bakhayo, Marach, Wanga, Banyore, Tsotso, Marama, Holo, Isukha, Idakho, Kisa and Tiriki. The political relations between the various tribes were formerly and largely determined by the degree of their linguistic, ethnical and genealogical relationship. Wagner (1965).

The order of the social world in which the Abaluyia live is determined to a large extent by their system of patrilineal clan lineages and the principle of seniority as an integral part of that system. Each tribal community derives its "group consciousness" from the belief that its constituent clans have descended from an agnatic line based on a mythical tribal ancestor.

The Wanga are the only tribe among the Abaluyia that, even in pre-European times, had hereditary chiefs and an apparently well developed institution of chieftainship. The tribe of Bukusu had split into three chieftaincies of North Kitosh (Kimilili), Malakisi and South Kitosh. The Logoli split into chieftaincies of North and South Maragoli. The internal cohesion of these independent political units was extremely weak.

According to the Kakamega District Development Plan 1984/88:6, it is noted that in 1979, 43% of the total population of Kenya was aged 15-49 years with a sex ratio of 105 females for every 100 males. Table 1:1 gives a population density by division 1979 - 1993.

Table: 11

Kakamega population density by division (per sq. kin.)

	Division	1979	1988	1993
1.	Vihiga	696	937	1093
2.	Sabatia	772	1038	1212
3.	Emuhaya	686	923	1078
4.	Tiriki	632	850	992
5.	Lugari	123	166	193
6.	Butere	335	451	526
7.	Mumias	241	324	378
8.	Khwisero	430	578	674
9.	Lurambi	222	299	349
10.	Ikolomani	441	593	692
11.	Shinyalu	418	562	657
12.	Kabras	233	314	366
13.	Municipality	698	939	1096
	Average	456	613	716

Source: Calculations based on the CBS data base year 1979.

Adapted from: Republic of Kenya - Kakamega District Development Plan 1989/1993. Ministry of
Planning and National Development, P. 16

On the other hand, Kakamega's sex ratio for the same age groups in 1979 was 134:100 and 128:100 in 1983, this being one of the highest sex ratios in the country. The major reason for the unbalanced sex-ratio is that more men than women migrate from the district to seek better employment opportunities elsewhere. This means productive labour in the district is largely provided by female inhabitants, the children and older people. In fact in Luyia society men do not do as much manual work as women. From the author's own experience and observations most women work continuously from five o'clock in the morning to midnight, with hardly any time to rest.

Kakamega town began in 1903 as an administration post and a subsidiary to the first British Administrative Station for Nyanza at Mumias. When the Uganda railway was completed in 1901, there was a large influx of Swahili and Asians therefore the town developed as a trading centre. In 1920 the District Headquarters was transferred from Mumias to Kakamega. The Development of Kakamega focused around two main nuclei: the commercial centre and the Government Administrative offices. In 1930 gold was discovered at Kakamega and the population increased from 598 to 4,292, with a corresponding rapid infrastructural development. However, apart from the quartz veins of gold in the rocks there was no gold in Kakamega worth the name of another Johannesburg of South Africa. In 1963 Kakamega became the provincial headquarters for the newly created Western Province.

1:2 Statement of the Problem

This study seeks to examine the phenomenon of leadership in Kakamega secondary schools with a focus on women headteachers. The decision to focus on women headteachers was caused by the need to highlight the impact of women heads in relation to their male counterparts. There is a dichotomy between the fact that women are appointed to head girls boarding schools and culturally they are looked down upon by society.

Women headteachers are faced with the dual career expectations to cope with the management of the homes as mothers rearing the children, in terms of cooking for the family, being absent on maternity leave as well as effectively administering their schools. Men headteachers may proceed to socialize in the bar at the end of a busy schedule at school. The woman headteacher on the contrary is culturally scorned by the Abaluyia society if she is found socialising in the bar discussing issues with men over a bottle of beer. If she happens to be married that might be the end of the marriage. The in-laws might even recommend divorce as such a woman is an embarrassment to the entire clan. Men headteachers use such functions to strike deals for their schools, obtain tenders and promises of *harambee* money for the development of their projects.

The school exists to be a service to the pupils, Parents and the local community. According to Ministry of Education (1979), the smooth running of a school system

depends on a well-defined policy established by the head in consultation with the staff, the Board of Governors and the Parents Teachers Association. This study will seek to establish how Gender determines the style of leadership in Kakamega secondary schools. Leadership in Kakamega secondary schools is Gendered. The women are heads of girls boarding schools while the men are allowed to head boys schools. The staff of both schools, however, consists of both males and females. This study seeks to investigate whether the style of leadership depends on the Gender of the headteacher or not and how Gender can be a constraint or a blessing in school leadership.

There are also cultural stereotypes surrounding ability of women to lead. It is said among the Abaluyia that a woman's brain is as tiny and insignificant as that of a chicken. At times women are regarded and enumerated alongside the children in society. Negative stereotypes like: "women are gossipers, they cannot keep secrets and they are lazy", are all used to describe all the women in society regardless of their leadership abilities. It is even said that all women are the same. Among the Abaluyia, women are not expected to build houses, it is a man's domain. Women headteachers on the contrary have initiated and completed elaborate building projects in their schools to the credit and admiration of the other women and even men in society.

The school management involves the teaching staff whose professional qualifications and experience influence the headteachers' management practices. No headteacher can manage a school successfully without the support of the teaching staff.

The staff usually support the headteacher in enforcing discipline in the school using the prefect system.

This research will look into the marital status of a school headteacher and how it influences the staff. Kakamega district is predominantly inhabited by the Luhya ethnic group who value marriage as a prerequisite for maturity and stability. Men and women who were unmarried were regarded as juveniles. The effect of single, divorced and separated heads on their schools will therefore be investigated. According to Boserup (1970) the more marked the differentiation between domestic and public spheres of activity in a given society, the more will women's political and economic status suffer. When women become the headteachers of schools they enter the public arena of men where there is power and prestige.

According to Were (1988) the traditional syllabus stressed moral courage and maturity which ended up making the youth selfless and humble. The traditional society expected a leader to have wisdom, honesty, bravery, humanity and understanding. The leader was to be a worker concerned about the welfare of the society which he lead. European Missionaries and expatriates from Britain introduced formal education in Kenya in the 19th century. It was mainly elementary education teaching the Africans the 3R's of education, namely, Reading, Writing and Arithmetic. The earlier education was established on racial lines for Europeans, Asians, Arabs and Africans. These early schools were mainly headed by Europeans who were mainly missionaries. These

European teachers and heads were equipped with academic knowledge and were expected to have moral integrity if they were to live up to their missionary calling.

After Independence in 1963, secondary education was to be expanded to train qualified Kenyans to fill vacant places which expatriates left on Kenya's attainment of Independence. Some of the missionary heads of schools stayed on and continued to head the schools until Kenya began to produce SI and University graduate teachers to take over. Education was secularized and to be a headteacher one had to possess the academic qualifications rather than the moral integrity that the missionary heads possessed.

The thirst for higher education led the public to build schools on their own initiative and these were regarded as Public or *Harambee* Schools. The schools were built because of the economic strength and educational needs of the people. The government did not build their own secondary schools either. They took over some of the primary schools and upgraded them into secondary schools. Some of the schools faced the problem of maintaining old structures whose roofs were leaking, but some of the heads of Secondary Schools were lucky to inherit good primary schools that had well built new structures which they have continued to use up to today. Some secondary schools in Western Kenya were expanded by phasing out the adjacent Teachers Colleges like the case of Butere Girls High school. Chadwick College was phased out to create enough room for the high School.

Most heads, during the colonial period and even immediately after independence, were to have a Christian background, and preferably be single. If a female headteacher got pregnant out of wedlock she was quietly relieved of her duties because she had failed to be an example to the girls. Most male heads of schools who impregnated their pupils, or some of their female colleagues, got away with it without much fuss. This amounted to sexual discrimination. Society accepted them as their leaders; after all, it was a proof of their manhood to make women pregnant and perpetuate the human species. Some of the males were, however, interdicted for such offenses and some had to marry the girls to avoid censure. Today several headmistresses are unmarried and yet they have children out of wedlock. Some of them even cohabit in the school compound. There are several headteachers who are divorced or separated probably on attainment of headship positions. What moral impact do such heads have on their students and staff? This research intends to look into this issue.

The quality of leadership varies from one district to another and from one school to the other. According to Ndirangu (1980) students in our schools complain, among other things, of poor and rotten food, lack of teachers, inadequate school supplies and bad relationships between them and the headteachers. In some schools these grievances have culminated in school strikes, leading to a lot of damage being done to school property. These are indications of poor leadership on the part of the head-teachers.

According to "The Weekly Review" (July 19 ,1991) there was horror at St. Kizito Mixed Secondary School in Meru, when nineteen girls died and dozens were raped. Details of the incident indicate that there was a rampage on girls' dormitories by boys. This is a tragic statement about the breakdown of discipline in Kenya's schools where violent demonstrations, strikes and riots leading to damage of property and injury of people have become a common occurrence. The St. Kizito incident has also been attributed to male chauvinism that dominates Kenya's social life. Women are treated as second class beings, good only for sexual gratification or burdensome chores. Boys are brought up with little or no respect for girls despite the fact the women make slightly more than half of Kenya's population.

Heads of schools are expected to ensure that students are properly taught, syllabuses are covered and there is a good atmosphere prevailing in schools for the successful learning and teaching to go on. Maloba (1978) lamented about the students' performance in examinations which has deteriorated in many schools. In many secondary schools there exist poor human relations between the headteachers and the staff. The headteachers' management of staff affairs is one of the issues this research will address itself to.

The secondary school head occupies a vital and well established position in educational administration. Karagu (1982) noted that the headteachers' actions influence the effectiveness of the educational programmes offered by the school head. His

education, training, experience, and personality influence his behaviour. He brings to his job skills, abilities, understanding and values which influence his performance.

1:3 Objectives of the Study

1:3:1. To determine and document the effectiveness, acceptability and constraints faced by female secondary school headteachers in Kakamega District.

1:3:2. To discover remedies for effective female leadership in schools despite the fact that most of them are faced with the demands of a dual career expectations.

1:3:3. To determine how the impact of professional qualifications and experience of the staff influences the headteachers management practices.

1:3:4. To sensitize the government, fellow women and society in general to fully support women headteachers regardless of their marital status.

1:3:5. To itemize women headteachers' contribution in Kakamega District since heads constitute an important headship group from which also emerge leaders to serve on national fora.

1:4. Rationale of the Study

1:4:1. The study is important because it is going to evaluate the role played by gender in the effective management of schools. Women headteachers have a dual career of effectively managing the home as well as the school.

1:4:2. It is important to document the socio-cultural environment that surrounds the women's everyday roles as heads of institutions. By doing so it will be possible to advise on strategies that would enhance their managerial skills.

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1:4:3. Education is a means through which the nation perpetuates its culture and unity. It is the heads of the school that can help the country's youth to grow into useful citizens. Research findings from this study will hopefully help improve the performance of the headteachers.

1:4:4. Many youths pass most of the adolescent lives in Secondary schools. Headteachers can help students because what transpires during adolescence influences maturity. Schools as social institutions are agents of socialization. Many traditional strategies for socialization are declining so the school is even more important now. Many parents tend to abdicate their responsibilities only to blame the teachers when their children mess up.

1:4:5. The status of the headteacher in secondary schools has declined over the years.

Probably the research findings on secondary schools headship will help the authorities improve the post of school leadership to make the heads more effective and hopefully remove "dead wood" from positions of leadership.

CHAPTER TWO:

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2:1 Introduction:

In this section, literature on leadership is reviewed in connection with School Leadership, Gender and styles of leadership, the summary and conclusions on the literature are given at the end of this chapter.

2:2 School Leadership

According to Leeper (1969) the word leadership refers to showing the way, guiding the school organization in definite directions. This involves leading the school with boldness and influencing it towards rationally planned timed change. New leadership positions must be created, staffed and co-ordinated to facilitate the enormously complex job of leading institutional change.

Leadership has meaning only when it leads to desirable goals. Goal seeking behaviour implies change. In education and instruction, goals are human and means are also human. Hence, the involvement of people as we lead is inseparable.

According to Callander (1961) a school cannot be successful unless the headteacher and staff work together. How to achieve this is probably the most difficult part of the headteachers job. The headteacher can, and must, listen to advice and consider the opinions of different members of staff, but like the captain of a ship, he sets the course which the school will follow. Prefects, when properly used and well organized, can make the task of running a school efficiently a much easier one for the headteacher. The prefects must be made to realise that they are the trusted assistants of the headteacher.

According to the World Bank (1988) the number of teachers employed at secondary level in Kenya increased eight-fold from about 46,000 in 1960 to about 373,000 in 1983. There was an increase in African teachers to replace expatriates during this period. A study on educational administration, management and supervision in Kenyan schools by Olembo (1977) noted that the old traditional view about the headteachers being regarded as sources of knowledge was a thing of the past. Olembo observed, in his study, that the status of the headteacher has long declined and he was no longer the feared "god" these days. Onguko (1969), found out that apart from food crisis, the next major cause of school strikes is the poor administrative machinery.

Callander (1961) who made useful suggestions for the headteacher in his book, noted that parents associations must be enlisted in schools and their cooperation sought if schools headteachers are to succeed. The headteachers must use such fora to inform

the parents about their achievements, constraints and needs. Parents can use such an organization to assist the headteacher and staff in the task of educating their children.

Writing on school discipline Nzyoka (1975) noted that some headmasters also complained that when they punished the children of big people were threatened with transfer or demotions. In discussing strikes and the art of blaming victims, Kinyanjui (1976) attributes strikes mainly to boys who are boarders. In these strikes the headteachers were major targets of students' attacks and confrontation. Where violence erupted the headmaster's house, office and car were the first target of students' attacks, the students vented their grievances on the headmaster. He concluded by noting that these strikes occur because of lack of dialogue between the headmaster and the students, leading to accumulating frustration.

Routledge, *et al*, (1976) noted that heads work in the glare of publicity, if they make one slip, they hit the headlines. Few people know how factories and hospitals run, but almost everyone has been to school and has ideas as to how it should be run. The head's role is challenging, stimulating and rewarding, though not always. Some people find leadership a bother and a headache, others enjoy it because they can boss everybody around.

According to Olembo (1977) management is defined as working with and through individuals and groups to accomplish organizational goals. Management, as defined

applies to organizations whether they are business, hospitals, political or educational. The achievements of organizational objectives through leadership is management which is therefore a special type of leadership in which the accomplishment of organizational goals or objectives is paramount. The difference between management and leadership lies in the word, organization. Leadership also involves working with and through people to accomplish goals. These goals are not necessarily organizational goals.

Okech (1977), discussing appointment and demotion of headteachers, notes that school administration is not just a job for anybody. It requires knowledge and skill in educational leadership and the art of organizational management. Karagu (1983) carried out a study on the perceptions of headmasters and teachers pertaining to the role of the secondary school headmasters in Nairobi and Thika. He found out that secondary school headmasters and teachers differed greatly in their perceptions of the role of the secondary school headmaster. Headmasters with over 10 years experience of class-room teaching reflected independent decision making. He concluded that administration can no longer be seen as one man's job. The present day Kenyan secondary school headmaster is expected to identify with his subordinates and peers. The headmaster is expected to involve and consult staff as colleagues in matters relating to school organization.

Asunda (1983) made a study on leadership behaviour and styles of secondary school headteachers in Nairobi. Her study concluded that most female heads perceived themselves as very democratic although their staff perceived them as autocratic. Conflict

in perceptions arose because the headteachers were unwilling to view themselves in any other way other than democratic. Asunda's study indicates that most headteachers are knowledgeable of their role and are bound to answer questionnaires according to what is expected of them rather than what they actually practice.

Mangoka (1977) carried out a study of leadership behaviour of Nairobi and Machakos secondary school headmasters and headmistresses. The findings of the research were that variations of leadership behaviour exist between institutions. It was also established that urban and rural secondary schools vary in terms of leadership behaviour. From the study it was concluded that academic background has an influence on leadership behaviour, in that, graduate secondary school heads were rated higher than non-graduates. Mangoka's study rated female secondary school heads above the mean for both initiating structure and consideration compared to their male counterparts. Mangoka's research looked into the issue of the experience of staff as influencing the leadership effectiveness of the headteacher.

Eshiwani (1983) carried out research on factors influencing performance among secondary and primary school pupils in the Western Province of Kenya. There had been concerns in the province voiced through local newspapers that academic standards in Western Province had been on the decline for the past seven years. The study analyzed the Kenya Certificate of Secondary Education results from 1976-81, examining the performance of Western Province in relation to other provinces in Kenya. The results

indicated that examination results of Western Province have been among the poorest for the previous seven years. The research findings highlighted the following factors which influence academic performance in Western Province. *Harambee* streams which were attached to government maintained schools lowered the academic standards because the selected students were of low academic ability. The boards of governors recruited untrained teachers to teach them which lowered standards even further.

Another factor which lowered academic standards in Western Province was the variation in school facilities (Eshiwani 1983). But a closer examination of schools which perform well will reveal that these are schools with a sound and efficient leadership which was found to be missing in many schools in Western Province. Teachers and chairmen of boards of governors described a good proportion of the headteachers as incompetent, parochial and prone to absenteeism. A disturbing trend which was observed in several schools is that headteachers are basically administrators; they did not teach. This is dangerous for the country cannot afford arm-chair headteachers who do not know what goes on in the classroom.

The poor performance in Western Province was also attributed to the Provincial education office which neglected professional matters like inspection of schools. The other point concerned with "interference" of politicians and church leaders in the schools. Schools were often battle grounds for those with political ambitions and religious leadership (Eshiwani 1983). Eshiwani further noted that other factors which

contributed to poor academic performance were teachers characteristics, frequent transfers, and poor academic qualifications of the teachers. Most teachers in the province were SI or untrained graduates.

According to Barry (1974) who noted that headteachers use delegation and consultation methods to manage their schools. The headteacher delegates the moment he devices a timetable. Staff responsibilities are precisely defined. Members of staff are expected to carry these composite responsibilities within the framework of the timetable.

Delegation is an integral and unavoidable part of the process of organizing and running a school. By skilful delegation, the organization is strengthened and diversified so that aims and objectives will have the best possible chance of fulfilment. The responsibilities delegated to the head of science department must indicate status, his responsibilities and his authority for carrying them out within the pattern of school curricular organization.

The basic purpose of consultation is to enable the head to draw upon the knowledge, experience and judgement of his colleagues, while they in turn derive professional satisfaction from making their views known to him. Every school of whatever size, affords abundant opportunity for consultation, both formal and informal. In a school channels of consultation are heads of departments, form masters/mi stresses, house masters/ mi stresses, subject heads, and patrons of different clubs. Nothing should

also prevent the right of each individual member of staff and indeed every boy or girl in the school to have direct access to the head, although the right must be used sparingly and with discretion.

Members of staff will always wish to discuss with their head strictly personal issues such as illness in the family or other domestic difficulties or the next stage in the development of their own career. Despite the most careful provision of channels of communication and consultation at each level, every member of staff and every boy or girl should feel a sense of confidence in the head's accessibility, integrity and sympathetic concern. Formal staff meetings have a useful part to play in the process of consultation. The head must take the final decision as well as carry the final responsibility.

Olembo (1977) noted that a function of management is control. When taken in the school context it involves feedback and follow up to compare accomplishment with plans and to make appropriate adjustment where some have deviated from expectation. Teachers and administrators should organize self evaluation and be willing to evaluate fellow members of staff.

Effective schools have the following characteristics according to the World Bank report (1988): Orderly environment; regular attendance by staff and students; records, grounds and buildings are kept clean and adequately maintained. Such schools emphasize academic achievement. Teachers provide professional advice and acquire resources for

the school. Ministry of Finance and Planning (G.O.K. 1984; 1988) indicates that generally there has been tremendous achievements in the district. The number of secondary schools in Kakamega district have increased from 27 in 1977 to 34 in 1983. According to the 1987 inventory of infrastructure, Kakamega had a total of 184 schools (Table 3:3). The increase of 150 in 4 years shows that this figure has taken into consideration all the government schools, private and *harambee* schools. The 1977 and 1983 figures are small because they refer only to government-aided schools.

Most heads of schools become unpopular with the staff and the students when they enforce punctuality, conscientiousness and other school rules. Heads of schools are expected to ensure that all the teachers observe the teachers code of regulations as stipulated by the Republic of Kenya (1986). The dissatisfied groups blame neither themselves nor the situation. They say the leaders are unsatisfactory. People may judge a leader that he has failed because he does not appear to take the action that suits them, even when he does live up to the ideal.

In the school if students get pregnant, strike, disrespect the elders in the village, take drugs, perform poorly in national examinations, the head of the institution gets, if not all, most of the blame. The same applies to extra-curricular activities like football, debate and drama competitions. If students excel in these activities heads are praised and sometimes promoted regardless of whether they ever went to class to teach these students or not.

Most school heads have other roles as fathers/mothers, parents, neighbours, community members, patrons of some clubs, leaders of women groups and so they are not always portraying only the headship role. In a recent study on Women and Development in Kenya, Were (1990) noted that schools headed by women are better organized and more stable than those headed by male headteachers. Women teachers face many constraints, but are comparatively better organized than their male counterparts. In Were's study women's performance was not evaluated in relation to men's performance in educational leadership. Whereas women might be better leaders than men in some areas, there might be some other aspects of leadership in which men excel and vice versa.

2:2:2. Gender and styles of leadership

To be an effective leader one has to use personal influence from a base of organizational authority. The effectiveness of leadership depends on the ability to guide ventures successfully and it has an impact on one's followers.

Scholars of leadership like Hollander (1978) regard leadership to be an influence which depends on persuasion rather than coercion. Leaders are usually the centre of activity and their styles are often the focus of attention. According to the World Bank (1988) education can mature leaders who can address the increasingly complex task of nation-building. Clinton (1987) emphasised the fact that leadership development is a life-

time process. Smock (1977) records that the education system remains one of the major perpetrators of the colonial legacy of devaluating women and reducing their roles and status. Christianity, which was synonymous with education in Kenya, taught women the virtues of Christianity. Asuko (1980) who carried out a study on management practices in Kenyan secondary schools since independence, hypothesized that, the sex of the school head will affect management practices. According to her, when the hypothesis was tested in the research it was concluded that the sex of the school head had no influence on management practices. This study intends to find out if gender affects the quality of leadership in Kakamega secondary schools.

Tyack, *et al*, (1982) noted that although in American Public Schools women are the majority of the teachers, men continue to run the system as board members and superintendents. Secondary Schools in Kenya are managed by Boards of Governors and the majority of the members are men even in purely girls' schools.

Were, (1983) noted that corruption, nepotism, personal aggrandizement, brothernization, tribalism, favouritism, these and many other descriptions of social evils are what constitute the problems of leadership in Africa. In Africa the public has come to the point where it neither expects nor demands upright conduct from leadership which preaches one thing and practises the reverse. In the wake of independence many undeserving people amassed wealth and got into positions of responsibility and influence by hook or crook. The trend persists to this day with several consequences.

Davis, *et al* (1977) state that the manager's position is one of leadership, his job is the work of leading. Management involves administration, decision-making,

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co-ordinating thought and action, planning, organizing and controlling. A manager must know how to deal with people since he operates in a social environment. Beal, *et al*, (1962) concluded from their study on leadership that there is no such a thing as "a natural born leader". Those who succeed so well are those who have consciously or subconsciously selected the proper methods from their experience. Leadership is a learned behaviour and anyone can improve himself in it by proper study and application.

There are generally three types of leadership: democratic, authoritative and *Laissez-faire*. Olembo (1977) described democratic leadership as having respect for individuals and confidence in the headteacher, it is axiomatic that the headteacher must begin to exemplify his confidence in the members of staff. Confidence seems to beget confidence. The success of the democratic headteacher depends to a large extent upon his capacity to motivate staff members to work co-operatively to attain their goals. Students, teachers and parents participate in a democratic school. Members of the school community can be encouraged to have a voice in the co-operation which affects their welfare.

The authoritarian headteacher requires that all persons including staff members, students, parents and others considered to be subordinates be fully aware of the fact that he is in control.

Laissez-faire leaders hesitate to make decisions. They are bewildered, embarrassed and suspend action on issues that often need immediate attention. Such leaders use committees and headteachers to assign responsibilities.

According to Leeper (1969), Moser also noted that there are three leadership styles namely nomothetic, idiographic and transactional. The nomothetic style stresses goal accomplishment, rules, regulations and centralised authority at the expense of an individual. Effectiveness is rated in terms of behaviour towards accomplishing the school's objectives.

The idiographic style is characterized by behaviour which stresses the individuality of people, minimum rules and regulations, decentralised authority and highly individualistic relationships with subordinates. The primary objective is to keep subordinates happy and contented.

The transactional style is characterised by behaviour which stresses goal accomplishment, but which also makes provision for individual need fulfilment. The transactional leader balances nomothetic and idiographic behaviour and he judiciously utilizes each style as the occasion demands. Leaders differ in terms of their behaviour. It would be unfair to say that one leadership style is superior to another leadership style. Under one set of circumstances one style may work well, under other circumstances another style may be needed.

Mbiti (1976) and Hollander (1969) emphasize that a person who fulfils the role of a leader well is normally valued. But when a leader is not performing satisfactorily those under him respond unfavourably. The process of leadership involves a social exchange between the leader and the follower and both sides have to gain. None is entirely self-sufficient. Leaders are often held to account for failures, misplaced efforts, or inaction in the face of an evident threat to the group's well-being. A tactic used by leaders to avoid accountability is to pose as the unjustly accused party. Lindzey *et al.* (1969) asserts that a leader must have better health and a high rate of energy output which is required in pursuing the group goals. The three elements of leadership are authority, power and responsibility. The leader is accorded authority by his followers Mbiti (1976) and Lindzey *et al.* (1969), noted that headship is maintained through an organized social system and there is a wide social gap between the group members and the head who strives to maintain this social distance as an aid in his coercion of the group.

How does one assess women's leadership and managerial ability? Bowman (1965) made a study of two thousand executives, and 51 percent of them felt that women were temperamentally unfit for management. Women are condemned as being irrational, non-competitive and unambitious. Sex role stereotypes expect a woman's first responsibility to be to her children and husband and that she should not be aggressive. Women should not also give orders to men. According to Haefner (1977) the behavioral injunctions expressed by such stereotypes discourage women from taking on managerial

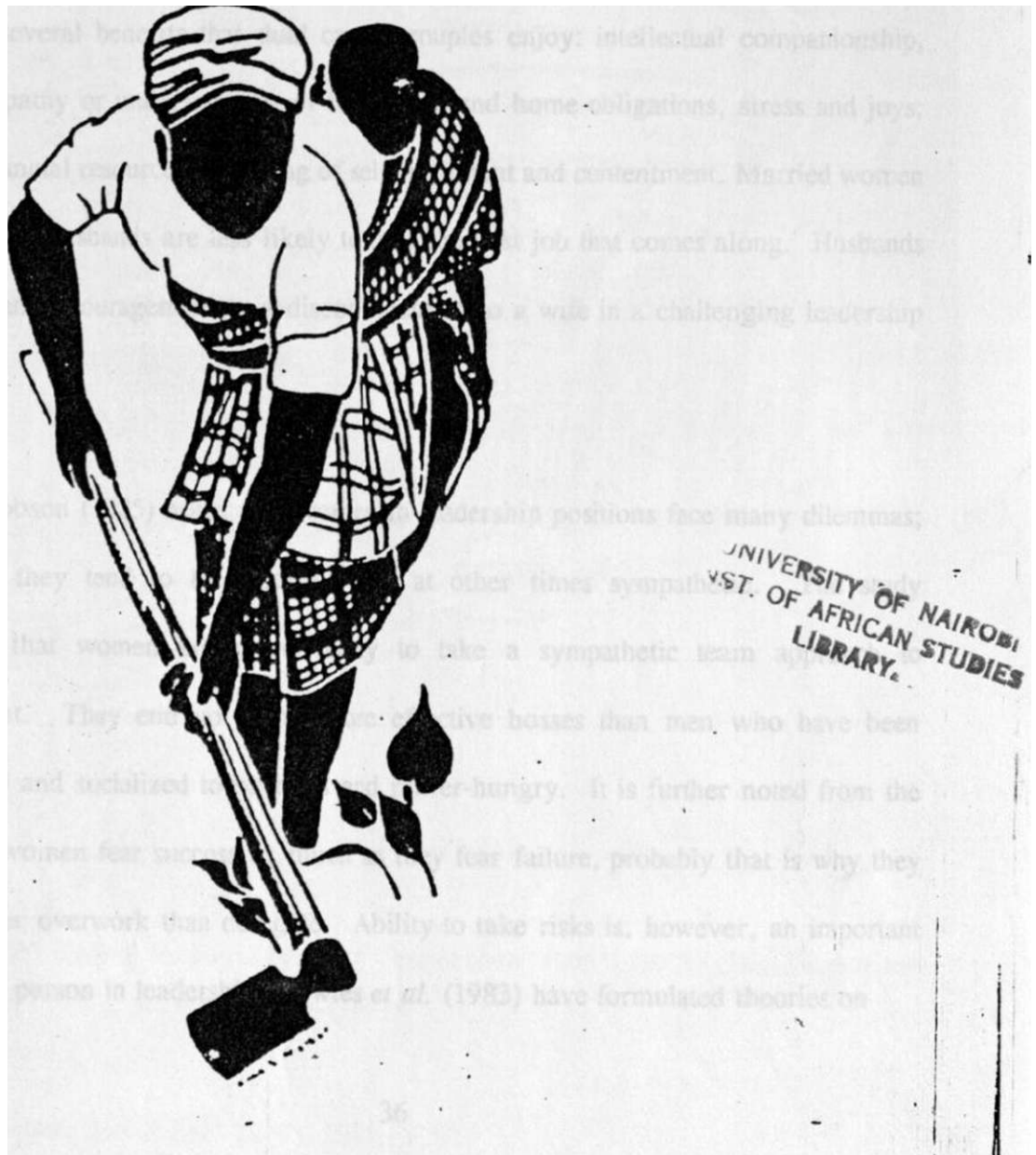
roles and discourage men from accepting them as managers.

Experts on women in development noted that "in many countries women really carry the burden of development". According to O.E.C.D. (1981) women's crucial role is overlooked for several reasons: Traditionally, women have been active in the informal sector of the economy, carrying water, digging, taking care of the young ones, gathering fuel, and providing food for the family as indicated in figure 2:1, sexism in Kenya.

Oppong (1987) noted from the 1985 World Conference on Women that, although women are frequently treated as peripheral and marginal, women's contributions to national economies are not of minor significance but central to their economic as well as social development. Although women in leadership positions may get some help from hired labour, they actually end up supervising and doing some of these duties despite their leadership roles.

SEXISM IN KENYA

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SEXISM IN KENYA

(Source: The Weekly Review 9th August, 1991, P8)

Today women have come into the limelight of leadership. According to Stead (1985), women have been seduced by men's values of power and money. Men feel threatened with emerging women leadership. Some women prefer to be identified with men who have power force than with women who may even hold similar positions as indicated in figure 2:2. Bird (1979) has analyzed the "Dual career" women who have to cope with a career of leadership and a family. The study came to the conclusion that such women are committed, independent, secure, sensitive and self-confident. Literature points to several benefits that dual career couples enjoy: intellectual companionship, mutual empathy or understanding of both work and home obligations, stress and joys; greater financial resources; a feeling of self fulfilment and contentment. Married women with working husbands are less likely to take the first job that comes along. Husbands are either an encouragement or a discouragement to a wife in a challenging leadership position.

Jacobson (1985) noted that women in leadership positions face many dilemmas; sometimes they tend to be assertive and at other times sympathetic. The study concluded that women are more likely to take a sympathetic team approach to management. They end up being more effective bosses than men who have been conditioned and socialized to be rigid and power-hungry. It is further noted from the study that women fear success as much as they fear failure, probably that is why they would rather overwork than delegate. Ability to take risks is, however, an important trait of any person in leadership. Bowles *et al.* (1983) have formulated theories on

WOMEN LEADERS, AND GENDER



The way I see it: Women in positions of leadership stop identifying themselves with gender they belong to and turn elitist.

(Source Daily Nation September 23rd, 1991, P.6)

women studies which indicate that women's contribution to history is hardly recorded in the history books. According to these scholars, the virtual exclusion of women, of their works and struggles from the bulk of research can adequately be epitomized in the phrase "one does not see those who are in the dark". According to Oppong (1987) this "invisibility" of women and the reliance on false stereotypes of female roles and femininity has resulted in widespread lack of attention to women in micro-planning exercises in the past. The question of determining who are members of the active labour force is important for an understanding of women's integration into development. If women's work is not considered as employment, women are likely to be overlooked and excluded from projects and programmes of planners who base their planning on these statistics.

Richardson (1973) observed that women in general unconsciously use their leadership skills without losing their femineity in a society that is still essentially dominated by men. Women seemed willing to apply in large numbers for less demanding posts, but preferred to leave the major responsibilities and the tasks of leadership within the staff group itself to men. It appears that women, however, emancipated in comparison with their forbears, do not easily reconcile the demands of home and job, of domestic and professional responsibilities, of being committed to an institutional task on the one hand and being home makers on the other.

For a man these conflicts do not normally arise. Man the breadwinner, is traditionally expected to do his work outside the home. Women tend to avoid leadership roles because they fear to accept them since it will imply unnatural masculinity and a loss of their real potential as wives and mothers. The biological role of women as actual mothers fits them naturally to care for children in a continuing and supporting institution.

According to Rosaldo *et al.* (1974) Iroquois women, in spite of their widely remarked political control, could not occupy chiefly office. Men paint the picture of women in their society as unclean, uncouth, feeble minded or uncontrollable. According to Boserup (1989) the more marked differentiation between domestic and public spheres of activity in a given society, the more women's political and economic status will suffer. Capitalism with its ideology of sanctity of the nuclear family and its radical separation of home and work place, further intensified the distinction between private and public domains. In a non-capitalist society women were not subordinate to men. Reiter (1975) observed that class societies have used the family to circumscribe and subordinate women. The absence of private property made men's work productive and women's household work of equal significance, but the fact that women worked at home and were not paid for their work, it remained undervalued.

Sacks (1971) re-examined Engel's idea on the basis of women's social position relative to the men by studying the productive activities of the Zaire, the Mbuti of Lovedu and the Pondo of South Africa and the Baganda of Uganda. From this study it

was found that the Mbuti, Lovedu and Pondo women have adult social status and are equal to men because their productive activities are social. But in Baganda society women's productive activities are domestic and the status of a woman is that of wife and subordinate to men. Women in leadership positions enjoy a high social status in most parts of the world. Class societies make a sharp dichotomy between the domestic and public sphere of life and this domestic power is not translatable into social power or a position of public sphere.

Sacks concluded the study by noting that for full social equality, men and women's work must be of the same kind. For this to happen, family and society cannot remain separate economic spheres of life. Production, consumption, child-rearing and economic decision-making all need to take place in a single social sphere. What is now private family work must become public work for women to become fully social adults.

Henning *et al.* (1978) studied women in leadership and concluded that women must recognize the very difficult environment that they will face due to their sexual identities when they make a decision to seek a managerial career. Research findings indicate female managers are subjected to a greater number of work related pressures compared to their male counterparts Davidson *et al* (1980 A); Stress in the work environment can also affect an individual in her home and social environment. Stress in women managers or leaders manifests itself in a variety of undesirable ways like coronary heart disease, high blood pressure and ulcers.

Women in leadership positions get deviant labels. Some women leaders are labelled militant feminists, man-hater, iron maidens, the headmistress, authoritarian woman, the queen, the governess and the nanny. Such women tend to be firm in their jobs and avoid being feminine and sweet. Ndumbu (1985) gives a list of women leaders who have climbed the slippery pinnacles of power because of their enormous resolve and hard work against very serious odds. They are the likes of Indira Gandhi, Sirmavo Bandaranaike, Margaret Thatcher, Isabel Peron and Golda Meir.

The former British Prime Minister, Mrs. Margaret Thatcher, regarded her life as "fractured" since being "bundled out" of power in 1990 after more than 11 years in office at the age of 65. The "Daily Nation" of 23rd September (1991) noted that the former premier regarded "home as a place you come to when you have nothing better to do". These words are very true to many women in leadership positions as they have no time, leave alone the desire to attend to the home with all its demands of the family, children and a husband. No wonder many of them are divorcing. Decision-making is part and parcel of leadership roles. Women in leadership positions seem to want to make decisions in their homes and this is often resented by husbands who are the decision-makers in traditional African homes and resent gender equality as a threat to men's superiority.

According to the "Sunday Times" (1991) Margaret Thatcher was rated Britain's greatest Premier since World War Two. The former conservative premier did more for

Britain's image abroad than any post-war leader. Thatcher tagged the "iron lady" by the Kremlin, aimed to free Britain from industrial decline, rampant inflation, high taxes and many other evils.

Pala *et al.* (1975) analyzed women holding positions of leadership in Kenya and concluded that women are seriously under-represented. Leith-Ross (1939) conducted a study on the Ibo women to find out the role of women as a dynamic force. She concluded that the Ibo women in particular by their number, their industry, their ambitions and their independence, are bound to play a leading part in the development of their country.

Swantz (1985) wrote about the emergence of women leaders in Tanzania. It has not been uncommon for men to prevent their wives from taking up leadership roles. Women leadership has emerged among women who have had to take matters into their own hands after becoming widows or divorcees or otherwise being independent. Even in the Soviet Union where women account for more than half of the non-manual labour force, the percentage of women in top administrative jobs is as low as 12 per cent Dodge (1966).

Traditionally, women did not hold positions of leadership among the Abaluyia. But with the introduction of formal education in Kakamega district, some women have climbed the pinnacles of power as school heads, in the secondary schools and even to

higher pinnacles of power in Kenya. The head of a school, whether at a district or a national level, is a highly placed personality in the institutional leadership and in the community. Not all societies value women's leadership roles. Among the Abaluyia, according to Nandwa (1985) it is said that women have little brains. According to a popular Luyia proverb "a woman's brain is like that of a chicken".

According to Wagner (1970) the Luyia had clan leads. The clan is defined as patrilineal, exogamous, territorial unit. It comprises of all persons who trace their descent in paternal line to a common ancestor and who on that ground form a community of interests, refrain from intermarrying and inhabit a common stretch of land. The clan head was expected to have the personality qualities that stood among his age mates who in all matters and on all occasions where the interests of the clan community as a whole were concerned proved himself capable of taking the lead.

A general pre-requisite for obtaining leadership in the clan was advanced age which was socially marked by the institution of circumcision age grades. Old age was regarded as a necessary condition for officiating at sacrifices. This office was personal and not hereditary because he was chosen for his personal merits and reputation as a man of unblemish character and conduct. The clan leadership was also based on the reputation gained as a warrior measured according to the number of enemies killed, and the number of cattle raided by them or under their lead.

Another important function of the clan head was to officiate at all sacrifices. The sacrificial priest *Omusalisi* must be known for his kindness and honesty. He must have been beyond reproach, must always have observed customs and ritual prohibitions of the clan. He must be a person without *Embala* failures or blemishes in his past or present life if his sacrifice is to be favourably accepted by the spirits.

2:2:3. Summary and Conclusions

The literature reviewed regards the headteacher as a leader, administrator and manager of his school. Leadership involves guiding the school organization to achieve set objectives. The headteacher is expected to work with a team of staff, prefects and the student community to succeed. Each member of the school has a role to play in the administrative system. The headteacher uses such fora as the Board of Governors and the Parents Teachers Association to manage the school. By virtue of his position he is automatically the secretary to the association of parents and to the school board, so he convenes their meetings at the discretion of the chairman when the need arises to do so.

The headteacher has to use delegation and consultation methods in order to succeed as a school manager. By skilful delegation the organization of the school is strengthened and diversified so that aims and objectives will have the best possible chance of fulfilment. Consultation enables the headteacher to draw upon the knowledge experience and judgement of his colleagues. The staff also derive professional

satisfaction from making their views known to him. The headteacher is expected to be fully in control of the school and therefore he must expect self evaluation of his work and to be willing to evaluate fellow members of staff. This will enable the staff and the headteacher to analyze their goal accomplishment and to make appropriate adjustment where they have deviated from expectation.

There are generally three types of leadership democratic, authoritarian and *laizzes-faire* according to Olembo (1977). Moser also described three leadership styles namely nomothetic, idiographic and transactional according to Leeper (1969). Most women and male headteachers use all these styles of leadership to assert themselves in one way or another depending on their individual personality, professional qualifications and their school environment and status.

Clan leadership has also been reviewed in this literature because the traditional Abaluyia society was led by clan heads. The qualifications for such leadership was based on age symbolised by the initiation use of circumcision, wisdom, wealth and exemplary character in society.

From the literature review it is apparent that missionaries came into Kenya in the 19th century and introduced formal education, where the emphasis was on the three R's reading, writing and arithmetic. Since the early schools were missionary-oriented, emphasis was on Christianity. The children were taught the christian virtues of humility,

love, kindness, obedience, faithfulness and submission. Later, secondary schools were built to cater for the graduates of primary schools. Again the early secondary schools were established and headed by missionaries. The headteacher was supposed to be a model character. In the case of a woman, she had to be properly married in church or single. Male headteachers were often married but others were bachelors.

Today in Kenya, schools are either private or public. The idea of missionary schools is gone and education has been secularized. Heads of secondary schools are now appointed by the Teachers Service Commission based on academic qualifications and experience through a formal interview. Board of Governors may give their suggestions as to who should head their particular school, but the Teachers Service Commission has the final authority as they are the employers. Tribalism, brothernization, politics, religion, danism and other vices also sometimes influence the appointment of headteachers.

Gender is another issue in school headship. Girls' schools are mainly headed by women and boys' schools by men headteachers. Generally, women headteachers tend to be better organized and more careful with school finances than their men counterparts. On the other hand, men heads are regarded to be better at initiating projects. The other issue is staff-head relationships. Some headteachers have cultivated very good working relations with parents, staff, students and the community. This has culminated in good results in public examinations.

2:3 THEORETICAL FRAMEWORK:

2:3:1 Introduction

In this section, two theories to be used in this study will be discussed. They are Social Systems Theory and Role Theory.

2:3:2 Social Systems Theory:

Linton (1926) defined the nature of a social system by comparing it to a geometrical figure. According to him a geometrical figure consists of a series of spatial relationships which are delineated by points. The points are defined by relationships. They have no independent existence. Each of the patterns which together compose a social system is made up of hypothetical attitudes and forms of behaviour, the sum total of these constitute a social relationship. Leeper (1969) who wrote about supervision noted that the system and subsystems that make up the school are dynamic and not static. Patterns of behaviour have been established, roles have been defined, formal and informal communication systems have been formed, expectations for performance have been developed.

Owen (1957) describes a school as an open system; there is the input and output relationship and its environment. The school exists in a social and physical environment.

According Getzels *et al.* (1968) for one purpose a given community may be taken as a social system. For another purpose the school, the business, the hospital and the church may be considered as a social system in their own right. A social system theory can therefore be used to understand school organization.

Getzels (1957) visualized a model where cultural dimension is made up of ethos and values. He noted that the classroom is a unique social system. This model allows some relationships between cultural values and institutional expectations. It was also noted that relationships are influenced not only by differences of viewpoints on basic issues but by accuracy or inaccuracy characterizing individual perceptions of others position in relation to these issues. The social systems theory is concerned with operating relationships that must exist for proper functioning of the organization.

According to Ministry of Planning National Development G.O.K. (1986) the Abaluyia groups of Busia district had their traditional and political systems similar and closely linked to the clan. The members of the clan resided in one *Olukuba* provided they had agreed to cooperate with one another. Each of these clan sections had a leader known as *Omukhulundu* who chaired the council of adult men. The position of *Omukhulundu* was not hereditary but by acknowledgement based on certain qualities such as being wealthy, in wives, children, livestock and grain so as to be able to entertain generously. *Omwami* chaired the clan meetings and gave judgement. The role of *Omwami* will be discussed under the role theory.

The school as a system comprises subsystems, departments, grade levels, informal groups, teams, and work groups that are in a constant state of dynamic relationship (Owen 1976). The school is also a subsystem of larger systems: for example the administrative district like Kakamega and the community, Abaluyia, in which it functions.

Olembo (1977) noted that administration is a term used to describe an aspect of life in a social organization. The administrator who is the headteacher is expected to control and direct the activities and behaviour of human beings in any social organization. The school has an establishment of the criteria for the performance of the teachers, other employees and students as they live in the educational institutions.

Leadership defines, initiates and maintains social structures. The social system is programmed through leadership. The exercise of power implies, "making things happen" through others. Leaders may engage in a number of activities in furthering this purpose. They may co-ordinate, control direct or guide and mobilize the effort of others. According to Sills (1968) leaders have a role in motivating members, this implies that they may counsel, support, help, persuade or elicit the participation of others in some degree of good setting.

According to Tyler (1988) a school is a social system because it has other functions such as those of custody, protection, socialization of the young into a students' role. It is the cultural maintenance function that is internalizing commitments and

capacities that is paramount to understanding the school's place in the social system. Critics of the systems' perspective criticize the idea of looking at a school as a tightly woven set of functions, norms, roles, and meanings which somehow have a life of their own. This model applied to schools does not accurately reflect classical foundations of Durkheim and Parsons. The problem of goals and values is not dealt with in systems approach. A school as a social system does not deal with problems of autonomy of units, individuals who may contradict assumptions of goal consensus. Events in the daily life of a school involve interaction, encounter, and negotiation, teachers and pupils intertwine in the formal patterns of organization. According to Bossert (1985) the sociology of the secondary school has indeed been the conflict between social groups and the formal authority of the school. According to Tyler (1988) a school shapes peer group cultures, and these take their practices and existence from the moral character of the organization of the school.

In a discussion on the theory of leadership based on Homan's social systems, Richardson (1973) states that leadership involves normative behaviour position in interaction network of the system and the eventual pyramid of prestige in the group. According to Homan's Social System theory, a leader is a man or a woman who comes closest to realizing the norms the group values highest. The norms may be queer ones, but so long as they are genuinely accepted by the group, the leader of the group must embody them. Homan continues to state that a leader is a man or a woman whom people come to, the scheme of interaction focuses on him, his high rank carries with it the

implied right to assume control of the group. The exercise of control itself helps to maintain the leaders' prestige.

Finally, Homan says that a leader is a man or a woman who is better informed than any other person in the group. He has more channels for receiving information and issuing orders. He controls the group yet in a sense, he is more controlled by the group than any other person in the group. Group norms play an important part in the leadership. Adherence to group norms is in itself a leadership resource. A leader tends to be a focal point of the interaction structure in the system. A person's leadership position may be enhanced if she is perceived to control the resources that are valued by persons in the system. In the case of a school, a headteacher whose management of the school ensures good results in Kenya School Certificate of Education and good financial management of school funds is highly esteemed.

Orlosky (1984) notes that schooling is predominantly a human enterprise and only secondarily a technical one. This has made the humanist approach appealing to educational administrators. Individuals in the school organization have duties and responsibilities assigned to them. The social system includes all individuals who interact regularly to influence organizational life. The school system goes beyond what is depicted in an organizational chart so that the social system includes students, secretaries, custodians, parents, volunteers, central office staff and others. Each individual in an organization relies upon others for information from which attitude, work, standards and

public opinions are formed. Individuals derive much of their satisfaction from informal relationships of the social system rather than from the formal relationship or the work itself.

2:3:3 Role Theory:

The word "roles" can be defined as the pattern of actions performed by a person occupying a position within an organization. Roles represent positions, offices or status within an institution. According to Linton (1926) an individual is socially assigned to status and occupies it in relation to other statuses. A role and status are quite inseparable, as there are no roles without statuses or statuses without roles. But according to Athos (1968) roles are defined in terms of role expectations. A role has certain institutions, rights and responsibilities which may be termed as role expectations. When the role incumbent puts these rights and responsibilities into effect, he is said to be performing his role. Also Getzels (1957) states that everyone in the social system including the role incumbent, is an observer of others and has certain perceptions and expectations of how those in other roles will behave. He further argues that there is an overall institutional role expectations for a headmaster, that is the things he must do and the decisions he must make. According to Linton (1926) roles represent the dynamic aspect of status. Each role is likely to carry certain prestige. A secondary school headship is the most prestigious and top position in the school administration.

Olembo (1977) noted that the role the teacher plays in the administration of schools in Kenya is very significant. There is need to enhance the headteachers professionalism and status. Headteachers need professional skills to enable them to function effectively. Kenya has the code of ethics and regulations to govern the students and teachers' conduct while at school. The headteacher has the custodial service which makes him accountable for the level of cleanliness of the school buildings and compound even though the work of cleaning is done by auxiliary staff. The headteacher is the director of all the central activities that take place in his office. He must therefore organize his office in a manner that will ensure its efficiency and effectiveness.

Using the role theory, the research focused on female heads. Society has defined roles for males and females. Therefore the women in headship positions are perceived differently from the men heads. According to Onyango (1958) the working women experience role conflicts, their employment outside the family is really secondary to the role expectations society has for them. The society expects them to be responsible for human production, domestic activities and childbearing. In her attempts to reconcile the roles, a woman may experience tension as the conditions under which she works are usually harassing rather than supportive.

Olembo (1977) further noted that the role of administration in the school set up is to develop and regulate the decision making process in the most effective manner possible. The role of the headteacher who is the chief administrator in secondary schools

is to see to it that decision making proceeds in an effective manner. That is to say that teachers and school heads need to be familiar with persons, boards and committees that make decisions that affect the life and activities in schools. Such persons include the Minister of Education, the Chief Inspector of Schools, the secretary of the Teachers Service Commission, the Provincial Education Officer and the District Education Officer.

According to Baron (1969) role theory is linked with the position and not with the person who is only "Temporarily" occupying that position. However, each person occupying a position brings his own individual personality to bear on the role. Actual role performance may be thought of as a fusion of role expectations and self. These can be enumerated as personal skills, attitudes, habits, sentiments and drives. In this way each individual stamps the particular role he plays with the unique style of his own personality. This means that what one is expected to do is prescribed. How one plays the role will be distinguished by personal values. Individuals can be defined by their personalities. It can be said that each headteacher is unique in the way he administers his school. There are no two headteachers who are identical, neither do we have two scholars who are similar.

The personal aspect of an organization is referred to as the "idiographic dimension". Administrators are called upon to make wise "marriages" between personalities and positions. Efficiency can be held to relate to the satisfaction of individual needs and is personal in character. The administrators need periodically to

redefine the roles in a changing institution, to expand certain roles to cover behavioral gaps in the task structure, and to be aware of the role confusion and ambiguity. There is need these days for administrators to be vigilant and sensitive regarding the social networks of their schools or organizations. Schools are embedded in a culture with both local and national orientations. The genius of administration lies in this endless process of diagnosing, defining, classifying and interpreting roles, in the context of an intimate knowledge of inter-personalities of a large and varied staff. The head himself should be able to "read" the responses of his staff, parents and pupils to ascertain whether he is meeting their expectations for leadership or not Baron (1969).

According to an informal interview conducted on Simiyu and Kibiti of Bukusu tribe on 10th December 1993 regarding the role of women as leaders among their tribe the following points were noted:

Decision making: The Bukusu men consulted their wives before major decision were made regarding the disposal of property, migration and settlement amongst many other issues.

Polygamy: The Bukusu man believes in the philosophy of marrying many wives as a sign of power, prestige and wealth. The first wife was often consulted before the second or third wife was married. Polygamy was seen in terms of increase of labour. As one's wealth increased the co-wives produced more children to be incorporated into the family

labour. Sometimes the man married a distant relative of the older wives.

Warfare: Bukusu women played a role in the war propaganda, they provoked men to fight by threatening to go out and fight if men were slow or cowards. It would be an embarrassment for women to participate in warfare when the men existed in the clan. Some women intermarried in order to play the role of spies in cross-cultural affairs.

Land Rights Women among the Bukusu had usufructural rights on land. The man often consulted the wife before transacting the sale of the land.

Technical knowledge Paternal aunties *senjes* played a role in the education of the children during initiation. They made sure children were taught the syllabus of community norms. Boys were taught how to take care of the clan and home. Girls among the Bukusu did not practice clitoridectomy, but when they matured and started their menstruation, they were taught how to take care of their husbands, children and how to cook different kinds of traditional foods. The community also came to consult women who acquired technical knowledge in medicine. Widows and women who had circumcised grandchildren among the Bukusu were allowed to sit on traditional stools as a sign of respect and leadership. In principle only men were allowed to sit on such stools. Women traditionally sat down to show submission and humility. When a husband died the widow was free to remarry a brother of the husband or a selected relative. But on the other hand she could refuse to do so and denounce the marriage publicly. She

would then remain the woman of the clan to head her homestead, transact land and property sale. Such women and others who accumulated wealth through business of poultry and other foodstuffs were regarded and looked upon as leaders in their own right.

Although the Bukusu culture encouraged women to marry, those who did not marry or divorced often came back to their fathers homestead and strengthened these homes. Single girls of over 30 years of age were given their piece of land by the parents to cultivate and support themselves.

To support Kibiti and Simiyu's interview, literature on these issues has the following to note about the role of men and women among the Abaluyia according to Wagner (1970) .

"It is the wife's role to sweep grind, to cook to build the fire and to clean out the cattle partition. She carries water from the spring, buys the cooking pots and gathers firewood. She brings the salt (i.e She burns the salt reeds in special pits and filters the ashes), cleans the walls of the house and the surface of the yard, with cow-dug, beats the floor of the house (so that it becomes hard and level) and "knows" about the food on the shelf. In addition to the list of the household duties the wife performs the greater and more strenuous part of the garden labour as hoeing is almost entirely women's work".

"The main duties of the husband on the other hand, are as follows: To take care of his stool and beer pipe to sweep his yard (i.e the *Omugizi*), to look after cattle, goats and sheep, to know the place of digging and to cut the grass in the garden (thereby that section of the land which his wife is to till) to know when the roof of the house gets deteriorated and to pull the grass for thatching, to plait the string (for tying the grass) and to hand up the grass to the thatcher who is always a speciality".

Women and men had different roles to play among the Abaluyia. According to Wagner (1970) as the wife grows and becomes the mother of adult sons and daughters her position improves. Her husband and other people no longer call her *Omukali* (wife) but *Omukaye* (old woman) a term which implies respect and social standing. All material objects accrued to the family from without are owned by the husband. If marriage is dissolved the children belong to the husband and the wife has no claim of anything in the house, except her own dress and personal ornaments.

In polygamous marriages the first or great wife (*Omukali Omunene*) enjoys a higher status socially. Her hut is usually the largest in the *Lidala* and where the homestead is surrounded by an enclosure, she occupies the favoured position opposite the entrance gate. The husband keeps his personal belongings, his weapons, stool and beer pipe as well as medicine in her house. The great wife exercises a certain amount of authority over him.

According to Rudock (1969) the family is the most important institutions in society. The functional components of family roles usually require, amongst other things, that father earns money, mother prepare food and that children learn. Role expectations frequently conflict with one another. This a major source of stress for the individuals in modern societies because functions and norms are subject to change and confusion. Such conflicts are more sharply felt when they involve moral issues or problems for the integrity of the individual.

According to Ssenyonga's work (1978) it was reiterated that among the Maragoli which is one of the Abaluyia tribes, the location has an adult ratio of 75. This means that there are 75 males for every 100 females and consequently a relatively large proportion of 40% of the households are female headed. Secondly there is a change in role allocation which was traditionally highly segregated according to sex. In the absence of a large number of male household heads the females have to perform roles and make decisions hitherto or traditionally reserved for females, this is often called a shift in female roles.

According to Wagner (1970) male circumcision is practised among all Bantu Kavirondo tribes. The Abaluyia are among the Bantu tribes being discussed. All uncircumcised boys are called *evasinde* to be called by this term has a derogatory connotation. Some are circumcised by force. In order to attain full status in the tribe, if not circumcised they will never be recognised as leading elders of the clan.

According to Were (1968) the leader *Omwami* among the Abaluyia settled cases and received food. He had the council of elders who advised him on all important matters such as land disputes, inheritance, the interpretation of the customary law and the settlement of criminal and civil cases. In return the *Omwami* received payment usually in kind e.g meat, grain and beer. Most of the Abaluyia societies with the exception of the Wanga Kingdom lacked a centralised state but had some form of governments and laws based on clan ties.

Furthermore according to Government of Kenya, Ministry of planning and National Development G.O.K (1986) *Omwami* acted as "the man of the earth" who started the cultivation of the sewing, the weeding and the harvest, at least in symbolic or ritual fashion. His status was ceremonial, it was he who was concerned about drought, defensive war and sacrifices for supernatural calamities affecting the whole region.

There has to be a clear understanding of social and educational goals of the institutions as a perceptive awareness of the interests, skills and idiosyncrasies of the staff. The authority of the head really lies in the teachers' evaluation of his behaviour. The head must clearly earn his authority. Any individual will have a whole series of role relationships based on many roles he plays in a society. The head may find it difficult to reconcile the competing role expectations for his behaviour associated with the widely apparent positions he occupies. As a professional person he will give precedence to the occupational role. If he lives in the school community he may be expected to take on various outside roles conditional upon his being head of school such as those of a church elder or chairman of a music festival. His position becomes the centre of web-relationships. (Baron 1969).

2:4 Hypotheses

The preceding section focuses on how Social Systems Theory and Role Theory relate to leadership in schools. On the basis of this discussion and the objectives of the study, four hypotheses were generated as follows.

1. Gender determines the quality of leadership.
2. The staff professional qualifications enhance the headteachers' management practices.
3. The staff experience promotes the headteachers' management practices.
4. The marital status of a school head has a positive influence on the staff.

2:5 Operational Definitions

It is important to define the variables which were utilized in this study. Defining operational terms will therefore clear any confusion that may arise as a result of the definitions. Besides, the manner in which variables of a study are operationalized and measured determines to some extent the validity of the study.

According to Kerlinger (1973:35) the most important and useful way to categorize variables is as independent and dependent. This categorization is highly useful because of its general applicability, simplicity and special importance in conceptualizing and designing research and communicating the results of research. An independent variable is the presumed cause of the dependent variable and presumed effect. The independent variable is the antecedent; whilst the dependent is the consequent.

Independent Variables

The following are regarded as independent variables in this study: Gender, professional qualifications, experience and marital status.

Dependent Variables

The following are regarded as dependent variables in this study: Leadership, management practices and staff influence.

Gender

Gender is a cultural construct but sex is a biological condition. Gender refers to masculine and feminine attributes of social roles. The central issue is whether Gender, the social construction of sex, is in any way biologically determined. Gender differentiation is a basic feature of the social organization of African societies in the past as well as today.

Headteacher

The chief executive of the school is the headteacher. In private schools headteachers are referred to as managers. In the American system the headteacher is called the superintendent or principal. The female head is often called headmistress and the male is called headmaster. The headteacher occupies the highest position in the school's organizational hierarchy. Some headteachers of large Kenyan secondary schools are called principals. They manage the schools, giving them direction, decision-making and the entire day-to-day administration of the institutions. A formal letter of appointment is issued by the Teachers Service Commission appointing an individual into such a post; without such a letter one is regarded as only acting Head, with limited power.

Leadership

The head of the school in this research will be considered as a leader. Leadership in this context means the ability to influence one's students towards achievement of educational goals. It has a lot to do with organizational skills and ability in planning, coordinating and achieving institutional objectives for its success. The leader must possess the ability to control, initiate or set a pattern of behaviour for others within the school community. (Mbiti 1974).

Management

Management is the formalized system intended to control, supervise, plan and make decisions about the various activities of an organization on the basis of established authority. According to Mbiti (1973) the school head is regarded as the chief manager of the school.

Marital Status

This refers to the state of the headteacher in relation to marriage. The headteacher is either married, divorced, separated, a widowed, single (with children or without children) cohabiting or celibate.

Teachers

This applies to a person registered by the commission established under the Teachers Service Commission Act. A qualified teacher means a person who has fulfilled the required qualifications for the purpose of the Teachers Service Commission Act, Legal notice No. 90 of 1967. (Government of Kenya T.S.C 1986).

Professional Qualifications**M.A. (Education)**

The Master of Arts degree holders in Education usually take a post-graduate degree in Education after completing their first degrees. Some of these graduates become teachers in high schools. But the majority with higher degrees usually prefer to teach at

the universities or join other non-governmental organizations which offer better remuneration.

Graduate Teacher

A graduate teacher is one who has successfully completed secondary education and obtained entry into University to train for a professional degree in teaching. Professional teachers possess the degree of Bachelor of Education in Arts/Science or Bachelor of Arts/Science (Education Option). Some, after graduating, take a diploma in Education to qualify as professional teachers.

Approved Teacher status

Diploma teachers, through merit can be promoted to the graduate status and earn a graduate's salary without going through any formal university education. They are called "approved graduates". Some of them teach in secondary schools and others have even been made headteachers. A teacher can be promoted gradually from a P4 to an approved graduate status and earn the same salary as the graduate who went to the university.

Diploma Teacher

Diploma teachers are those who have successfully completed six years secondary school and who successfully completed 2 years in Teacher's Training College.

SI Teacher

A teacher of SI status has successfully completed four years of secondary education and three years in a teachers' training college. A teacher can be promoted to this grade from PI on merit without passing any academic examination.

PI Teacher

A teacher of PI status has completed 4 years of secondary education and 2 years teachers' training college. A teacher can be promoted to this grade from P2 on merit.

P2 Teacher

A teacher of P2 status has successfully completed 2 years of secondary education or its equivalent and 2 years in a teachers' training college. A teacher can be promoted to this grade from P3 on merit.

P3 Teacher

A teacher of P3 status has completed primary education and two years of teachers training in a college. A P4 teacher can be promoted to this grade on merit.

CHAPTER THREE: RESEARCH METHODOLOGY

3:1 Introduction:

The purpose of this chapter is to discuss the research design of the study. This will include various research methods used to collect data, define and validate the information gathered from the respondents. The pilot study was designed to test the viability of my proposed research on women headteachers in Kakainega Secondary Schools. It was done for two weeks during the month of January 1991 .

3.2 Stages of this study:

3:2:1 Pilot Study

(a). The sample for the pilot study.

The researcher used the registry in the district office and outlined all schools according to the divisions as shown in table 3:1

**Table 3:1 Distribution of Secondary Schools in Kakamega District by Division
(January 1991)**

DIVISION	PRIV	BOYS BOARD	GIRLS BOARD	MIXED BOARD	MIXED DAY	GIRLS DAY	BOYS DAY	GRAND TOTAL
1 IKOLOMANI	1	1	3	1	8			14
2 SHINYALU		2	3		7			12
3 KHUISERO	1	1	1		3		·	6
4 BUTERE	1	1	1		4			7
5 MUMIAS		3	4		5		1	13
6 LURAMBI		2	1		3		–	7
7 MUNI CAP		1	·		–		1	4
8 KABRAS	1	1	1		12			15
9 LUGARI		1	3		6			10
10 VIHIGA	1	1	3		5			10
11 SABATIA	1	2	3		16			22
12 TIRIKI		3	4		12			20
13 EMUHAYA		2	1		15			19
TOTAL	6	21	28	1	96	5	2	159

Source: Compiled from Kakamega District Education office records by the author from the secondary data collected during the pilot study in January 1991.

The actual number of schools existing according to the registry records at the District Education office was 159, (Table 3:1) According to (Table 3:2) these schools are defined by category. It is possible that some schools closed down due to low enrolment according to key informants and as indicated in Table 3:3.

Table 3:2 Secondary schools in Kakamega district by category 1991

CATEGORY	NUMBER OF SCHOOLS
1. PRIVATE	06
2. BOYS BOARDING	21
3. GIRLS BOARDING	28
4. MIXED DAY	96
5. GIRLS DAY	6
6. BOYS DAY	2
TOTAL	159

Source: Compiled from Kakamega District Education office records by the author during the pilot study in January, 1991.

The pilot study was based on schools in three divisions namely, Sabatia, Tiriki and Emuhaya. Three categories of schools were selected for the study, that is: mixed day schools, boys boarding and girls boarding schools.

(b). The Sampling procedure

The sample was drawn from the three categories of schools found in Sabatia, Tiriki, and Emuhaya. Vihiga division was only used for the girls' boarding schools since it had three girls' boarding schools compared to Emuhaya, which had only one (Table 3:1). Stratified sampling method described in this chapter under item 3:2:4 was used and multi-stage cluster sampling explained under item 3:2:5. Schools for the pilot study were selected as follows:

Sabatia **22**

Tiriki 20

Emuhaya 19

Grand Total 61

Table 3:3 Distribution of Secondary Schools in Kakamega District 1989-1990 by Division.

DIVISION	SECONDARY SCHOOLS
IKOLOMANI	14
SHINYALU	15
KHWISERO	7
BUTERE	9
MUMIAS	15
LURAMBI	12
MUNICIPALITY	7
KABRAS	17
LUGARI	13
VIHIGA	14
SABATIA	23
TIRIKI	20
EMUHAYA	18
TOTAL	184

Source: Inventory infrastructure adopted from the Republic of Kenya Kakamega District Development plan 1989/1993 indicates the number of schools to be 184.

The lists of mixed day schools in each of the three divisions were written and put in separate bowls. Using the random sampling method, a school was picked from each bowl, thus a total of three schools were selected to represent this category of schools. The same method was used to select three schools from the sample of boys boarding schools as follows:

	Boys Boarding Schools	Mixed Day Schools
Sabatia	2	16
Tiriki	3	12
Emuhaya	2	15
Total	7	43

Three bowls were used to categorize the three divisions, names of schools were written and put in the bowls. Using the random sample. A total of 3 schools were selected from this category.

For the girls' schools, Emuhaya had only one girls' school which was spared for the actual research. The pilot had 3 girls boarding schools selected from the following sample of schools: Sabatia (3) Tiriki (4) and Vihiga (3).

Three bowls were used to categorize the three divisions and names of schools were written and put in the bowls, using random sampling method of giving each school an equal and non-equal chance of being selected, the papers were picked one from each bowl. The Three schools represented this category of schools. In total the pilot study involved 60 schools from which a sample of 9 schools were selected.

Mixed Day schools 3

Girls Boarding 3

Boys Boarding 3

Total 9

(c). Administration of the Questionnaires

Three standard questionnaires were administered to the headteachers, staff and officials, respectively.

i) The Headteachers

The pilot study revealed that mixed day schools were all headed by male teachers so that the 3 mixed day schools gave me 3 headmasters, and the boys boarding schools gave 3 other headmasters, making a total of 6. The Girls boarding schools were headed by headmistresses so the number was 3 against the 6 headmasters.

ii) The Staff

The questionnaire for the staff was administered to a random sample from staff members representing at least 1/10 of teachers taking into consideration the sex ratio. In most boys' boarding schools there were more male teachers and vice versa for girls boarding schools.

In mixed day schools there were usually more male than female teachers. Using the staff list of teachers who had been in the school for at least one year, 1/10 of the male staff from the list was selected randomly and also the same was done for the female staff. This procedure gave staff who had been in the school for at least one year an equal and non-equal chance of being selected. The questionnaire was administered to the selected sample of staff.

iii) The Officials

The headteacher was left with a questionnaire to administer to the sponsor of the school with a self-addressed envelope to post it back to the researcher. The officials at the district office and the chiefs were not piloted due to shortage of time and the fact that their information was to be preserved for the actual research. Most of the questionnaires to the sponsors were never posted back to me. I assumed that they either got lost in the post office or most of them were busy or lived in Nairobi as some are usually members of parliament and could not be easily contacted.

(d). Analysis or the Pilot Study

The pilot study provided valuable experience which afforded me a sound base for planning for the actual research. The questionnaires were collected and manually analyzed for two weeks in February 1991. I learnt that some questions had a wider range of responses than had earlier been anticipated. Such questions had to be modified, standardized and edited to avoid ambiguity. From the wide range of answers some open-ended questions were closed and I was able to give the alternative answers from which the respondents could select a suitable alternative.

The relative difficulties of conducting research in a rural area like Kakamega were noted and I had to make some allowance for the poor means of transport between different schools. The response of headteachers, staff and officials to me and the questionnaires was gauged and notes were made on points which caused concern. Solutions to these issues had to be reached when I discussed them with my supervisors. One of the main problems was in random sampling of staff, most heads chose their "clique" of staff that were close to them to be interviewed. To avoid this kind of situation I had to insist on random sample in every school as staff were available at break-time or in the morning before lessons started. Several questionnaires got lost as they probably were never posted back or they got lost in the post office. This experience was useful in the actual research because it taught me to visit schools frequently and collect questionnaires personally.

The pilot study revealed that the mixed day schools were still basically *Harambee* schools in practice though a few were government day schools. The heads of such schools were men. Since my research topic focused on female headship, I could not get a sample of female heads from mixed day schools. This encounter enabled me to concentrate my research on government boys boarding schools and government girls boarding schools whose total number was 49. This is indicated in table 3:1, by adding up the girls' boarding and boys' boarding schools. These government schools used to get their boarding allowance from the Ministry of Education and other grants for maintenance. The present economic situation has made such grants to be reduced in most schools as parents and community adopt and implement the cost sharing policy. These schools are guaranteed qualified staff employed by the Teachers Service Commission. The heads of such schools are qualified and in most cases graded through an official interview organized by the Teachers Service Commission.

3:2:2 Techniques of Data Collection Method

Both primary and secondary methods of data collection were employed. This included Archival and Library Research. The relevant literature was reviewed. The Social System Theory and the Role Theory were both formulated from the reviewed literature. Three standard questionnaires were used. Finally the anthropological methods of participants and non-participant observation were employed.

(a). Archival and Library Research

Archival and Library research formed the initial stage of this study. Information from written sources was particularly important as it facilitated the formation of the conceptual framework through which various aspects of this study were understood.

A broad review of existing literature on leadership was done according to the following titles.

- 1) School leadership
- 2) Gender and Styles of leadership

These documentary sources generated information that was very valuable to the researcher. It is also important to note that such information has bias of original intention, selective survival and lack of standard format, Finally this culminated in the identification of the topic "Leadership in Kakamega Secondary Schools: A Focus on women Headteachers".

Archival data was mainly from the Ministry of Education head office in Nairobi, the Ministry of Education Library, the Kenya National Archives, the Kenya National Union of Teachers, Nairobi. The Provincial and District Education offices in Kakamega also provided me with documentary information related to my research topic. Both archival and library sources were useful in providing for both documentary and content analysis. The research problem, hypotheses and objectives of this study were identified

according to the literature reviewed and current trends of education leadership in Kenyan secondary schools. Consultation of written sources continued throughout the reconstruction of this study.

(b). Standard Questionnaire:

In the three standard questionnaires, both closed and open-ended questions were included. The questionnaire was kept feasible with additions and corrections deemed necessary, especially after the pilot study. Given the objectives and topic of the study, questionnaire were based on the hypothesis of the study.

(c). Non- Participant Observation

During the field work, I visited twenty schools in Kakamega district and was able to quietly observe inter personal interactions among staff, the individual and collective behaviour of students towards the headteachers. Some schools had to be visited at least twice before all questionnaires were filled in by teachers and headteachers. This accorded the researcher ample time to pay attention to details of school routine without taking part in the actual school life. It was possible to record later exactly what was seen and how it was seen. This information was useful and supportive during the writing up. This is total observation. The researcher did not participate in the social event or circumstances. She merely observed behaviour and documented it.

(d). Participant Observation

This method allows the researcher to be actively involved in the activities of the people she is studying. In the case of this study I participated in the morning assemblies often held on Mondays and Fridays and was sometimes given an opportunity to address students on relevant issues regarding education and students' behaviour in general. In one school I was able to address the students on the issue of obeying authority, the prefects and teachers. In some girls' school, the staff needed help on how to counsel female students on matters pertaining to pre-marital sex and abortions.

According to Njiro (1990) the main aim of this method is to provide an in-depth picture of the problem and a high degree of accuracy in regard to actual everyday life practices. The other activities during assemblies were mainly flag raising, singing of the national anthem and the recitation of the loyalty pledge. In some schools I was accorded African hospitality by being invited to ten o'clock tea. This often gave me an opportunity to interact with staff. My research period also coincided with the Kenya Schools' Drama festival. This accorded me the opportunity to watch some of the rehearsals and to note staff participation. Some headteachers and drama patrons were actively involved in preparing their students for these activities.

(e). Key Informants

The key informants were people considered to be "observant, reflective and articulate" in educational affairs of school leadership in Kakamega District. Those

contacted included former retired heads who successfully managed to steer their schools to the top ten in the district. Some successful present senior heads were interviewed after completing their standardized questionnaire on areas they felt the researcher had left out and yet they regarded such information relevant to this study. The other key informants were the Provincial Education officers, District Education officers, school inspectors, chief, assistant chiefs, sponsors, church leaders and the Kenya National Union of Teachers officials at the district level. The time for my research (January to April 1991) coincided with transfers and interdiction of some senior heads in the district and so the topic of school heads was very live and timely.

Some schools were situated near market places and others had groups of some women selling ripe bananas, sugar-cane, groundnuts and other items outside school gate. I chose very often to buy and consume some of their products. This afforded me a rare opportunity to ask them questions about the school headship and the general discipline of the students and staff. I carried casual clothes and shoes for use on such occasions in order to conceal my identity as post-graduate research student from Nairobi University. I usually recorded this information at the end of the day into a notebook and this was later checked against the standardized questionnaires and reassembled and used during data analysis.

One of the instruments I took to the field was a tape recorder. It happened that after filling the questionnaires, some respondents preferred to have their sentiments

recorded regarding secondary school headship in Kakamega, especially on matters which they felt the researcher had left out. This information was transcribed and used to enrich my data on research findings. I interviewed twenty informants by the end of my research.

3.2.3 Research site

The study was based on heads of public secondary schools in Kakamega District (map 1:1) Kakamega is one of the four districts of Western Province (Map 1:2). It happens to be one of the most thickly populated districts.

Kakamega District at the time of my research in April 1991 was divided into thirteen administration divisions namely, Murnias, Butere, Khwisero, Vihiga, Emuhaya, Tiriki, Sabatia, Shinyalu, Ikolomani, Lurambi, Kabras, Lugari and Kakamega Municipality. These divisions are further subdivided into 29 locations and 174 sub-locations.

The district has three townships: Kakamega, Murnias and Butere. Kakamega District has 184 public secondary schools (Kakamega District Development plan 1989/93) The final research was based on 49 public boarding schools in Kakamega District. These are schools which are staffed by the government through the Teachers Service Commission and which are supposed to receive annual grants.

3:2:4 Sampling Tor the Final Study

The Study was based on male and female headteachers of the public boarding secondary schools. A stratifying variable was the Gender of the headteacher. This was the characteristic on which the researcher ensured representation in the sample. Devaus (1986). Having selected this variable the sampling frame was stratified into two groups the boys boarding schools and the girls boarding school in each division. It was assumed that women are the headteachers of girls schools and men the headteachers of boys schools.

3:2:5 Multi-stage Cluster Sampling

- i). The technique of obtaining a final sample involved drawing several different samples. A list of the Universe of 49 public boarding secondary schools in Kakamega District was made.
- ii). Thirteen bowls were obtained, each of these bowls represented a division. Names of schools in each division were recorded on pieces of paper which were put in two separate envelopes on the gender of the school. If the particular listed school happened to be the only one in the division, it was selected straight away. Each bowl had two envelopes written on "the boys schools" and "the girls schools", to avoid mixing up the genders.

iii). The Headteachers and schools

The researcher used the sampling fraction of about $\frac{2}{5}$ of 49 schools found in Kakamega District. The total sample selected was 20 schools represented by 20 headteachers, ten women heads and ten men heads. Where only one school was available there was no choice but to include it in the sample.

The divisions where only one boys' boarding school existed (Table 3:1) were 7, namely, Ikolomani, Khwisero, Butere, Municipality, Kabras, Lugari and Vihiga. It should also be noted that Emuhaya and Sabatia were each left with one boys boarding school after the pilot study. This makes the number of divisions 9, represented by 9 headmasters. One more boys' school was to be selected to make a total of ten representing the ten headmasters of boys' boarding schools. Tiriki was automatically not sampled because it had been used in the pilot study. The remaining three divisions namely, Shinyalu, Mumias and Lurambi were sampled using the multi-stage cluster sampling. The names of all the schools in these three divisions were written down and put in one bowl. Using the random sampling method each school was given an equal and non-equal chance of being selected.

On the side of girls' schools, out of 13 divisions the five divisions that had a single public girls' boarding school were Khwisero, Butere, Lurambi, Kabras, and Emuhaya. These five were automatically selected and represented by five schools which had five headmistresses.

It must be emphasized here that most schools in Kakamega district appear to be public boarding schools while from the records at the district education office they are registered as *harambee* schools with boarding facilities. The difference between *harambee* schools and the public boarding schools is very minimal, and sometimes such schools with private boarding facilities are even better maintained than the public ones. This is because the annual grants to government schools have not been forthcoming for the last few years due to the economic and financial problems facing the country.

The other five headmistresses were to be selected from the remaining eight divisions of Ikolomani, Shinyalu, Mumias, Lugari, Vihiga, Sabatia, Tiriki and Municipality. By the process of elimination, Vihiga, Sabatia and Tiriki girls' boarding schools were excluded from the sample since they had featured in the pilot study, leaving a total of five divisions.

The Municipality was excluded from the study because it had no girls' boarding school, leaving a total of four divisions. Using multi-stage cluster sampling names of the girls' boarding schools in the remaining four divisions of Shinyalu, Ikolomani, Mumias and Lugari were written and put in four different bowls. Using random sampling method each girls' boarding school in the four remaining divisions was given an equal and non-zero chance of being selected by picking only one school from each bowl. This gave me four schools represented by four headmistresses, when added to the first group it gave a total sample of 9 headmistresses represented by nine schools.

The names of the remaining schools were all put together and using random sampling the tenth school was selected from them. This sampling was done based on the assurance from the district education office that all boys' boarding schools in the district were headed by men heads and girls' boarding schools by women heads.

iv). The Staff

The teaching staff who had been in the school for at least one year were selected randomly giving each an equal and non-equal chance of being selected. Those who had been in the school for less than one year according to headteachers' records were excluded from the sample, and the student teachers on teaching practice were not allowed to participate. In every school both male and female staff members were interviewed. The number of staff members to be interviewed was calculated on 1/10 of the total number of staff taking into account the sex ratio. The teaching staff filled in the second structured questionnaire because they interact with the headteacher on a daily basis and their assessment of their headteacher is likely to be dependable.

v). The Officials

This third questionnaire was answered by the following categories of government officers and administrators: Ministry of Education officials, the Teachers Service Commission representatives in Kakamega district, schools' sponsors, chiefs, the District Education Officers and Kenya National Union of Teachers' representatives at the district levels. Unfortunately, it was impossible to meet the chiefs at their centres and most of

the sponsors of the schools. Questionnaires left in the respective schools were never returned apart from one or two. Most of the chiefs were busy in the field with "Barazas" and the other routine matters. The Church sponsors, such as the bishops, were very busy and some were out of their stations on some errands. Their assistants were unwilling to answer the questionnaires and although I left questionnaires and self-addressed envelopes, they were never returned. The total number of respondents from this group was 20 which was a disappointment as I had anticipated to get responses from all sponsors or chairmen of the boards of governors and the relevant chiefs.

vi). The Actual Sample

a).	The secondary school staff members	
	Average of 8 from each school 20x8	=160
b) .	(i). Male heads of schools	=10
	(ii). Female heads of schools	=10
c).	Officials	<u>=20</u>
	Total sample	=200

3:2:6 Problems Encountered in the Field

The following problems were encountered during the time of my research. They can be outlined as follows:-

- a). Financial problems.
- b). Time factor.

- c). Means of transport.
- d). Biases, suspicions and absenteeism.

a). Financial problems

The amount of money allocated for my research was too little to cover the major expenses of travelling, accommodation, typing and computer work. I had to budget very carefully to be able to accomplish this work.

b). Time Factor

The time factor was crucial because the research exercise was scheduled to take about three months from February to April before schools closed for the Easter holidays. The research was completed within the scheduled time as the pilot study had taught me to give each school at least two days within which to complete the questionnaires. Most teachers found the questionnaires too long and requested to be given a week within which to complete them. This meant rescheduling my trips to other schools so that their request was met without inconveniencing myself. Some headteachers were not available in their schools. I had to spend a lot of time frequenting visits to the schools, sometimes, even three times before finally meeting the headteacher. In most cases the headteachers were the only ones with the mandate to decide whether their teachers could participate in such a research or not.

c). Means of transport

Transport from one destination to another was a great problem. The common means of transport in Kakamega District consists of buses and *matatus*. These have no time schedule, and it was almost impossible to keep the scheduled appointments to schools, not to mention several times when we got stuck in the mud and had to push the *maratu*. The time for my research coincided with the long rains in the district.

d). Biases, Suspicions and Absenteeism

Many heads displayed biases, suspicions and absenteeism from their schools which made my research very difficult although I had the permit from the Office of the President to carry out the research. Some heads thought that I had visited their schools to probe their administration so that they might be demoted or transferred to some other schools. I tried my best to convince them about the confidentiality and good intentions of my research. Most of them refused to be convinced until I allowed them time to read a copy of my research proposal, especially the objectives and the hypotheses. It was almost impossible to meet some of the government officers in their offices. It was said that some of the government officers were out in the field on duty.

Most headteachers were reported to be on any of the following errands: Shopping for the school, selecting form 1 candidates, adjudicating drama festival, visiting the Teachers Service Commission in Nairobi for staffing issues, or the Ministry of Education to negotiate for grants or a school bus. The list of the pretexts for their absence was

endless. However, these constraints were a challenge rather than a hindrance to this study.

The staff had mixed feelings when it came to filling in their questionnaires; supposing the headteacher came to read staff assessment of their headship? They feared demotion and transfers if they wrote anything negative about their headteachers. To protect the staff and assure them of the confidentiality of my research, I promised to go back to each school and physically receive the duly filled questionnaires personally. The staff who were absent when I returned to collect the questionnaires had to staple them firmly and give only to fellow staff whom they trusted. This was because they did not want to adhere to my suggestion that they staple the questionnaires and have them returned in sealed envelopes to the headteachers' office as they feared interception by the school heads.

CHAPTER FOUR:

DATA ANALYSIS AND FINDINGS

4:1 Introduction

This research sought to investigate the gender phenomenon of leadership in Kakamega secondary schools, in relation to both men and women headteachers. Data were collected as described and explained in the preceding chapter.

In this chapter the data are brought to bear on the hypotheses. The data are analyzed using frequency distributions. Where appropriate, the percentage frequencies were put in the contingency tables to ease explanation. Apart from that, qualitative methods mainly the use of key informants verbal interview and tape recorders were used to support the findings. The other information came from the anthropological methods of participant and non-participant observation. The total sample of the respondents was 200 of whom, 160 were the teaching staff, 20 were head teachers and the other 20 were education officials. In the contingency tables there are several instances where there were less than five cases in a cell. Because of this, the use of inferential statistics was avoided, since this would have given misleading results.

4:2 Hypothesis One: Gender determines the style of leadership

H₀ Gender does not determine the style of leadership.

In the first hypothesis, the author seeks to find out whether the style of leadership in Kakamega District Secondary schools is determined by gender. This section subjects the hypothesis to empirical test. In this hypothesis the independent variable is gender and the dependent variable is leadership.

Table 4:1 Gender and preference for headteacher.

STAFF GENDER	MALE HEADS	FEMALE HEADS	EITHER	NO RESPONSE	ROW TOTAL
MALE	59.4 (57)	7.3 (7)	33.3 (32)	0.0 (0)	60.0 (96)
FEMALE	32.8 (21)	7.8 (5)	50.0 (32)	9.4 (6)	40.0 (64)
TOTAL	48.8 (78)	7.5 (12)	40.0 (64)	3.8 (6)	100.0 (160)

Note: Values in brackets, () are actual numbers

Table 4:1 seeks to measure staff preference for the gender of the headteachers. The author seeks to measure the reaction of teachers to female and male heads. Preference here is used to measure acceptability and support from the staff.

Only a small number of female teachers (7.8%) actually indicated that they would like to teach under fellow female headteachers. In fact, more women (32.8%) would prefer male heads. From the conducted interviews most female teachers felt that female heads are petty and jealous of their fellow women staff. Most women tended to feel that women heads are emotional and lack rationality in handling staff issues, while

the male headteachers were considered rational and conscientious. A substantial percentage of women teachers 50% prefer to teach under either gender and 33% of the men also do not mind a man or a woman headteacher. One of the headteachers had the following to say.

"As a headteacher it is important for the people under you to know that you mean well loudly, quietly, and privately. The minute they have developed confidence in you as their leader they will take you seriously and not capitalise on your sex gender."

To have a well organized school, one needs a conscientious headteacher, the issue of gender does not really arise. Administration, under which headship falls, is a male monopoly in the developing and industrialized countries (Boserup 1989). Both the Provincial Education officer and the District Education officer in Kakamega during my survey were men. The researcher met only one woman education officer in the field during the two months of research. If more women are assigned leadership roles in secondary schools, their performance is likely to be hindered by gender constraints. This finding however, does not argue against appointment of women heads, what it does is to point out that the conditions under which women heads are appointed should be improved so that the society accepts them.

I am reminded here of the time when I was a young girl, it was very strange and rare for women to be seen driving cars. But today the socio-economic conditions allow women who can afford it to drive. It is to be hoped that by the turn of the century,

women will have gained access to jobs that male dominate today. SSenyonga (1978) noted that among the Maragoli there is a shift in female roles. They tend to participate in decision making in their homes when their husband have migrated to seek wage employment out of the home.

Table 4:2: Gender and confidentiality of the head-teachers

STAFF GENDER	STRONGLY AGREE	AGREE	DON' T KNOU	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROU TOTAL
HALE	29.2 (28)	34.4 (33)	16.7 (16)	13.5 (13)	6.3 (6)	0.0 (0)	60.0 (96)
FEMALE	21.9 (14)	23.4 (15)	23.4 (15)	14.1 (9)	15.6 (10)	1.6 (1)	40.0 (64)
TOTAL	26.3 (42)	30.0 (48)	19.4 (31)	13.8 (22)	10.0 (16)	1.6 (1)	100.0 (160)

Note: Values in bracket () are actual numbers.

Table 4:2, the feminine and masculine attributes of the headteacher are measured against their regard for confidentiality. All administrative issues are not for public consumption, a head is expected to handle staff issues confidentially. Culturally women are said to be greater gossips than men.

The two main variables in this table are gender and confidentiality of the headteacher. The respondents were asked to evaluate their headteacher regarding keeping their staff issues confidential. Headteachers have personal files for all their teaching staff and they are the agents of their employer, the Teachers Service Commission. Many teachers have lamented the fact that they cannot trust their headteachers. Most of the staff confidential issues tend to leak out to the friends of the headteachers.

The results of the table are as follows: A total of 63.6% of male staff agreed that their headmasters keep their issues confidential, while 45.3% of the female staff who evaluated their headteachers agreed that male heads are more trustworthy in dealing with confidential matters than women headteachers. This seems to contradict the statement made by female heads as quoted by Were that women are trustworthy. (Were 1990:5). If female heads are regarded as trustworthy, then teachers should be able to confide in them and they in turn should learn to keep staff issues confidential. This data suggests that gender determines the style of leadership. Women tend to gossip more than men and in so doing leak out confidential matters. One of the women headteachers who has climbed the ladder of headship in Western Province and has been made a senior headteacher had the following to say on confidentiality:

" I have never seen any reason to talk about my teacher or note confidential things that are damaging. I like calling them and talking to them sternly. They know that I am stern, but I am telling them in person and there is room for discussion. I am free with my teachers and each one of them knows what I think about them. I give praise where it is due and rebuke where it is due. I do not dwell on the negatives. After I have corrected a teacher I expect her to improve and not to repeat the mistakes. So I try to forget so that I do not remind him again. I try to emphasize staff unity and team spirit rather than individually. As a headteacher you will get privileged information. How you treat such information is important. Do you flare up? Are you found at the centre of an issue that is flaring up everybody? Do you try to receive reports as a leader from both sides? It is important for a leader to examine both sides of the coin and to listen to the two parties involved in an issue impartially.

Women leaders must avoid mediocrity and live above the condemning statement that is often repeated when women fail that " I am not surprised that she is a woman leader". I am fully convinced that women leaders can articulate leadership just as effectively as their men counterparts given the moral support they need by society and being able to overcome the cultural and dual career inhibitions".

According to Simiyu's and Kibiti's personal interview, Vukusu women who possessed technical knowledge in medicine had to keep their knowledge secret and were often consulted by the clan. Infact men consulted their wives before major decisions for the family were made. It is therefore erroneous to state that women were gossips and could not keep the secret of the community. Women also intermarried and acted as Spies in cross cultural affairs.

Table 4:3 Gender and the head-teachers efficiency in administration

STAFF GENDER	STRONGLY AGREE	AGREE	DON' T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROW TOTAL
KALE	30.2 (29)	33.3 (32)	9.4 (9)	18.8 (18)	7.3 (7)	1.0 (1)	60.0 (96)
FEMALE	34.4 (22)	23.4 (15)	17.2 (11)	7.8 (5)	15.6 (10)	0.6 (1)	40.0 (64)
TOTAL	31.9 (51)	29.4 (47)	12.5 (20)	14.4 (23)	10.6 (17)	1.3 (2)	100.0 (160)

Note: Values in brackets, () are actual numbers.

Table 4:3 seeks to investigate whether the sex of the headteacher has any effect on efficiency in school administration, namely the ability to co-ordinate, control, mobilize and direct the entire school system. The two variables in this table are gender and efficiency in administration. The respondents were given six choices as indicated in the table, from which to evaluate the efficiency in the administration of their headteacher. The staff (61.3%) agreed that their headmasters were efficient administrators, compared to 25% teachers who disagreed. According to Lindzey *et al* (1969) headship is maintained through an organized social system. Due to the socialization process among the Luyia, men are exposed to leadership roles while the female are marginalised in

leadership. Some women headteachers tend to imitate their fathers or other male models. Men learn leadership by experience, therefore gender determines the style of leadership. One of the most successful female head teachers was asked to state what factors made her excel in her headship. She had the following to say:

" My family environment made me a successful leader. I learnt three main things from my father. First was that, work is noble, Secondly humility and third to honour God in my work.

My father taught me to appreciate work and to do it whole heartedly. He also taught me to know that work has reward, nobody labours in vain. If I work hard, one day I will reap the fruits of my labour in the garden and in my academic endeavours. These words gave me determination to pursue my studies up to university and even now as a headteacher I am a senior head but I hope one day I will be a principal headteacher through hardwork. He taught me to be humble even when you are doing what people marvel at, this will enable you to reflect in success and celebration, in order to improve and keep the standard up.

The final thing I learnt from my father is to totally rely on God. I believe that when I do a job faithfully , he multiplies it several times. Apart from my upbringing I have a deep interest and love for young people. I like to cultivate their talents and mould them into responsible adults. A boarding school is where they spent nine months of the year, so as the headteacher, I see myself as mother of all these 600 girls. I feel responsible in shaping the destiny of their lives with God's help and wisdom!."

The author agrees with Jacobson (1985) who asserts that women's management skills, their attitudes towards power and their whole approach to career planning are bound to be different from the men's. According to Owen (1976) the school is a social system and the social system is programmed through leadership. In order to further their purpose leaders have to co-ordinate, control, direct or guide and mobilize the effort. It is only an efficient leader who can achieve such ideals successfully.

Table 4:4 Staff gender and the head-teachers decision making

STAFF GENDER	STRONGLY AGREE	AGREE	DON' T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROW TOTAL
MALE	30.2 (29)	31.3 (30)	11.5 (11)	16.7 (16)	9.4 (9)	1.0 (1)	60.0 (96)
FEMALE	23.4 (15)	25.0 (16)	25.0 (16)	9.4 (6)	14.1 (9)	3.1 (2)	40.0 (64)
TOTAL	27.5 (44)	28.8 (46)	16.9 (27)	13.8 (22)	11.3 (18)	1.9 (3)	100.0 (160)

Note: Values in brackets, () are actual numbers

Table 4:4 Seeks to examine how staff view their headteacher in terms of decision-making. The headteacher is expected to make major decisions during staff meetings, the Board of Governors' meetings and in handling all school matters. He/she is also the sole agent and link between the Teachers Service Commission, the Ministry of Education and the school.

The variables in Table 4:4 are gender and decision- making. The respondents were asked to evaluate the gender of headteachers that are good at decision making within the school administration. Table 4:4 teachers who agreed that their headmasters were good decisions-makers are 56.3% compared to 25.1% staff who disagreed that headmasters were good decision makers. It can therefore be deduced that most staff in general assess that their headmasters are better decision makers than their headmistresses. From the above discussion it can be deduced that gender determines the style of leadership by the very fact that staff view their male heads as better decision-makers than their female counterparts.

One of the headteachers whose school has gained a national status had stated the following :

"Raising a school to a place of admiration Nationally, Provincially and to a district status, takes a long period of proper calculation, planning goal targeting and achievement. It also entails knowing the students, their problems, and also whether they are improving or not. Infact that is the very central point of administration, even the cows would like to be known by name. Students and staff would like to be known by their name and backgrounds.

The weak and strong points in their backgrounds are not used to magnify and victimise them but rather to guide and counsel them to be better people. Students also interact during the inter-class and interhouse competitions to enable them to develop their talents".

One of the writers Getzels (1968) who wrote about social behaviour and administrative process, supports the findings when he notes that there are overall institutional role expectations for a headmaster, that is the things he must do and decisions he must take . The exercise of power implies "making things happen" through others (Owen 1976:102). The Board of Governors, and Parents Teachers Association advise the headteachers on school management. The headteacher bears the final responsibility for the decisions which he takes on behalf of the Ministry of Education and the Teachers' Service Commission whom he represents as an agent. So if the headteacher is not efficient in decision making the institution which he/she heads is likely to suffer. In one of the questions, the respondents (staff) were asked to rate their headteachers according to the projects they have initiated in their schools. 46.9% of the male staff strongly agreed that their headmasters initiated projects in their schools compared to 43.8% of the females. The difference is 3.1.%, which is minimal. But 34.4% of the male staff strongly agreed that their headmistresses initiated projects in

their schools compared to 28.1 % females. The difference is 6.3%. Most staff rate their headmasters as more project oriented than headmistresses. Projects in schools are viewed in terms of buildings, probably headmasters are better managers of initiating, organizing, supervising and financing building projects.

From the researchers' participant observation, some building projects coordinated by women heads tended to be more beautiful in design and outlook compared to the men's projects. Filley (1977) who wrote on principles of management, noted that this involves administration, decision-making, organizing and controlling. Although gender determines the style of leadership, it can be argued that there is no such a thing as "a naturally born leader". Bearl *et al* (1962:) notes that those who succeed well in leadership are those who have consciously or subconsciously selected the proper methods from their experience. Leadership is a learned behaviour and anyone can improve himself/herself in it by proper study and application. Both men and women heads can improve upon their leadership process despite their gender constraints.

4:3 Hypothesis Two: The Staff Professional qualifications enhance the headteachers' management practices.

H₀ The staff professional qualifications do not enhance the head-teacher's management practices.

In this second hypothesis the staff professional qualifications in terms of degrees, diplomas and other qualifications will be analyzed to find out if they influence the headteachers' management of personnel and school affairs. The appointments of staff to be deputies and lecturers to head various school departments are based mostly on professional qualifications. These posts are advertised by the Teachers Service Commission and interview are held to select the best candidates.

The second hypothesis stated that the staff professional qualifications enhances the headteachers' management practices. In this hypothesis the independent variable is staff professional qualifications and the dependent variable is the headteachers' management practices.

Table 4:5 Staff professional qualifications and their regard of the head as best teacher.

PROFESSIONAL STAFF QUALIFICATION	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROW TOTAL
SI	50.0 (2)	0.00 (0)	50.0 (2)	0.00 (0)	0.00 (0)	0.00 (0)	3.1 (4)
DIPLOMA	16.2(6)	35.1(13)	8.1 (3)	27.0(10)	10.8(4)	2.7(1)	28.2 (37)
B.ED	15.1(8)	15.1(8)	32.1 (17)	22.6(12)	13.2(7)	1.9(1)	40.5 (53)
B.SC/B.A.	10.0(1)	50.0 (5)	10.0(1)	30.0(3)	0.00 (0)	0.00 (0)	7.6(10)
M.A.	0.00 (0)	0.00(0)	50.0(1)	0.00 (0)	50.0(1)	0.00 (0)	15 (2)
A.T.S.	8.3(1)	25.0(3)	41.7(5)	8.3(1)	16.7(2)	0.00 (0)	9.2(12)
OTHER	15.4 (2)	38.5(5)	23.1(3)	0.00(0)	23.1(3)	0.00 (0)	9.9(13)
TOTAL	15.3 (20)	30.0 (34)	24.4 (32)	19.8 (26)	13.0(17)	1.5 (2)	100.0(131)

Missing observations 29

Note: Values in brackets () are actual numbers

Table 4:5 presents staff professional qualifications and how members of staff regard their headteacher as the best teacher. The staff professional qualifications are measured against their regard of their headteacher as the best teacher. In other words they rate the headteacher's overall ability.

A total number of 57.2% of the professional staff disagreed and did not know that their headteachers were the best teachers on the staff as compared to 45.3% who agreed. It can be deduced that headteachers in Kakamega district are not the best teachers on the staff. These findings support Eshiwani (1983) who carried out a study on factors influencing performance among secondary school pupils in Western Province. In his study a disturbing trend was observed in several schools that headteachers are basically administrators; they do not teach. He concluded by noting that this is a dangerous trend in education as the country cannot afford arm-chair headteachers who do not know what goes on in the classroom. From participant observation which, gave the researcher an opportunity to visit schools and to interview and listen to key informants in the field, it was noted that schools where headteachers taught and produced good results in their subjects this encouraged other staff member to try to emulate them. Headteachers who have been failures in the classroom cannot encourage their staff on lesson preparation and completion of syllabuses.

One of the headteachers had the following to say about her interaction with staff:

" I have cultivated a very harmonious relationship with my teaching staff. I have made them feel that they are very important. I cannot succeed without them, we need to work together as a team. They invite me and allow me to sit in their classes to see how they are teaching, I congratulate them on their strong points and ask them to improve on the weak points. I in turn allow them to sit in my class and they observe my lesson. They are free to criticize my lesson pointing out the strong and weak points.

As staff we are able to talk bitterly, argue and counter argue, dialogue, discuss issues of academic interest with supportive evidence and improve on our teaching methodology to benefit our students.

Any of these teachers is close to me at any given moment, for example if it is a season for drama, I am very close to the patron, the same for Music and Netball seasons. I am also close to the heads of departments, class teachers and house mistresses. I am also a member of a house within the school dormitory system, whereby staff are attached to different houses to support them and boost their morale in curricular and co-curricular activities."

Women among the Bukusu were regarded as leaders if they possessed technical knowledge in warfare and medicine. The headteacher could be compared to the great wife *Omukali Omunene* in the polygamous marriage. Other teachers could consult her on various issues of school administration and she could give wise counsel in accordance with her experience.

Table 4:6: Staff professional qualifications and the head-teachers' methods of disciplining students

PROFESSIONAL STAFF QUALIFICATION	CANING	MANUAL WORK	SUSPENSION	ANY OTHER	ROU TOTAL
SI	50.0 (2)	0.0 (0)	50.0 (2)	0.0 (0)	2.5 (4)
DIPLOMA	37.5 (24)	15.6 (10)	34.4 (22)	12.5 (8)	40.0 (64)
B. ED	48.1 (26)	11.1 (6)	27.8 (15)	13.0 (7)	33.8 (54)
B. SC/B. A.	40.0 (4)	20.0 (2)	40.0 (4)	0.0 (0)	6.3 (10)
M. A.	50.0 (1)	0.0 (0)	50.0 (1)	0.0 (0)	1.3 (2)
A. T. S.	41.7 (5)	16.7 (2)	41.7 (5)	0.0 (0)	7.5 (12)
OTHER	7.7 (1)	38.5 (5)	23.1 (3)	30.8 (4)	8.1 (13)
TOTAL	39.6 (63)	15.7 (25)	32.7 (52)	11.9 (19)	100.0 (159)

Missing observations 1

Note: Values in brackets, () are actual numbers.

The variables in Table 4:6 are staff professional qualifications and the headteachers' methods of disciplining students. The headteacher in consultation with the school board Governors and the Parents Teachers Associations has the final say in the discipline of the students. The staff were asked to identify at least one popular method used by the headteachers in enforcing discipline among the students.

According to the staff view, 39.6% of the headteachers use caning to discipline students, followed by suspension 32.7%. The staff who noted that caning was prevalent can be ranked according to their qualifications. It can be concluded that the professional staff viewed the headteachers as resorting to caning followed by suspension as the most common forms of punishment in Kakamega secondary schools.

The respondents were asked further to explain the reasons why the heads used such forms of punishment. There were 41.9% of the respondents who noted that caning was used by the headteachers because it was instant. There were 21.3% who indicated that suspension was resorted to as a way of punishment because parents of the affected students had to come to school to see the headteacher. Most students feared parents being involved in their discipline. Information on the student's family background is effectively used by the headteacher to help counsel the students. From the researcher's participant observation students were caned openly during morning assembly by the staff on duty, who did it on behalf of the headteacher. This habit was more prevalent in boys' schools than in girls' schools.

Discipline and punishment are inter-related in the school system. When students are well disciplined credit goes to the headteacher and the staff. The staff influence the headteacher to administer certain types of punishments to the students. Owen (1957) describes a school as an open system where there is the input and output relationship and its environment. The professional staff have a say in the methods to be adopted in disciplining the students. The headteacher cannot act alone.

Staff were asked further to mention the methods used by the heads in monitoring students' problems. Thirty percent of the respondents indicated that the headteachers use a chain of command; 28.1% suggested that class/house teacher meetings were used; listening to students (19.4%), guidance and counselling (8.8%), mingling with students

(7.5%); and any other methods (6.3%) were listed as some of the methods of monitoring students problems. According to traditional education the young boys were taught obedience, respect for the community norms during initiation of circumcision among the Abaluyia. The old women and aunties taught the Abaluyia girls, their role in the society which made them responsible wives.

According to Karagu (1983) headteachers with high academic qualifications had better interpersonal relation with their teachers than those who had lower qualifications. If the relationship between staff and the headteacher is healthy, staff will advise the headteacher during staff meetings and during informal consultations over tea-break as to the best ways of punishing students. Some headteachers however, assume to be competent in all matters of school administration and try to manage the institutions without the support, advice and counsel of the staff, some of whom are more competent and qualified than them. Some headteachers fear to consult staff lest they are considered as inefficient by their colleagues and so they manage schools and enforce discipline single-handedly. Consultancy was part and parcel of the traditional Abaluyia Society. Men consulted their wives on major family matters.

Table 4:7 How staff with responsibilities view the head-teachers' frequency of staff meetings

STAFF RESPONSIBILITIES	TERMLY	MONTHLY	AS NEED ARISES	NO RESPONSE	ROW TOTAL
DEPARTMENTAL HEAD	34.5 (30)	3.4 (3)	59.8 (52)	2.3 (2)	54.4 (87)
SUBJECT HEAD	85.7 (6)	0.0 (0)	14.3 (1)	0.0 (0)	4.4 (7)
CLUB PATRON	24.0 (6)	8.0 (2)	64.0 (16)	4.0 (1)	15.6 (25)
CLASS/HOUSE TEACHER	20.8 (5)	8.3 (2)	66.7 (16)	4.2 (1)	15.0 (24)
OTHER	35.3 (6)	5.9 (1)	47.1 (8)	11.8 (2)	10.6 (17)
TOTAL	33.1 (53)	5.0 (8)	58.1 (93)	3.8 (6)	100.0 (160)

Note: Values in brackets, () are actual numbers.

Table 4:7 staff with responsibilities are measured against the headteachers' frequency of staff meetings. In other words, they are assessing how far the headteachers consult teachers in the management of the school through staff meetings.

The school is also managed with the help of the departmental heads appointed by the Teachers Service Commission into various responsibilities through a formal interview, but subject heads, class and house teachers are appointed by the headteacher as indicated in table 4:7. The table shows that 58.1 % of the headteachers convene staff meetings as need arises, while 33.1% call staff meetings termly and 5% monthly. The majority of departmental heads ensure that staff meetings are called by the headteacher as the need arises to discuss various school issues. Club patrons and house/class teachers interact with students in co-curricular activities and in small units called dormitories and classes. Therefore, this category of staff are aware of the students' problems and can cause the headteacher to convene staff meetings to discuss urgent matters affecting the

school. If the departmental heads are very effective in handling students issues as per their assigned responsibilities, the number of staff meetings is usually minimized, giving the headteacher time to handle only major issues affecting the school.

On frequency of staff meetings one of the headteachers had the following to say:

" We have monthly staff meetings and one of the main agendas is to discuss students progress. We discuss about the general and specific overview of students performance in all classes. We discuss about those that are academically poor, average and good students. We even encourage remedial lessons and counselling for the students who are performing poorly. We have learnt from experience that social problems at home affect students performance, for instance, if the student comes from a broken family or parents are either chronically sick or deceased, her performance is likely to be adversely affected. We counsel such students through a very well established counselling department to enable them to cope with their problems, in order to cope with their studies. There are cases where the headteacher summons the parents of the student to school and counsels them, if it is detected that their relationship with their child is inhibiting the academic performance".

The staff were also asked to indicate the relationship between the departmental heads and the headteacher. The departmental heads (85.1 %) indicated good relation with the headteacher. The subject heads (80%) indicated good relation with their heads, while club patrons response was an excellent record of 91.7%, and, finally, class/house teachers response was 85%. On the whole headteachers in Kakamega maintain good working relations with their staff who hold different responsibilities for the smooth running of their institutions. Most staff who are usually assigned such responsibility are normally better qualified than their colleagues if they are to be leaders as heads of departments. Most headteachers assign graduates to head different departments rather than the diploma and SI teachers who are less qualified though some might have longer

experience in teaching compared to the graduates.

Table 4:8: The staff responsibilities and their views on the head-teachers' democracy

STAFF RESPONSIBILITIES	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROU TOTAL
DEPARTMENTAL HEAD	36.8 (32)	32.2 (28)	9.2 (8)	14.9 (13)	6.9 (6)	55 (87)
SUBJECT HEAD	16.7 (1)	16.7 (1)	33.3 (2)	33.3 (2)	0.0 (0)	3.8 (6)
CLUB PATRON	16.0 (4)	48.0 (12)	8.0 (2)	16.0 (4)	12.0 (3)	15.6 (25)
CLASS/HOUSE TEACHER	30.4 (7)	30.4 (7)	4.3 (1)	17.4 (4)	17.4 (4)	15.0 (23)
OTHER	11.8 (2)	29.4 (5)	17.6 (3)	17.6 (3)	23.5 (4)	10.6 (17)
TOTAL	29.1 (46)	33.5 (53)	10.1 (16)	16.5 (26)	10.8 (17)	100.0 (158)

Missing observations

2

Note: Values in brackets, () are actual numbers.

In the above table, staff who were assigned responsibilities in the school system assessed the democracy of their headteacher in the management of the school.

According to table 4:8, 62.6% of staff in responsible positions viewed their headteachers as democratic compared to 26.6% who disagreed. Democratic headteachers delegated responsibility to staff and prefects in the management of their schools. One of the most experienced senior female headteachers who had steered her school to one of the top girls school in Western Province for 17 years, stated the following regarding the prefect system in her school:

"The objective of the prefect system is to encourage leadership at its tender age. At form one students who have outstanding character and exhibit leadership ability are appointed to be prefects. During the school parades on Mondays and Fridays prefect on duty are allowed to give announcements and address the students on various issues in the presence of the staff and the headteacher regardless of whether they are form one's or fours".

The head teacher was asked if she had ever been a prefect in her lifetime

"Yes I was a prefect myself. In primary school I was a games prefect and during my secondary school I was a senior house prefect. The experience I gained as a student leader has enabled me to build up a supportive strong prefect system in my school".

These findings disagreed with Asunda (1983) who made a study on leadership behaviour and styles of secondary school headteachers in Nairobi and concluded that although heads of schools perceived themselves as very democratic, the teachers who worked with them perceived them as autocratic. The data on Kakamega secondary school staff shows that they regard their headteachers as democratic. In all these areas of administration it can be concluded that the professional qualification of the teaching staff influences the headteachers' management practices.

4:4 Hypothesis Three: The Staff experience affects the head-teachers' management practices.

H₀ The staff experience does not affect the headteachers' management practices.

In this third hypothesis the experience is the independent variable and management practices is the dependent variable. To test this hypothesis, the experience of the respondents who consist of the teaching staff will be looked into, based on the length of

the years they have been teaching in a particular school. It is assumed that teachers with long experience under their present headteacher or different headteachers are assigned heavy responsibilities by the head teachers to head different school departments. It is said that experience is the best teacher. The way these staff members view their headteachers depends also on the type of relationship between them which has been cultivated over the years. It is assumed that staff who are in their forties and late thirties have taught longer and are more experienced than those who are in their twenties. Different areas of staff leadership are looked into: Departmental heads, subject heads, club patrons and class and house teachers. (Tables 4:9)

Table 4:9: Staff age group and the head-teachers' assignment of school responsibilities

STAFF AGE GROUP	DEPARTMENTAL HEAD	SUBJECT HEAD	PATRON OF CLUB	CLASS/HOUSE TEACHER	NO RESPONSE	ROW TOTAL
20-29 YRS	42.6 (29)	1.5 (1)	19.1 (13)	25.0 (17)	11.8 (8)	46.6 (68)
30-39 YRS	64.5 (40)	8.1 (5)	14.5 (9)	11.3 (7)	1.6 (1)	42.5 (62)
40-49 YRS	80.0 (12)	6.7 (1)	6.7 (1)	0.0 (0)	6.7 (1)	10.3 (15)
50-59 YRS	100.0 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.7 (1)
TOTAL	56.2 (82)	4.8 (7)	15.8 (23)	16.5 (24)	6.8 (10)	100.0 (146)

Missing observations 14

Note: Values in brackets () are actual numbers

The staff who are assigned duties to head departments and clubs are regarded as heads in their own right acting on behalf of the headteacher.

Table 4:9, the variables are staff age as the independent variable and their assigned responsibilities as the dependent variables. The majority of the staff in the sample are in age group 20. Only 10.3% of secondary school teachers continue to teach up to age 40-49, and those who teach up to their retirement at age 50-59 are only 0.7%. The older the teacher the heavier the responsibility assigned to them. The table shows that 80% of staff who are 40-49 age group are made heads of department. This category of responsibility is recognized by the Teachers Service Commission and such teachers are promoted to lecturer grades with higher salaries. This is confirmed by Wagner (1970) that a general pre-requisite for obtaining leadership in the clan was advanced age which was socially marked by the institution of circumcision age grades.

Those whose age ranges from 30-39 are 64.5% and are assigned to departmental heads. Their age and experience helps them to use their experience in management of their departments. Probably due to frequent transfers and the search for greener pastures most headteachers are forced to appoint those in the age category of 20-29 to head some departments, 42.6% of the staff in this category in the sample are departmental heads. Table 4:9 also indicates that the young staff are made class or house teachers and some become club patrons. Some of them who are still young and unmarried have more time for the students. It can therefore be noted that the experience of the staff in terms of the age group helps the headteacher in assigning various responsibilities to the staff, thus experience in general influences management practices.

One of the headteachers was asked if the experience and tradition of having been an old girl of the school has been a blessing or a hindrance to her administration.

"It has been a challenge and a blessing to know that these girls sleep in the same dormitories, still eat in the same Dining Hall and learn in the same classes that I used as a student many years ago. I have been even challenged to influence the Board of Governors, Parents Teachers Association and the Community in general through Harambee to raise funds to improve these facilities for my students. I do not want them to suffer the way I did. I have also tried to improve the quality and quantity of the diet so that it is more nutritious than when I was a student.

As an old girl of the school there is also an emotional attachment to the school, I find myself working as I would work in my own home".

The finding agrees with Karagu (1983:VII) who carried out a study on the perceptions of headmasters and teachers pertaining to the role of the secondary school headmasters in Nairobi and Thika. The study concluded that headmasters with over ten years experience of classroom teaching reflected independent decision-making and that administration can no longer be seen as one man's job. This can be deduced to mean that the departmental heads help the headteacher to administer the school. The experience of the staff has an influence on management practices which in turn influences the headteacher in assigning school responsibilities to staff. If the various departments and clubs of the school are managed by the mature and experienced staff then the headteacher is bound to succeed as often experience is equated with expertise.

Although the headteacher plays the role of the headmaster/mistress, the staff are in turn assigned to different roles as heads of departments and subjects. These roles represent positions, offices or status within an institution. Linton (1926) shows an aspect of role by saying that an individual in society is assigned to status and occupies it in relation to other statuses. Role and status are quite inseparable. Each role is likely to carry certain prestige. The staff who hold certain responsibilities have a higher status than the rest. Some, like heads of departments have a smaller teaching load and in some cases offices are assigned to them.

Table 4:10: Staff age group and their views on the democracy of the head-teachers.

STAFF AGE GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROW TOTAL
20-29 YRS	23.0 (14)	36.1 (22)	36.1 (22)	3.3 (2)	1.6 (1)	40.7 (61)
30-39 YRS	23.6 (17)	38.9 (28)	20.8 (15)	8.3 (6)	8.3 (6)	48.9 (72)
40-49 YRS	73.3 (11)	6.7 (1)	20 (3)	0.0 (0)	0.0 (0)	10.0 (15)
50-59 YRS	50.0 (1)	0.0 (0)	50.0 (1)	0.0 (0)	0.0 (0)	1.3 (2)
TOTAL	28.7 (43)	34.0 (51)	27.3 (41)	5.3 (8)	4.7 (7)	100.0 (150)

Missing observations = 10

Note: Values in brackets () are actual numbers

The variables are staff age group and the headteachers democracy. The staff age constitutes the experience of the staff, the older the staff, the more experienced they are bound to be. Democratic heads are those who manage their institutions taking into account the views of staff, students, parents and boards of governors. They do not just dictate to the staff, neither are they authoritarian.

From the table 4:10, 80% of the older staff aged 40-49 years viewed their headteachers as being democratic, followed by 63% of age category 30-39 years and 59% of the young teachers aged 20-29 years. It can thus be deduced that the older the staff the more they view their headteachers as democratic. However, one person over the age of 50 years disagreed that headteachers can be democratic.

Table 4:11 Staff age group and their assessment of the head-teacher as an efficient administrator

STAFF AGE GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROW TOTAL
20-29 YRS	25.7 (18)	32.9 (23)	34.3 (24)	5.7 (4)	1.4 (1)	45.5 (70)
30-39 YRS	34.3 (23)	23.9 (16)	25.3 (17)	14.9 (10)	1.5 (1)	43.5 (70)
40-49 YRS	50 (8)	31.3 (5)	6.3 (1)	6.3 (1)	6.3 (1)	10.4 (16)
50-59 YRS	0.0 (0)	0.0 (0)	0.0 (0)	100.0 (1)	0.0 (0)	0.65 (1)
TOTAL	31.8 (49)	28.6 (44)	27.2 (42)	10.4 (16)	1.9 (3)	100.0 (154)

Missing observations 6

Note: Values in brackets () are actual numbers

Table 4:11, has two variables being examined, namely the staff age group and their regard of the headteacher's efficiency in administration. Taking into consideration the staff who strongly agree that their headteacher is an efficient administrator, it is clear that age group 40-49 years agree at 81.3% compared to 58.6% from 20-29 age group. The older staff rate their headteachers as efficient administrators. The assumption is that age goes with experience, and probably some of the staff having served under different heads in their teaching careers seem to rate the present headteachers in Kakamega as being efficient administrators. According to Filley (1977:2) management administration

involves among other things organizing and controlling. The performance of a school depends on other factors. One of the assistant Education Officers had the following to say:

"For a school to do well, the Parents Teachers Association, Board of Governors, the staff and the Community must Co-operate. The school must also be fully equipped with essential facilities laboratories, a well stocked library, textbooks, staff houses and boarding facilities."

To summarise findings on this hypothesis that the experienced staff have influence on the headteachers' management practices, it can be said that the experienced staff working in harmony with the headteachers can influence management a great deal. Headteachers draw upon such experienced staff in age and career to help them lead departments, clubs and subjects. The longer the staff stay under the administration of an efficient headteacher, the more they appreciate the latter's leadership than the young inexperienced staff. Most heads have to rely on older staff members to shoulder the senior posts in the school system like departmental heads. However, due to frequent transfers in search of greener pastures, some young and inexperienced staff are landed with heavy responsibilities as departmental heads. Finally, it can be noted that the older the staff the more they view the headteachers as democratic. Conversely, the younger staff view their headteachers as undemocratic.

4:5 Hypothesis Four: The marital status of a school head has an influence on staff.

H₀ The Marital status of a school head has no influence on the staff

The fourth hypothesis states that the marital status of the headteacher has an influence on the staff. In this hypothesis the marital status of the school head and how it affects the staff is measured indirectly by using staff as the independent variable and their attitude towards the married headteachers as the dependent variable.

Table 4:12 The gender of staff and those with a positive attitude towards married head-teachers.

STAFF GENDER	STRONGLY AGREE	AGREE	DON' T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	ROW TOTAL
MALE	54.2 (52)	33.3 (32)	9.4 (9)	2.1 (2)	1.0 (1)	0.0 (0)	60.0 (96)
FEMALE	46.9 (30)	28.1 (18)	18.8 (12)	0.0 (0)	1.6 (1)	4.7 (3)	40.0 (64)
TOTAL	51.3 (82)	31.3 (50)	13.1 (21)	1.3 (2)	1.3 (2)	1.9 (3)	100.0 (160)

Note: Values in brackets,0 are actual numbers

According to table 4:12 least 82.6% of the staff agree that they respond positively when their headteachers are married. Only a small percentage of 2.6% disagreed.

Married heads can be regarded as playing the role of parent within the school system. Traditionally nobody was made a leader among the Abaluyia until he got married. Mature and married headteachers are therefore looked upon as parents who can counsel younger staff in personal and professional matters. These findings support the role theory that a headteacher can play the role of a father, counsellor and parent within the school system and still remain a headteacher. The roles are defined in terms of role expectations. It is expected by staff that heads who are married are likely to be more

understanding and efficient in handling marital and other personal issues that affect the staff welfare and career.

According to Wagner(1979) as a wife grows among the Abaluyia and becomes the mother of adult sons and daughters her position improves. Her husband and other people no longer calls her *Omukali* (wife), but *Omukhaye* (old woman), a term which implies respect and social standing. Women of social standing are role models in society, they are imitated and regarded as leaders by the community.

One of the headteachers had the following to say:

"Good headship and excellent performance in school certificate examinations are correlated. Good headship is correlated with moral integrity of the headteacher. Students learn more by imitation, they tend to emulate such a headteacher. No wonder many men in Western Province used to marry only women who went through Bunyore girls because the majority became excellent cooks and submissive to their husbands, these were the basic components of successful and ideal wives during the olden days".

Table 4:13 The staff gender and their views on separated and divorced head-teachers.

STAFF GENDER	NOT RESPECTED	BAD IMAGE	HAVE SOCIAL PROBLEMS	ANY OTHER PROBLEMS	ROU TOTAL
MALE	25.0 (24)	28.1 (27)	25.0 (24)	21.9 (21)	60.0 (96)
FEMALE	40.6 (26)	23.4 (15)	12.5 (8)	23.4 (15)	40.0 (64)
TOTAL	31.3 (50)	26.3 (42)	20.0 (32)	22.5 (36)	100.0 (160)

Note: Values in brackets, { } are actual numbers.

Table 4:13 shows that the staff who noted their divorced and separated heads are not respected were 31.3%. Other teachers who noted that such heads are a bad image to the staff were 26.3%. Leaders who are exemplary are bound to be respected and they affect the staff positively. These findings agree with Were, who wrote about leadership and underdevelopment in Africa and noted that some leaders are corrupt and immoral, (Were 1983: 12-14). Gluckman (1966) disagrees with leaders who are immoral. He emphasized in his book, that positions of leadership carry high ideals, although he also noted that most leaders are men to whom it is human to err.

One of the headteachers observed that:

"Most missionary european headteachers had exemplary characters. This can be verified by the many old boys and girls that have named their children after such headteachers like La font, Hanningtone, Stafford etc. In my visit to the schools and by interacting with villages adjacent to schools, hardly anybody in the society wants to remember some of our notorious african headteachers by naming their children after them. Among the Abaluyia, children are usually named after exemplary characters, hoping that the child when grown up, will be able to emulate the good and admirable character traits of the person he is named after. The sorcerers witches, and other outcasts in society had nobody to inherit their names. People wanted them forgotten as soon as they died."

The key informants noted that some women headteachers have to go on maternity leave of three months unlike their male counterparts who have no paternal leave. While such women heads are on leave sometimes, the school is either mismanaged or well managed by their deputies, so that the staff and even students are likely to respond either negatively or positively according to the case when the headteacher resumes duty. However, some of the women heads are past the age of giving birth or have planned their families and so they are always available in their schools.

The issue of the morale of women heads in Kakamega district attracted the interest of key informants who observed that some of the women heads who frequent bars and are immoral have lost all respect and personal integrity. In fact such headteachers are absent most of the time from their schools. It was further suggested that women should avoid considering responsibilities like administration because they can break their homes.

In summary it looks like some women have had to choose between the challenging career of headship and the comforts of a stable marriage and home. Women holding such challenging responsibilities like school heads need some counselling and moral, spiritual and material support to be able to succeed in the home and career.

4:6 A Comparison of Teachers, Head-teachers and Officials Responses on Gender and Leadership in Kakamega Secondary Schools

4:6:1 Introduction

In this section the responses from the samples of the three population types namely: the teachers, headteachers and officials will be examined, based on the four hypotheses.

4:6:2 Hypothesis One: Gender determines the style of leadership

a). Teachers versus sex of official.

H, Gender determines the style of leadership.

H., Gender does not determine the style of leadership.

In this section the respondents who were teachers, officials and headteachers were asked to indicate their sex gender. In this case the style of leadership is determined by the gender of the teaching staff and the officials. Therefore gender is an important factor in school headship. Although 60% of the staff sample were male compared to 40% of staff being female, the sex ratio was used in selecting staff sample of 1/10th of staff which included both male and female staff.

In the final analysis each of the teaching staff by gender was given an equal and non equal chance of being represented in the sample. As for the headteachers the male heads were 50% of the sample. The views of both male and female staff including those

of headteachers represent the general views of the male and female teachers and headteachers in the population. The majority of the officials were males, 85% compared to 15% females.

b). The sex of teacher versus sex of headteacher.

H₀ Gender does not determine the style of leadership.

In this section the respondents were the teaching staff versus the headteachers who were asked to indicate their sex.

From participant observation the majority of the staff in girls' schools are females and in the boys schools, they are males. It is believed that for purposes of administration, men can handle boys' discipline problems better than female teachers, hence the employer tries to post more male teachers to boys schools. Similarly, there are more female teachers in girls schools than male staff because women are more capable of handling women's issues than men.

In the sample the headteachers of girls' schools and boys' schools were of equal number. All girls schools in the sample were headed by female staff and vice versa for the boys' schools. It can be noted that gender is a major factor in the school headship in Kakamega district. It is administratively accepted that only male heads can manage boys boarding schools and vice versa for girls boarding schools. This is due to the cultural and

socialization factors that have invaded the school system demarcating the headship on gender lines rather than on qualifications, experience and merit,

(c). The sex of the headteachers versus the officials

H₀. Gender does not determine the style of leadership.

In this section the officials and the headteachers were asked to indicate their sex. The male heads were 50% of the sample and the female heads constituted the remaining percentage. The officials could not be represented by sex, the majority in the officials sample were men, 85% compared to 15% female. Positions of field officers like the Provincial Education Officer, District Education Officer and Zonal Officer are mainly assigned to male teachers. Some token women are found down the ladder of Zonal Officer.

4:6:3 Hypotheses Two: The Staff Professional Qualifications Influence the Headteachers' Management Practices.

(a). The professional qualifications of head-teachers versus that of the officials.

H₀. The staff professional qualifications do not influence the headteachers management practices.

In this section the respondents who were the headteacher and officials were asked to indicate their professional qualifications.

The sample data indicated that 90% of the headteachers were graduates, although of these 15% were of A.T.S status. Another 5% were SI, and finally 5% did not indicate their status. Those who appoint heads into positions of leadership seem to rate the issue of professional qualifications uppermost in their consideration because the majority of the heads in Kakamega are graduates. The fact that graduates are appointed into most headship positions in Kakamega has certainly influenced management of the schools.

Officials who assessed the headteachers indicated their professional qualifications as follows: Graduates 55%; Diploma 20%, SI. 10%, any other 15%. In summary there are 55% graduates versus 45% who are not graduates. Most of these officials are expected to make important decisions in the field of education as officers and at the Teachers Service Commission and to the Ministry of Education on matters pertaining to headship of schools in their divisions. Most of them tend to make poor decisions for lack of wisdom and knowledge. It is said that little knowledge is dangerous. How can an SI assistant education officer supervise a graduate headteacher objectively? Most of these officials concentrate on primary schools and have very little to do with the secondary schools. Some of the officials concentrate on schools where the headteacher has the same or a lower educational status.

The staff who assessed the headteachers' indicated their professional qualifications as follows: Graduates 48.9%; Diploma 40%; SI, 3%; other 8.1%. From the data the

majority of the staff in boarding secondary schools in Kakamega are graduates followed by diploma holders. Therefore the fact that more staff are graduates can influence the headteachers' management practices because he can rely on their qualifications to help him in the administration of the school. The next category of staff are the diploma graduates who are less qualified than the majority of the headteachers and this in itself helps the heads to manage the schools without feeling inferior. Therefore the staff professional qualifications influence the headteachers' management practices.

(b). The Teachers versus the officials.

H. The staff professional qualifications do not influence the headteachers' management practices.

In this section the teaching staff and the officials indicated their professional qualifications. There are 55% of the officials who are graduates, the rest are of lower professional status. The staff who are graduates are 48.9%, the rest were of lower professional qualifications. This shows that 45% of the officials are not graduates, and are bound to feel inferior when supervising staff who are graduates. The majority of staff, 51.1 %, are not graduates; this affects the headteachers management because if staff lack higher skills, the teaching standards tend to be poor. From key informants there has been a general complaint that there are shortages of graduate teachers in Kakamega Secondary schools, especially in Science subjects, thus academic standards have been affected adversely. Most officials in Kakamega schools concentrate on primary schools,

they fear visiting secondary schools because most of them are less qualified than secondary school teachers and heads. Most of these officials were formerly primary school teachers who have attained the approved teacher status, which is an honorary degree and of an inferior status compared to the professionally earned awards.

(c). Staff/Officials Professional Qualifications and their regard of the headteacher as the most qualified staff member.

H. The staff professional qualifications do not influence the headteachers management practices

In this section the respondents who were professional staff members and officials were asked whether they regard their headteachers as the most qualified members of staff or not.

The professional qualifications of staff influences the headteacher's management practices. The responses were as follows. Those who disagreed were 43.1 %, those who agreed were 31.3% and those who did not know their headteachers' qualifications were 25%. From this it can be deduced that most staff rate their headteacher as less qualified than the majority of the staff members. This affects management because if headteachers are regarded by staff as less qualified this could lead to their being under-rated and lack of confidence.

The headteachers' professional qualifications indicate that the majority of the headteachers are graduates. But, the fact that staff rate them as less qualified could mitigate against their management of schools.

In summary it can be concluded that professional qualifications of staff influence management practices of the headteachers. Heads who are more highly educated than their staff members tend to be more confident and competent than those who are in possession of SI, Diploma or honourary degrees of A.T.S which are of no academic significance.

4:6:4 Hypotheses Three: The staff experience has an influence on the headteachers' management practices.

H. The experience of staff has no influence on the headteacher's management practices.

a) The professional designation of the headteacher versus the length of service as constituting better administration. The sample is drawn from the headteachers and the officials. The headteachers were asked to indicate their professional designations and the officials were asked to indicate whether the long serving headteachers are better administrators.

The headteacher is a member of staff and the experience gained as an administrator influences management practices. At least 55% of the officials agreed that

long serving headteachers are better administrators than inexperienced ones, compared to 35% who disagreed and 10% who gave no response. These officials come from the Ministry of Education, Teachers Service Commission, the Kenya National Union of Teachers and the District Education Officers. These officers visit the schools in the district on official duty.

The professional designation of the headteachers in the sample indicates that 50% of them are headteachers grade III, 35% are senior heads grade I, 10% are senior heads grade II, while 5% are not graded. Kakamega district has no Principal headteacher. The hierarchy of headship is based on experience, competence, academic qualifications and the size of the school in terms of staff and student population. If a headteacher has failed to manage a one-streamed school, how can he be expected to manage a large school with six streams?

Most heads in Kakamega are in the lower calibre of heads and no wonder academic performance has been poor since their management is wanting. If such heads were good and competent managers of their schools, surely they could have earned themselves promotion to grade II or I headteacher. Schools in Kakamega that performed well among the top hundred in Kenya are either managed by a senior head I or a head teacher grade II. Some Headteachers in the district have forever been retarded in one grade, and this was evident from key informants and participant-observation. Such schools hardly excel in national examinations, neither do they qualify students for the

national university entrance.

Professionally, those heads in the higher hierarchy earn better salaries and manage larger schools compared to grade II heads. Some of these heads have earned grades I and II status through all sorts of channels such as merit, academic interview, corruption, brothernization and favouritism. Some heads became senior heads only on paper but not on real merit. Hence they mess up school after school. Nowadays leadership in Kenyan secondary schools is rarely based on merit, experience, and academic qualifications,

b). The number of years teaching staff have been in a school compared with their views of the administration of the long serving headteachers.

H₀. To experience of staff has no influence on the headteacher's management practices.

The officials were asked to indicate if the long serving headteachers are better administrators, 75% agreed, compared to 15%, who disagreed and 10% who gave no response. The staff were asked for how long they had been teaching in their particular school at the time of responding to the questionnaire. At least 64.4% of the staff have taught in the same school for between 1 and 4 years; those who had taught for 5 to 8 years were 25% and finally those who had taught for over 8 years in the same school were only 10%.

Because of the frequent transfers of staff by the employer and possibly due to other factors staff do not stay long enough in any one school to be able to influence the headteacher's management practices. The staff also do not serve long enough under any particular headteacher to be able to make a justified assessment. The staff turn-over in Kakamega district is quite high; and this is bound to have a bad effect on students' performance and on the administration of the headteacher.

4:6:5 Hypothesis Four: The Marital Status of a head has an influence on the staff

a). The marital status of teachers' versus officials.

H. The marital status of a headteacher has no influence on the staff.

From the key informants, headteachers who are married are bound to be more respected by the staff and obeyed in matters of school administration. Such headteachers command respect from the entire school community. The majority of the officials were married. People tend to trust and have confidence in married headteachers if they are appointed to lead various institutions of learning.

b) The marital status of a school headteacher has an influence on the management of school affairs.

H. The marital status of a school head has no influence on the management of the staff affairs.

The majority of the staff 82.6%, are married compared to 90%, of the married headteachers. If both headteachers and staff are married they tend to handle students maturely like parents, thus affecting the management of the schools. Society respects married leaders more than single ones.

c) The marital status of the teaching staff, officials and headteachers

H. The marital status of a school head has no influence on the management of staff affairs.

This is confirmed by the fact the majority of the headteachers 90% are married, the same could be said of the officials. The fact that the majority of the leaders are married means that they are likely to handle staff affairs maturely.

Some of the key informants noted that few men would like their wives to be headteachers because quite a number of them have separated or divorced since they became headteachers. Women in such positions tend to behave like men as indicated in fig 2:2 of this thesis. Such women also socialise with men than fellow women and this has wrecked marriages for some of them. But some women headteachers have managed to strike a balance between their marriage, family responsibilities and headship, thus earning much respect and admiration from parents, students, staff and society in general.

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CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter is intended to give an overview of the research findings and to make recommendations for action and for further areas of research. The target of the recommendations are the Teachers Service Commission, the Ministry of Education, institutions dealing with gender issues, and women. The others are non-governmental organizations like AAWORD and the Universities where courses in administration, education, gender issues, leadership and cultural studies are taken. The chapter provides guidelines and suggestions on how to strengthen women leaders especially during this era of women's struggle for equality and representation in decision-making organs of the country.

5:2 Summary of Research Findings.

The findings reveal that gender determines the style of leadership. In school leadership one needs support from the teaching staff. The teachers prefer men headteachers because they have been culturally socialized to accept men headteachers to be more rational and conscientious than their female counterparts. The women's style of leadership tends to be irrational and emotionally charged. Women headteachers should be sensitized to improve their style of leadership.

The men headteachers tend to be more trustworthy in dealing with confidential matters than women headteachers. The women in leadership positions should be helped to be above gender weaknesses of being relegated by society as gossips. The research findings revealed that men headteachers are more efficient in the administration of their schools than women heads. The women face constraints of family and home responsibilities; this double role reduces their efficiency. The men were rated to be better decision-makers than their women counterparts. The men have been socialized to make decisions from childhood and to hold top positions in the nation compared to the women folk. Men heads tend to be more project-oriented than their women counterparts; men socialize in bars and public places to raise funds whilst women are demoralized if they frequent some public places like bars.

Education officials in Kakamega district, namely, the provincial education officer and the district education officer are men. Almost the entire field officers in the district are men with only one or two token women. These men folk determine the style of leadership because they manage the school using their masculine influence. In fact, the women have no meaningful say in the management of these schools because the Board of Governors are dominated by men who usually hold positions of chairmanship even in purely girl's schools.

The majority of the teaching staff prefer to render service under the men headteachers; only a small fraction of teachers prefer to be under women heads. This

could probably be attributed to the cultural socialization that men are better leaders than women. The officials of education in the district regard the men to be better initiators of projects than their female counterparts. Whatever projects women accomplish in these schools are attributed to male sponsors or politicians. The social organization of the Luyia community in Kakamega appears to influence the management practices of women headteachers in schools. In the Luyia community women do not build houses and which is a men's domain. However this influence does not permeate through the whole society as women heads are known to hire labour to perform these tasks. It is still a man's world in Kakamega district; both men and women teachers find it difficult to respond positively to women's leadership in schools and probably other fora.

Most of the staff in Kakamega Secondary Boarding Schools are professionally qualified either as graduates or diploma and SI status. The majority of headteachers are also graduates. The headteachers manage their schools through the staff who have a say in the management and administration of the school, especially on matters pertaining to the discipline of students. Most of the headteachers use caning as a method of disciplining erring students because it is instant. The second most common form of punishment is suspensions which involve, the parents of the student. However, only the headteachers are allowed to suspend a student from school for two weeks pending the decision of the board of governors. The staff can only administer caning as a form of punishment. The headteachers administer the school through the heads of different subject departments who allocate subject loads to the staff, administer examinations

within the departments, supervise syllabus coverage, schemes of work and other matters. In an efficiently managed school departmental heads help the headteacher to administer the school so that staff meetings are only convened to handle major issues. Most of the departmental heads are in good working relation with headteachers. They viewed their headteachers as democratic probably because of the freedom most of them have been given to administer their departments in consultation with the headteachers.

School administration requires systematic and thorough supervision from the headteacher and the provincial education office. Although most of the headteachers and half the staff in Kakamega district are graduates, the education officials who are expected to supervise them are mostly of Diploma and SI status. Those who happen to be graduates are of approved status and have never been to University. This state of affairs makes most of the officials concentrate their visits and supervision to primary schools where the majority of the headteachers are PI, SI or Diploma. The academic inferiority complex hinders some of the officials from supervising graduate headteachers and staff in secondary schools. The headteachers tend to assign responsibility to mature and competent staff. The research revealed that the older teachers are assigned heavy responsibilities to head different departments. But due to a high rate of staff mobility in Kakamega district younger teachers are sometimes assigned the responsibility to head departments and clubs and to become class teachers. School administration cannot be one man's job, the staff have to help according to their experience and expertise. Such older staff members viewed their head teachers as being democratic and efficient

administrators.

Experience whether from the teaching staff or the headteachers themselves can influence school management a great deal. The long serving headteachers tend to be better administrators of their schools. At least half of the headteachers in Kakamega district are of low calibre; they are graded from grade three downwards. The other half of the headteachers constitute grade two status with only a few senior heads as grade one. The headteachers in Kakamega district are demoralized because they are not promoted to higher grades of headship as their counterparts in Nairobi and Kiambu schools which have several Principal headteachers. The criteria for promoting heads to such key positions is not yet clear. If such headteachers are not motivated by promotion one wonders how they can steer their institutions into higher academic achievements.

The respondents from officials in the district agreed that the long serving headteachers are better administrators probably because they have learnt from experience. The staff who have taught in the same school for over eight years are only 10%.

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In the past the Abaluyia were never led by unmarried people. Initiation rituals marked a transition from childhood to adulthood followed by marriage. Women and men were expected to get married and raise families. The society expects the headteachers to be married in order to handle the staff, parents, society and student affairs with confidence. The society in general expects the headteacher to be a model of good work

and to portray moral integrity. If the headteacher is divorced or separated he/she is bound to be regarded as a bad image to the staff, students, parents and the community in general. The position of leadership carries high ideals. Since the society expects marriage to be the norm, it tends to be positive towards married headteachers. The parents have confidence in married headteachers because they tend to portray a good image to their sons and daughters, unlike some single immoral heads who are a bad example.

The staff noted that the divorced and separated headteachers are a disgrace to the staff, students and the society in general who view them as failures culturally. Among the Luyia society if a man or a woman cannot manage his home, he/she cannot manage other people nor institutions like schools. No wonder some of the institutions headed by divorced, separated and immoral headteachers are producing staff and students of bad character. Nevertheless, the current cultural expectations are not true that divorced women leaders cannot succeed, particularly if the circumstances surrounding their separation or divorce are not of their own choosing.

5:3 Policy Recommendations

1. To promote women's participation in decision making at policy formulation and implementation level so as to have women taking responsibility in directing their destiny. This can be done by widening the scope of women's responsibilities by

appointing women into Senior posts as vice-chancellors, posts as Provincial Education Officers, Ministers and other public sectors.

2. To sensitize and educate women to support and encourage their fellow women leaders, especially those who have spearheaded change. It is generally accepted that women constitute a key national resource whose ideas, creative solutions and concern for the cohesiveness of the social fabric can help change the quality of life and society at large. After all it is said that if you educate a woman you educate society. This can be done through seminars, mass media, and in-service courses. Women's acceptability of themselves and each other as leaders can be done at national and grassroots levels. Women in leadership positions should be trained and encouraged to practise professional ethics and to observe the Secrets Act so that they do not gossip about confidential issues.
3. Women's workload in the homes to be eased through appropriate technology and environmental conservation measures. Day care centres should be set up in towns and in places of work for the dual career women. Both men and women to be entitled to maternity and paternity leave to ensure that their offsprings are taken care of properly before both parents resume duty. At the moment in Kenya only women can take maternity leave.

4. To encourage more women's participation in top echelons of power, secondary school boards, companies and other influential institutions where the women's representation is extremely low. This can start at grassroots level by appointing women as chiefs, Assistant Chiefs, Provincial Education Officers, District Education Officers and Chairmen of School Boards of Governors especially in predominantly girls' schools. To socialize women to discard old traditions and myths that hinder their development. Women in general are socialized for subordination and marginal section in society. Most of the women lack confidence in their ability to execute public leadership roles. Both men and women should be encouraged to discard the deep-rooted traditional beliefs about subordination of women in society and accord women in top public decision-making positions the respect and co-operation they require to be effective.
5. Training programmes should be created to conscientize and sensitize the Kenyan society at large about the linkage between gender, equity, development and democracy.
6. To encourage women to pioneer into careers that are male dominated like building, engineering, piloting and others. This can be done by encouraging women to take science subjects and to shun the cultural activities that makes these careers men's domain.

7. The Teachers Service Commission should avoid frequent and haphazard transfers of the staff and headteachers. Teachers and heads should be encouraged to stay in their institutions for at least eight years to ensure school traditions are maintained and to see at least two sets of candidates through the secondary school cycle.
8. To establish a code of conduct for school heads, students, and staff. The vetting system in the code should include the marital status and moral integrity.

5:4 Areas for Further Research

Due to the financial and time constraint the researcher was not in a position to cover the entire question of leadership among women in Kakamega secondary schools. The following are suggestions for further research.

1. The students', parents' and community's perception of school leadership in Kakamega district and other districts of Kenya.
2. Terms governing the appointment and remuneration of secondary school headteachers and senior education officers in the national and provincial education offices.

3. The headteacher and the financial management of school funds in Kenyan secondary schools.
4. The factors governing the appointment and promotion of the teaching staff in Kenyan secondary schools to professional grades like lecturer, senior lecturer and principal lecturer.
5. To conduct baseline surveys for women in school leadership positions to ensure that appropriate programmes are formulated and implemented for them to improve their performance.

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APPENDIX I: SAMPLE FOR QUESTIONNAIRE SCHEDULE FOR THE
TEACHING STAFF IN SECONDARY SCHOOLS IN
KAKAMEGA DISTRICT

TOPIC: Leadership in Kakamega Secondary Schools. A focus on women Headteachers.

Instructions: This questionnaire is designed to collect data on Leadership in Kakamega Secondary Schools. There is no true headship without the support from the teaching staff. By filling this questionnaire you will be assessing your headteacher. Please do not write your name or that of your school or headteachers anywhere on this questionnaire. All responses will be treated with strict confidentiality. For each of the following questions, please Tick in the provided space in the answers which best describes your opinions.

PART I DEMOGRAPHIC DATA

for computer
use only

1. Your sex: Male Female

[col 7-

2. How old are you_____years

[col 8-

3. Marital status Single _ Married

Widowed_____Separated/
Divorced_

[col 9-

4. Do you have any children?
Yes No

[col 10-

5. Highest professional qualification

SI_____Diploma_____B/Ed

B.Sc/BA M.A G.A.T

[col 11-

PART II BACKGROUND INFORMATION ABOUT YOURSELF

for computer
use only

6. Your professional designation as a teacher

Deputy head_____Lecturer,

Assistant lecturer_____Senior lecturer_____ [col 12-

Any other specify.

7. What other responsibilities do you hold in this school?

(1) [col 13-

(2) icol 14-

(3) [col 15-

8. For how long have you been teaching in this school? Years.

[col 16

PART III HEAD-STAFF RELATIONSHIP

for computer
use only

9. How often does your headteacher call for staff meetings in this school?

Termly_____Monthly.

As need arises:_____Any other specify_____ [col 17-

10. How would you describe the present relationship between staff and the headteacher?

Very good_____Good.

Not good_____Uncertain_____ [col 18-

11. Our school excels in co-curricular activities

Yes_____No_____ [col 19-

If yes give reasons;

(1)_____ [col 20-

(2)_____ [col 21

(3)_____ [col 22

If no briefly explain why?

(1)_____ [col 23

(2)_____ [col 24

(3)_____ [col 25

12. I prefer to teach under:

Male heads_____Female heads_____Both_____ [col 26

Explain why you have such a preference

(1)_____ [col 27

(2)_____ [col 28

(3)_____ [col 29

13. My headteachers' sex is:

Male _____ Female_____ [col 30-

14. My headteacher listens to the views of the
staff.

Yes_____No_____ [col 31-

15. My headteacher listens more to the views of
male teachers than those of female teachers

Yes_____No_____ [col 32-

Briefly justify your answer

(1)_____ [col 33-

(2)_____ [col 34-

(3)_____ [col 35-

for computer
use only

16. Do you think the sex of a head affects overall
performance of his/her duties from your observations?

Yes_____No_____Any other_____ [col 36-

17. If yes explain why the above is so.

(1)_____ [col 37-

(2)_____ [col 38-

(3)_____ [col 39-

18. How strongly do you agree or disagree with each of the following statements.

Tick in the appropriate space

		Strongly Agree	Agree	Don't know Neutral	Disagree	Strongly Disagree	
a.	The teaching staff have a positive attitude towards married headteachers in the school						[col 40-
b.	Divorced and separated teachers are not respected by staff						[col 41-
c.	Our Headteacher is democratic (flexible in dealing with issues, seeks staff opinion)						[col 42-
d.	Our Headteacher is conservative (not flexible in handling issues)						[col 43-
e.	Our Headteacher is very suspicious (i.e suspects teachers to be undermining her leadership)						Ccol 44-
f.	The relationship between head and staff is satisfactory						[col 45-
g.	Our headteacher keeps staff issues confidential						Ccol 46-
h.	Our headteacher is an organised administrator						[col 47-
i.	Our headteacher has initiated at least two projects in this school						[col 48-
j.	Our headteacher is a good decision maker						[col 49-
k.	Our headteacher is the most qualified member of staff						Ccol 50-
l.	Our headteacher is time-tabled to teach						tcol 51-

PART IV STAFF VIEWS ABOUT THE HEADSHIP OF THE SCHOOL

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19. How long do you prefer each head to stay
in one school before being transferred to

another school?_____years

[col 52

Give brief reasons for your choice of years

(1)

[col 53-

(2)

[col 54-

(3)

[col 55-

20. How strongly do you agree with each of the following statements

Tick in the appropriate space

		Strongly Agree	Agree	Don' t know Neutral	Disagree	Strongly Disagree	
a.	Our headteacher is one of the best teachers on the staff						[col 56-
b.	Staff views in this school are ignored						[col 57-
c.	Our Headteacher socializes with the staff						[col 58-

PART V HEAD-STUDENT RELATIONSHIP

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21. Our headteacher enforces discipline to students using the following methods:

(1).

[col 59-

(2).

Briefly give reasons as to why this particular form of punishment is mostly used in your school

(1)

[col 60-

(2)

[col 61-

(3)

[col 62-

22. How does your headteacher counsel students?

(1)

[col 63-

(2)

[col 64-

(3)

[col 65-

23. Has there been a strike in this school since the present headteacher has been here?

Yes_____No.

[col 66-

If yes explain the cause(s)

(1)

[col 67-

(2)

[col 68-

(3)

[col 69-

How was it solved

[col 70-

APPENDIX VII: SAMPLE FOR QUESTIONNAIRE FOR THE
HEADTEACHERS IN KAKAMEGA DISTRICT

TOPIC: Leadership in Kakamega Secondary Schools,
A focus on women headteachers.

INSTRUCTIONS

This questionnaire is designed to collect data on leadership in Kakamega secondary schools. You are requested to respond to all questions as instructed. Please do not write your name or that of your school or headteacher anywhere on this questionnaire. All responses will be treated with strict confidentiality. For each of the following questions, please tick in the provided space which best describes your opinion.

PART I DEMOGRAPHIC DATA

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1. Your sex_____Male_____Female_____ [col 7-
2. How old are you_____Years [col 8-
3. Marital status
Single_____Married_____Widowed
Separated/Divorced_____Any other specify_____ [col 9-
4. Do you have any children?
Yes_____No_____ [col 10-
5. Highest professional qualification
SI_____Diploma_____B.Ed.,
B.Sc./B.A_____M.A/MSc.
G.A.T (Graduate Approved Teacher)
Any other_____ [col 11-

PART II BACKGROUND INFORMATION ABOUT YOURSELF

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6. Your grade as Head

Principal Headmaster Senior H/M grade I _

Senior H/M Grade II Headmaster

Other specify [col 12-

7. How did you get appointed as Head?

Interview_____Nominated by B.O.G

Both interview and nominations

Any other specify [col 13-

8. State at least two other jobs outside the
teaching profession that you hold or have
had in the past

(1) [col 14-

(2) [col 15-

(3) [col 16-

(4) [col 17-

9. Indicate two methods you use most in the
administration of your school

(D- [col 18-

(2). [col 19-

10. a. Have you attended any course organized
by Kenya Education Staff Institute (KESI)?

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Yes_____No_____ [col 20-

b. If yes briefly comment on how the course
benefited you

(1) [col 21-

(2) [col 22-

(3) [col 23-

c. List some of the shortcomings of the
course if any

(1) [col 24-

(2) [col 25-

(3) [col 26-

11. Have you ever been used as a resource person
to train newly appointed heads of secondary
schools

Yes_____No_____ [col 27-

[col 29-

12. a. List two main projects you have initiated
in this school since you became head?

(1) [col 28-

(2)

b. Did you complete them?

Yes No [col 30-

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c. If no, briefly explain why

(1) _____ [col 31-

(2) _____ [col 32-

(3) _____ [col 33-

How strongly do you agree or disagree with each of the following statements.
Tick in the appropriate space

	Strongly Agree	Agree	Don't know Neutral	Disagree	Strongly Disagree	
The staff prefer their own tribesmen to someone from another tribe to head the school						[col 34-
I always feel that my suggestions are not taken seriously during educational meetings						tcol 35-
As a headteacher I am overworked						[col 36-
As a headteacher I take home some work almost every night						Icol 37-
As a headteacher in this school I am timetabled to teach						[col 38-
As headteacher I utilize the professionally qualified staff to administer the school						[col 39-
As a headteacher I rely on experienced staff to administer the school						[col 40-

PART III HEAD-STAFF RELATIONSHIP

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14. How do you as headteacher support co-curricular activities?

Financially_____Physically.
Morally_____Any other specify

[col 41-

15. List at least two main methods you use as head of the institution to supervise staff for effective teaching

(1)

[col 42-

(2)

[col 43-

16. a. What group of people do you prefer to head?

Women_____Men_____Both

[col 44-

- b. Which ever answer you have given briefly give reasons to support your choice.

(1)

[col 45-

(2)

[col 46-

(3)

[col 47-

17. a. Do you regard the views of the staff more than those of the students when there is a problem in your school?

Yes_____No.

[col 48-

- b. If yes briefly explain why?

(1)

[col 49-

(2)

[col 50-

(3)

[col 51-

c. If no, why?

(1) _____[col 52-

(2) _____[col 53-

(3) _____[col 54-

What disciplinary methods do you employ in your school?

Written warning_____Verbal warning_____ [col 55-

Salary deduction_____Any other specify_____ [col 56-

How often do you have staff meetings in your
School? Tick the one common to your institution.

Termly_____Monthly.

As need arises_____Any other specify_____ [col 57-

My teachers perform their duties conscientiously.

Strongly Agree_____Agree_____Neutral_____ [col 58-

Disagree_____Strongly disagree_____ [col 59-

PART IV INFORMATION ABOUT MY SCHOOL

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use only

21. Prefects in my school are selected by one of the following methods

Nominated by staff

Nominated by H/M

Democratically elected by students

Any other specify_____ [col 60-

22. How often do you meet the headprefect?

Monthly_____Daily.

Once a week_____As need arises

Any other specify_____ [col 61-

23. Tick two most common privileges enjoyed by your prefects

Special trips/outings

Long sleeved blouses/shirts_____ [col 62-

Special tea at 10 o'clock or 4 o'clock

Exempted from manual work_____ [col 63-

Sleep in cubicles

Awarded gifts at the end of the year

Any other specify

24. What was the position of your school in 1990 K.C.S.E.?

[col 64-

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25. Do you consider this a good performance?
If yes what factors do you think contributed
to such good performance?

(1) [col 65-

(2) [col 66-

(3) [col 67-

If no, what factors do you think contributed
to such poor performance?

(1) [col 68-

(2) [col 69-

(3) [col 70-

26. What two methods does the headteacher use in
enforcing discipline to students?

(1) [col 71-

(2) [col 72-

Briefly give reasons as to why this particular
form of punishment is mostly used in your
school.

(1) [col 73-

(2) [col 74-

(3) [col 75-

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27. What methods help you most to monitor the students problems as head of this institution?

(1)

(2)

(3) _____[col 76-

(4)

Give reasons as to why you prefer such methods.

(1) _____[col 77-

(2) _____[col 78-

(3) _____[col 79-

28. Has there been a strike in this school since you became the headteacher?

Yes _____No _____[col 80-

If yes what were the causes?

(1) _____[col 81-

(2) _____[col 82-

(3) _____[col 83-

How was it solved?

(1) _____[col 84-

(2) _____[col 85-

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The marital status of a school head has a great
influence on the morals of the students

Strongly Agree_____Neutral_____Disagree.

Strongly Disagree.

[col 86-

Depending on whatever answer you have given can
you briefly justify it below?

(1)

[col 87-

(2)

[col 88-

(3)

[col 89-

APPENDIX VIII: SAMPLE FOR QUESTIONNAIRE SCHEDULE FOR
MINISTRY OF EDUCATION OFFICIALS

K.N.U.T., T.S.C. THE SPONSORS, P.E.O's & D.E.O's

IN KAKAMEGA DISTRICT

TOPIC: Leadership in Kakamega Secondary Schools.
A focus on the women headteachers.

INSTRUCTIONS: This questionnaire is designed to analyze leadership in Kakamega Secondary Schools. You are requested to respond to all questions as instructed. Please do not sign your name. All responses will be treated with strict confidentiality. For each of the following questions, tick in the provided space which best describes your opinion.

PART I DEMOGRAPHIC DATA.

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1. Sex: Male_____Female_____ [col 7-
2. How old are you_____Years. [col 8-
3. Marital Status:
Single_____Married.
Widowed_____Separated/divorced_____ [col 9-
4. Do you have any children? Yes_____No_____ [col 10-
5. Indicate your highest professional qualification: [col 11-
S1_____Diploma_____B. Ed,
B.Sc./BA_____M.Sc./MA._____G.A.T.,
Any other_____

PART II GENERAL INFORMATION

6. Specify your educational status by ticking in the appropriate space on the left. [col 12-
(1) Ministry official
(2) T.S.C. official
(3) The Sponsor
(4) The chief
(5) The P.E.O's office
(6) The D.E.o's office
(7) Other Specify
7. In your opinion which sex (gender) of heads is most efficient in initiating structure i.e. (buildings project) in Kakamega District?
(1) Headmasters
(2) Headmistresses
(3) Both Headmaster & Headmistresses_____ [col 13-
(4) Not Sure
(5) Any other
8. Generally good results in Kenya Certificate of Secondary Education in Kakamega District are obtained from schools headed by:-
(1) Headmasters
(2) Headmistresses
(3) Both Headmaster & Headmistresses_____ [col 14-
(4) Not Sure
(5) Any other
9. Which category of schools have most discipline problems?
(1) Schools headed by males
(2) Schools headed by females
(3) Schools headed both males & females_____ [col 15-
(4) Not sure
10. Schools where women are heads are well managed administratively?
(1) Yes
(2) No
(3) Not sure_____ [col 16-
(4) Any other

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11. Schools where men are heads are well managed administratively?
(1) Yes
(2) No
(3) Not sure _____ [col 17-
(4) Any other _____

12. Women heads tend to concentrate on neatness of the school compound (like planting flowers etc.) than men heads.

(1) Yes _____ [col 18-
(2) No _____

If yes explain why

- (1) _____ [col 19-
(2) _____ [col 20-
(3) _____ [col 21-

If no briefly comment

- (1) _____ [col 22-
(2) _____ [col 23-
(3) _____ [col 24-

13. In your opinion, what three constraints do female heads in Kakamega District face?
(1) _____ [col 25-
(2) _____ [col 26-
(3) _____ [col 27-

What are the main solutions to such problems?

- (1) _____ [col 28-
(2) _____ [col 29-
(3) _____ [col 30-

14. What three main constraints do male heads in Kakamega District face?
(1) _____ [col 31-
(2) _____ [col 32-

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(3) _____ [col 33-

What are the main solutions to such problems?

(1) _____ [col 34-

(2) _____ [col 35-

(3) _____ [col 36-

List three main problems that heads of secondary
schools face in Kakamega District.

(1) _____ [col 37-

(2) _____ [col 38-

(3) _____ [col 39-

How strongly do you agree or disagree with each
of the following statements? Tick in the

	Strongly Agree	Agree	Don't know Neutral	Disagree	Strongly Disagree	
The qualification of staff influences the headteachers' administrat ion						(col 40-
The experience of staff influences the headteachers actnistration						tc col 41-
The staff has more respect for married headteachers than single ones.						[col 42-

Comment briefly on any other issue the researcher
has not highlighted regarding secondary school
headship in Kakamega District.

(1) _____ [col 43-

(2) _____ [col 44-

(3) _____ [col 45-