

**FACTORS INFLUENCING FEMALE TEACHERS ASCEND TO HEADSHIP
POSITION IN PUBLIC PRIMARY SCHOOLS IN LOITOKITOK DISTRICT,
KAJIADO COUNTY, KENYA**

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Degree of Master of Education in Educational Administration**

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DECLARATION

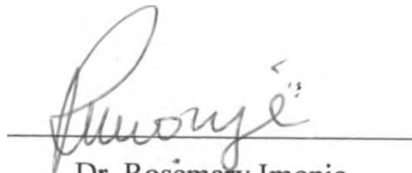
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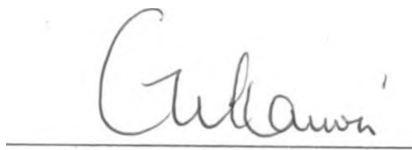


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DEDICATION

This work is dedicated to my church; the universal Catholic Church, the entire Kondara family, my dear Brother Alfred, my late dad Shikoni and my mum Regina whose support encouragement and inspiration has enabled me to be what I am today.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
CWU	Common Wealth University
DC	District Commissioner
DEO	District Education Officer
EO	Educational Officer
HR	Human resource
ILO	International Labour Organization
KSSHA	Kenya Secondary School Heads Association
MOEST	Ministry of Education Science and Technology
SPSS	Statistical Packages for Social Scientist
TSC	Teacher Service Commission
UN	United Nations
WEEA	Women Education Equality Act

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ABSTRACT

The purpose of the study was to investigate the factors influencing female teachers to headship position in public primary schools in Loitokitok District, Kajiado County, Kenya. The objective was to assess social cultural beliefs and practices and their influence on female teachers to headship position, examine Ministry of Education policy on promotion to headship and how it impact on female teachers in taking up headship position, investigate the attitude female teachers have towards headship roles, and determine how community perception on female head teachers affect female teachers participation in the headship of public primary schools in the district. The study was based on the great man's theory of leadership which suggests that the capacity for leadership is an in born; that great leaders are born not made.

The study adopted a descriptive survey design. The population included all the eighty schools in the district. A sample of 1 DEO, 3 AEOs, 20 headteachers and 80 teachers was selected using stratified random sampling technique. Questionnaire tools were adopted to collect the data. Pearson's correlation coefficient was used to test the reliability of the tools. A questionnaire return rate of 97% was achieved which was deemed very good for data analysis. Data was analyzed using the Statistical Package for Social Scientists (SPSS) version 17.0.

The study found out that female teachers did not seek promotions positions out of the fear of being posted away from their homes, that marital obligations hindered female teachers from seeking headship positions, that academic qualification was an important issue for one to be considered for promotion, and that the surrounding community perceived that women's place was on domestic chores.

The study recommended that TSC should reinforce teachers' promotions procedures in the district. That the Ministry of Education encourages more female teachers to apply for promotions to headship positions and that the Ministry of Education provides housing for headteachers. Further studies was suggested to be conducted on whether the gender of the headteacher in the district affected performance in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Headship and leadership can sometimes be used interchangeably and anybody involved in this process is called a leader. Yulkil (1998, as cited in Munene, 2005) observed that the definitions of leadership are as many as the Scholars involved in its research. This study takes great cognizance of the fact that leadership is an influential position and the fact that modeling is important at the critical age of career choice of student in schools, then it invites concern for women leadership of schools. Participation of women in headship of school will enable female teachers model for the girls. Susan (2003 as cited in Munene, 2005), pointed out in her article "Female Teachers Head of Schools" that only female teachers can serve as a role model to female students. Involving women in decision making positions particularly in schools, gives female teachers opportunity to address issues that affect female educational needs.

In his contribution to the concept of leadership; Mbithi (1974) pointed out that, leadership has to do with the exclusion of those policies and decisions which help to direct the activities of an organization towards the achievement of its specified aims. He interprets leadership in four ways namely Leadership as a set of functions; leadership as a shared relationship; leadership as a personality gift; leadership as a social process. According to Gerald (2004, as cited in Songobu, 2008), leadership entails actual behavior and attitude towards oneself, others and strongly influenced by cultural factors.

The role of the primary school head teacher like many other people in managerial and leadership position is relatively ambiguous (Less, 1989 in Cole, 2000).

It is true that few people apply for the post and this in part reflect the pay and condition as well as the stress of headship (Ian, 1989). This drawback has impacted in all gender but mostly in female. In America, (Women Education Equality Act [WEEA] 1974), was enacted in order to develop alternative educational environment to achieve gender equality. Wiener(1974, as quoted in Momany, 2003) observed that ,there is still a large disparity in the number of men and women who are head teachers in America in favors of men and that women have increased in this headship position so slowly despite women accounting for 70% of teachers in America. Many factors have been found in play on these issues especially in higher management levels.

Chisholm (2005) observed that in many African countries teaching profession is considered to be a woman's career. As a result they are well represented statistically as opposed to other professions like engineering and science based careers. According to Chisholm (2005) in an article 'Gender and Leadership' in South Africa observed that women dominated education profession in South Africa but not its leadership. Women have been considered fit for lower positions like dealing with the discipline of girls and handling social duties in the institution (Byrne, 1978). This is a common challenge facing all women in all cultures.

According to the fourth UN Women Conference, all countries were empowered to be committed in ensuring that women are allowed higher occupation and other

opportunity which will make them equally productive and informed like their male counterpart (Bagdad conference 1985). There is no inherent intellectual capacity difference between men and women. The brain is the same. Therefore women's intelligence can only be utilized by granting female teachers access to headship position (Munene 2005).

In Kenya the new constitution gives women more opportunity to participate effectively in decision making nationally and in the devolved governance structures. Affirming the governments commitments to the Nairobi decade, the president stated that in the spirit of the aspiration of the Africa Union on gender equality, Kenya has joined other members in ratifying the African charter on human and peoples right. President Kibaki called upon African government to consider empowering women through increased participate in decision making at all levels of leadership(state house,2010)It was noted that between the year 1997 and 2003, approximately 41.5% of the teachers in the country were female teachers and 58.5% were male teachers (Elda, George & Moses 2006).This is a clear indication that both male teachers and female teachers need to be represented equitably in the headship of schools. This create an impression that the ratio of male head teacher to that of female head teacher should go hand in hand with total number of female teachers and that of male teachers. This is not the case in Kenya given the case of some district in the country as evidenced in table 1 and 2.

Equal participation of male and female teachers in headship of schools will enhance appropriate role models for all genders. The importance of involving both genders equally in the headship of schools is to give female teachers opportunity in decision

making position especially on areas that affect female educational needs. It was pointed out in an article, "Female Teacher Head of Schools" that only female teachers can serve as role models to female students. This findings was as a result of the combination of power and influence clearly wielded by female head teachers combined with caring mother image, they could project making them attractive role models particularly to female students. Kibera (1993) states that education qualification and training is part of the solution towards increasing work opportunity and placement to leadership. Therefore women must gain certain qualification if they are to acquire leadership position in schools. The Koech report which recommended evenly promotion and deployment of female teachers throughout the country has no base despite the high enrolment of female teachers trainees for a four year period between 2004-2008 as shown in table 1.1,

Table 1.1. Teachers Trainees enrolment by gender and type 2004-2008

Type of institution	2004		2005		2006		2007		2008	
	M	F	M	F	M	F	M	F	M	F
Public pry. Tr P1	8380	9238	8540	8864	8790	8923	8822	9024	8735	8310
Private pry tr. P1	1117	1213	1340	1456	1474	1586	1524	1599	1672	1702
TOTAL	9497	10451	9880	10320	10264	10509	10346	10623	10407	10012

Source: EMIS, Ministry of Education

1.2 Statement of the problem

There is a tremendous increase in numbers of schools in Loitokitok district from the last ten years. This has gone hand in hand with increase of number of teachers both male and female. Out of 304 female teachers in the district only 7 have been promoted to headship position for over four decades. Currently there are 80 public primary schools in the district. This clearly create an impression in student that male teachers are in control and female teachers are naturally subordinate. The leadership establishment distribution in table 2 verify this fact.

Table 1.2: Staff leadership establishment

Year	Number of schools	Number of Head teacher		Number of Deputy Head teacher.		Total number of teachers
		Male	Female	Male	Female	Total
2005	45	44	1	45	1	496
2006	48	47	1	46	2	548
2007	50	49	1	48	2	548
2008	54	53	1	53	2	560
2009	62	60	2	60	2	602
2010	68	65	3	63	5	642
2011	73	69	5	68	5	687
2012	80	73	7	72	8	697

Source: DEO Loitokitok Provisional data.

This scenario shows that the female head teachers in the district form only 8.75%, and male teachers form 91.25%. This kind of imbalance has an adverse effect to female students who eye the female teachers as their role models since this is the only profession where they see women represented in a good number. The table 2 above is an evidence that if you compare the total number of women head teachers to that of male head teachers their ratio is so disproportionate. Therefore if this issue will not be given the attention that it deserve, the opportunity that would have been available for the female students to advances in leadership in future might become foreclosed due to lack of role model. This in the long run will make it difficult not only for the district but for the whole country to achieve equality in national development.

The fact that over 90% of the primary schools in the district were headed by male head teachers disadvantaged the girl child and the vision of being the leader of tomorrow. One expected even better representation of female heads in mixed schools to model for girls in these institutions and make them feel that they are as capable as boys when it comes to leadership. It's against these backdrops that the researchers feel that an investigation into the factors influencing female teachers to headship position should be carried in the whole district to come up with solutions and recommendation.

1.3 The objectives of the study

The study was guided by the following objectives:

- i. To assess social cultural beliefs and practices and their influence on female teachers to headship position in public primary school in Loitokitok.

- ii. To examine Ministry of Education policy on promotion to headship and how it impact on female teachers in taking up headship position in public primary school.
- iii. To investigate the attitude female teachers have towards headship roles in public primary schools in Loitokitok
- iv. To determine how community perception on female head teachers affect female teachers participation in the headship of public primary schools in Loitokitok.

1.4 Research questions

- i. To what extent do social cultural beliefs and practices impact on female teachers' promotion to headship of public primary school in Loitokitok?
- ii. To what extent do the ministry of education policies and practices on promotion contribute to low participation of female teachers in public primary school in Loitokitok?
- iii. To what extent do female teachers attitude towards headship roles influence their participation?
- iv. To what extent do community perceptions influence on female teachers in headship of public primary school in Loitokitok district?
- v. To what extent do female teachers in headship roles influence by challenges they are facing in headship of public primary school in Loitokitok?

1.5 Significance of the study

The Millennium Development Goal (MDG) on elimination of gender disparity and the government policy on elimination of gender imbalance are geared towards addressing

gender bias throughout the society (Republic of Kenya 2002). The researcher hoped that the study would be important to policy implementers and decision makers on the need to re-examine their attitude and practices with regards to promotion of head teachers and gender balance in Loitokitok district. The researcher hoped that the study would enable female teachers to break through the glass ceiling in their minds and emotions in order to realize their potentials as leaders. It is hoped that the study would be important in that it seeks to access the challenges faced by female teachers in headship roles and make necessary recommendations to the district education officer and any other relevant body. The findings of the research would be used in sensitizing the community on the changing dynamics of gender role, brought about by formal education and technology in the contemporary world.

1.6 Limitation of the study

The researcher depended on provisional records, personal experience of individuals like human resource officers and the district education officers who are always on transit because sufficient data trend on promotion of teachers particularly in the district is hardly available. Loitokitok district is a rural area which is considered underdeveloped and therefore the study may not be generalized to areas with different geographical and social cultural differences. Gathering information from TSC on head teacher's promotion trend would be even limited by the bureaucracy involved and time factor.

1.7 Delimitations of the study

The study delimited itself to public primary schools in Loitokitok district. The district consisted of six divisions with seventy nine primary schools and a total of four hundred and forty teachers. Of the six divisions only four were under study due to the vastness of the district. The study was conducted in selected public primary schools leaving out private schools because their management approach is different. The education officers included to the study were selected purposively from the selected divisions. Teachers were selected from 20% of the target population.

1.8 The assumption of the study

- i. All those sampled for the study gave true and accurate information.
- ii. All responses received from teachers, head teachers and educational officers was the reflection of their attitude.
- iii. All the schools under study had long experienced female teachers in the staff.
- iv. Culture played a major role on issues of female headship of schools.

1.9 Organization of the study

This study was organized in five chapters. Chapter one consisted of background of the study, the statement of the problem, purpose of the study, limitation of the study, Delimitation of the study, assumption of the study, definition of the significant terms and the organization of the study. Chapter two dealt with literature review, theoretical concept and conceptual frame work. Chapter three entailed research methodology under the following sub-area: research design, target population, sample size and

sampling procedure, research instrument; validity and reliability of the instrument, data collection procedure and data analysis techniques. Chapter four dealt with analysis, presentation and interpretation. Chapter five I dealt with the summary of the study, conclusion and recommendation.

1.10 Operational Definition of significant terms

Gender refers to socially determined power relations, roles, responsibilities and entitlements for men and women, boys and girls.

Glass ceiling refers to those imagined or felt boundaries that kept women from fulfilling their potentials as leaders.

Leader someone who occupies a position in a group, influences others according to role expectations of the positions, co-ordinates and directs the group in achieving its goal.

Gender discrimination refers to an equal treatment to individual or groups based on their gender that results into reduced access to or control of resources or opportunity.

Gender-role refers to the associated classification of duties and responsibilities as either feminine or masculine.

Gender balance/equality refers to equal treatment of women and men boys and girls so that they can enjoy the benefit of development including equal access to and control of opportunity and resources.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter dealt with the review of the previous studies related to the topic under study focusing on social cultural factors, Ministry of Education Policy on promotion, female teachers' attitude towards headship roles, community perception and challenges faced by female teachers. Reviewing related literature in the study gives the researcher an opportunity to identify research designs and instruments that have been proved effective in investigating the problem under study.

2.2 Social-cultural factors affecting female teachers

According to Songobu (2008), the culture of a society provides the framework within which its members must operate and the standard to which they must conform. This includes values, ideologies and image which forms much of the context in which the socialization process shapes occupational and family life (Mutahi, (2006 in Songobu (2008). For centuries African women have gone with cultural prescription where they have come to believe that their lives were to be managed by commands of culture. The fear of breaking taboos silence women into a state where they accepted without questions.

This early conditioning is crucial to latter occupational decisions as witnessed in the promotion of female teachers to head ship. Mutahi (2006) observed that, when a baby boy was born among the Kikuyu, women made five ululation and four for a baby girl. Therefore this idea of women not participating in leadership position goes back to the

early traditional society where there existed difference in treatment and attitude towards boys and girl, men and women. As children grew up they were socialized into the acceptance of gender roles, rights and responsibilities (Songobu, 2008). The introduction of western education was a blow to the African education since it removed the cultural boundaries that separate boys and girls in most aspect of life. The education equipped both boys and girls with common skill; knowledge and attitudes that enabled them survive equally in the society. In this contexts the two genders receive and share common role; formal education. Gender stereotyping in educational leadership results in exclusion of women from leadership positions.

Cole (2004) states that, many nations, Great Britain included have introduced legislation to prevent unfair treatment against women in work place. Apart from bringing change the legislation will serve as influence to male attitude towards the role of women at work. The Association for the Development of Education in Africa [ADEA], 1993) identified a number of interrelated factors that contribute to the low representation of female teachers in leadership position in the teaching profession. This includes negative cultural values and practice leading to non acceptance of women as educational leaders by men and women colleagues. The 1994 World Survey on the role of women in development identifies factors that lead to women's poor representation at the decision making position level. This report further noted that women's choices tend to be determined by gender ascribed roles that limited their access to potential career post. Evert (1994) said that gender stereotype deriving from division of labour come to constitute normative beliefs to which people tend to

conform or are forced to conform. These cultural forces of sex-role stereotyping result in double blindness of women in management position. Most society emphasizes the women's role as wives, mothers, and homemakers. In this respect education for women tend to be geared towards these assumptions about woman's role.

The Association of Common Wealth Universities [CWU], (2002) in addressing the status of women in Eastern African University pointed out that the general picture was that females were underrepresented in the senior management position in all the Universities. They failed to point that these scenario cut across all levels of education, primary schools included. In addition, the report found out that most of these institutions lacked or paid no attention to the gender policy. The main reason when followed goes back to the cultural factor which has had effect in organizational cultures. The same problem shared down to the lower level, it's reported that those charge with the promotion of the head teachers in the primary schools did not pay attention to the gender policy. A study made by Sogobu (2008) on women participation in management of Secondary school in Makueni noted that both male and female teachers find it difficult to respond positively to women leadership in schools due to their socialization.

2.3 Ministry of Education policy on promotion of teachers

Existing policies on promotions as per the ministry are very clear to every department and government bodies. Okech (1997) while discussing appointment and demotion of head teachers noted that, school leadership and administration is a job that requires knowledge and skills in education and the art of organization management. The employing agency (T.S.C), places a high premium on experience as a classroom teacher. Currently a person to be appointed as a head teacher must have served as a deputy head teacher for a period not less than three years. Sogobu (2008) further noted that academic background has an influence on leadership behaviors citing the example of graduate secondary school head teachers being rated higher than the non-graduates and approved teacher II / Ordinary Diploma qualify as a head teacher in the primary school.

Sogobu (2008) observed that women missed out in decision making position not because they do not meet the overall criteria for the job which drive the selection process but because men managers imagine women will not fit in the management structure. Essene (2006, as cited in Jumbe ,1998) observed that many talented female scientists are not given chance to contribute to their design and development of new technologies appropriate to their needs and so they hardly adopt the newly introduced technologies. Jabir (2003, as quoted in Essene, (2006) concurs with this when he illustrated lack of clear policy on women representation in an analysis of the number of women in responsible position in two institution of higher learning in Kenya. Looking at this rationally, women leaders are missing out in the higher levels, because

in the lower level they are not there in the first place. The study then intends to reveal the reasons why the promotion path is in favor of male teachers particularly in the primary section despite the clear policy and government directives where qualification and experience remain a constant factor to male and female teachers.

2.4 Female teachers attitudes towards headship roles

Human brain is a powerful resource, which when fully exploited becomes useful not only to the individual but also to the society at large. The resources sought for here is the female brain, which in this perspective goes unexploited. Almost all African tradition preconditioned women to believe that they are inferior to men through socialization. In most cultures, girls are brought up as meek, inferior and not capable of handling tough situations, (Jumbe 1998). These made women in totality feel that, the exercise of power is equivalent to acceptable male behavior and thus feminine power is by definition, powerless. The inferior status women find themselves in has made it difficult for them to improve even as they join profession like teaching since they were convinced of their limited potentials and the social expectation of the tradition. Powell (1981) said that a positive self concept is an important factor in a woman's career aspect. Positive self image is therefore a strong element to female teachers if they have to compete at the same level with men on leadership in educational institutions. Al-Khalifa (1992) put across an argument that low or limiting self-esteem may have its roots in early socialization hence the attitude.

A study made by Sogobu 2008 on women participation in management of secondary school in Makueni District noted that women face two types of barriers to promotion

in management. These are internal and external barriers. The attempt to integrate a variety of roles in a way that is compatible with an internalized image of an ideal feminine life as defined by culture can be fraught with conflict. This therefore gave the female teacher a feeling of inferiority especially on issues that men were equally involved. Onyango (2003) concur with this when he noted that women always perceived themselves inferior to men and for them to succeed they usually wait for a consent and support of men. Majority of women feel that qualities associated with strength and powers are not consistence with traditional feminine virtues. For this reason they keep off this position to avoid contradictions though emphasis in schools has been on a "Masculine" culture of aggressiveness, physical presence, self-advancement and stereotype career models. Female teachers should strive to change their attitudes towards leadership since they have great potentials that needs to be exploited.

In a study on women and development in Kenya, Were (1991) noted that, schools headed by women teachers are better organized and more stable than those headed by male teachers. Women are likely to take a sympathetic team approach to management and they may end up being more effective bosses than men who have been conditioned and socialized to be rigid and power hungry (Adeen, 1985). If this information finds its way to public domain and female teachers access this information, it might turn to be a landmark in their attitude towards headship position. Women need to come out of cultural cocoons in this error of formal education. Female teachers in this error of gender equity and quality need to go beyond cultural ideologies and aspire for their professional rights like headship of schools.

2.5 Community perception of female teachers participation to the leadership of primary schools

A community has a role to play as far as the leadership of schools is concerned. This role range from development to security and these is a collective responsibility for all its members. Traditionally it's a norm for women to stay away from expressing their feelings in a group comprising men and women. The society takes women to lack leadership stamina thus they are perceived to be soft and yielding. They shy away from hard decision and are not capable of withstanding pressure, (Kinaki, 1998). With this attitude community spare women with the hassle of leadership and resist to the appointment of female teachers to headship. The few who have yielded to their appointment have done so reluctantly. In her study on gender and leadership in South Africa, Chisholm(2001) ,explains that each woman interviewed during her study had a narrative of the struggle to have her authority accepted once appointed to her position as a school head. Invariably this revolves around a challenge to her competence and ability to exercise strong leadership role.

A study carried out in Zimbabwe by Dorsey (1989, as cited by Owing, 2003) found that 48% of men view the primary role of women as that of wife and mother. Only 28% of the women shared this view. The study also noted that a husband's career took precedence over the wife's, be it in the choice of promotion, transfer, further training or even short causes. Bird (1979), analyzed the "Dual career" of women and observed that the difficulties that women encountered, was maintaining dual roles, that is combining the work of family life with full commitment to the paid teaching work not

to mention administrative roles. The combination of the professional and family roles is viewed negatively in this sense. This trend has manifested so much in the primary schools where female teachers have not been considered capable of handling decision making posts as well as the family roles. If the community has confidence in headmistress of girls school, then female teachers headship, should not be limited to girls school alone in the primary but to mixed school too.

2.6 Challenges faced by female leaders in headship roles

Women leaders faced a myriad of problems and obstacles. These challenges range from culture, work structure, male prejudices, attitude and male dominance. The concept of leadership can be influenced by decisions made at both individual and cultural levels (Gerald 2004). The attitude towards the role of women as homemakers and/or career people vary from one society to another. Some societies emphasize the woman's role as wife, mother and homemakers. These attitudes are generally based against women taking on anything other than low level work. This is something that has been socially determined and will make women lag behind men and well out of proportion not only in the higher level management but even in middle levels (Cole, 2001). School as an institutional organization experience the same challenges. The female Head teachers are viewed from the cultural perspectives even when they take up their roles. According to Cole (2001), most of research conducted on sex difference at work indicate that, there are few important differences between the performance of sexes especially in situations where they are able to compete on equal basis. Where sheer physical strength is involved, men are invariably found superior to women. However occasions when purely physical strength is called for in work environment

are rare hence these difference are scarcely relevant. Several challenges have been found to be generally the obstacle in female leaders. They include social attitude, conflict of combining work with family; traditional structuring of work, assumption of many male managers that women are not interested in promotion due to the responsibilities that come with it and the dominance of male values in organization cultures. In the face of such obstacles woman have to find coping strategies. This is what made Flounders (1994) came up with the conclusion that, women are far more likely than men to require a job which allows them flexibility.

Cole (2001) observed that women are verbally superior to men but the communication style of women using disclaimer adopt at work are devalued. He further comment that verbal styles associated with women's speech are devalued more in women than in men. Women who use disclaimer are seen less intelligent and less knowledgeable than men who do use them. This kind of evidence indicate the deeply ingrained male dominance of the work environment. This is a reflection of organizational culture, where leadership culture of work has been established by men for men. (Cole, 2001). This turn out to be a major challenge in the teaching profession as female teachers in leadership encounter similar prejudice.

Marshall (1993) on a topic, Women and Organization Culture made a comment that: "I see male and female values as qualities to which both sexes have access... women and men are, then, both the same and different". Marshall's comment looked critically means that men and women differ in what they value. She further noted that women value interdependence, cooperation, receptivity merging acceptance, emotional tone

initiation and synthesizing. Men on the other hand value self assertion, separation, control, competition focused perception, rationality, clarity, discrimination and activity. She argues that the society has given predominance to male values. This has lead to the assumption that when they are perceived as different to men, women are considered to be inferior. In the issue of women and leadership, Eagly and Johnson (1990), drew the conclusion that, women leadership is more democratic or participative in style compared with men who prefer autocratic or directive style. Ironically the democratic approach to leadership is the one most favored by modern management gurus, most of whom are men (Cole, 2001).

2.7 Summary of related literature

In summary this section of the chapter has considered the promotion of female teacher to leadership position in relation to: social cultural practices and beliefs, government policies, female teachers' attitude and community perception. Much of the related literature reviewed in other parts address the issue of women participation in secondary school administration and management and a bit of women management of Education and Higher education Institution of learning. All literature reviewed tried to show under presentation of women in leadership and particularly in education management as a result of lack of professional qualification and training in management courses and marital status. This has come out very clearly in secondary and post secondary institutions. None of the literature reviewed have shown a concern over the plight of female teachers promotion to headship position in the primary schools.

The gap to be filled in this study is that although education qualification is a key factor to any leadership role cultural ideologies takes precedence in all the factors. This study thus attempts to fill this gap in its objectives. A profound gap emerging from the literature review is the continuous discouragement that women have faced in taking up headship roles culminating from cultural ideologies. The state laws which profess equal rights for the sexes seem to be silent on gender discrimination, giving customary and cultural ideologies overrule. This indicates a clear lack of effective interpretation and implementation of laws. Munene (2005), in the introduction of reports that there is a feeling of lack of legal frame work to ensure women rights of leadership are respected and security protected from cultural influence. It is clear in the literature review that female teachers are under representation in headship of primary school in Loitokitok constitute an issue of social cultural hence the study will attempt to found out the extent to which culture influence female headship of school in Loitokitok district. Confronting these the problem a powerful camera of a teacher, head teacher and education officers will be employed.

2.8 Theoretical framework

The Great Man Theory of leadership

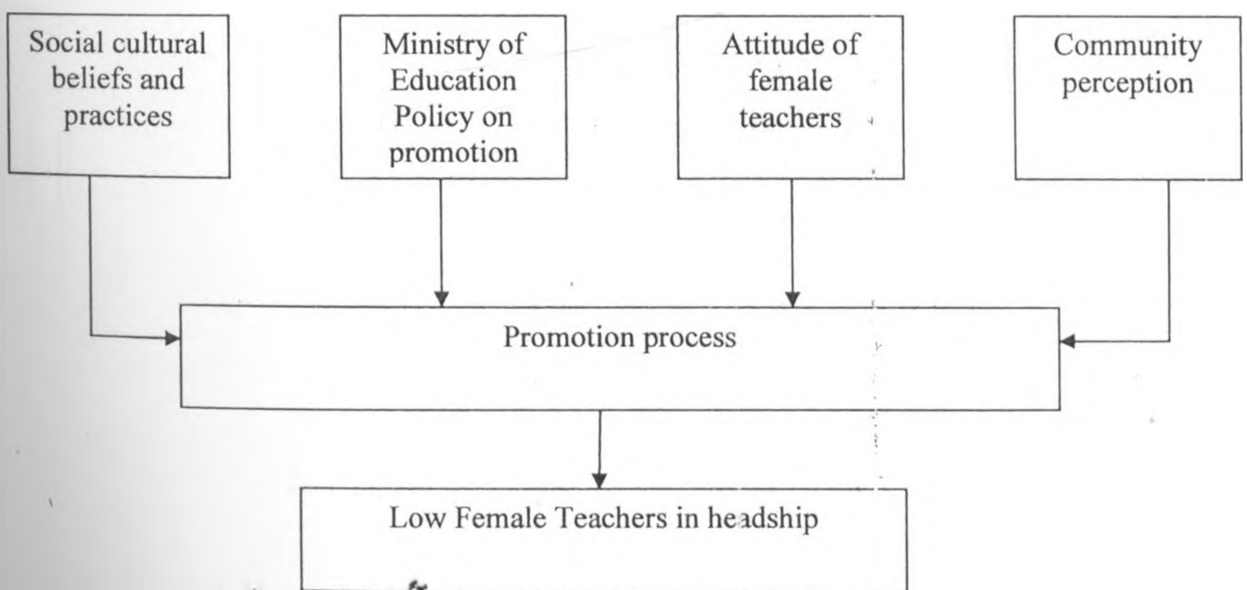
“Great leaders are born, not made.” This Quote sums up the basic tenant of the great man’s theory of leadership which suggest that the capacity for leadership is in born; that great leaders are born not made. This theory often portrays great leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because at the time leadership was thought primarily as a male quality in terms of

military leadership. The great man theory of leadership became popular during the 19th century. The mythology behind some of the world's most famous leaders such as Abraham Lincoln, Julius Caesar, and Mahatma Gandhi helped to contribute to the notion that leaders are born, not made. Historian Thomas Carlyle, 19th century, also had a major influence on this theory of leadership at one point stating that "The history of the world is but the biography of great men." According to Carlyle, effective leaders are those gifted with divine inspiration and the right characteristics. Some of the earliest research on leadership looked at people who were already successful leaders. These individuals often included aristocratic rulers who achieved their position through birth rights. Because people of lesser social status had fewer opportunities to practice and achieve leadership roles, it contributed to the idea that leadership is an inherent ability. Even today, people often describe prominent leaders as having that inherent characteristic that makes these people effective leaders.

In this case, the great man theory tries to explain the male dominance in leadership positions and the subsequent rare opportunity for female leadership. Even the term "Great Man" primarily gave women no room to be vocal as this was thought to be a male quality. This theory based their proposition on looking at people who were already successful leaders and who achieved their positions through birthright like the aristocratic rulers since people of the lesser social status had fewer opportunities to practice and achieve leadership roles, it became obvious and contributed to the idea that leadership is an inherent ability. Traditionally, many societies place women as subordinate to their menfolk. As such, men assumed the leadership position. Their

success in these role made them being sample at the expense of their female folk who the society place them in lesser social status with fewer opportunities to practice and achieve leadership role. This has contributed to the many ideas that women are weak, they have no leadership qualities, no confidence and not capable of making rational decision. Cultural tradition is often used as a euphuisms for the continued under presentation of female teachers in the headship position. The women themselves, the community perception strongly sees female teachers not capable of heading institution. As a result the male counter part finds their way to headship with less obstacles hence their dominance. Its high time female teachers find an escape from this male dominance within the boundaries defined by cultural and exploit their leadership abilities and capabilities 'leaders are born not made.'

2.9 Conceptual framework: Promotion of female teachers to headship



Source: A framework as conceptualized by the Researcher.

The low representation of female teachers in headship position in the primary schools in Loitokitok District is attributed to a number of factors. This model tries to explain the process of female teacher ascending to headship position. The promotion process is influenced by four factors namely socio-cultural beliefs and practices, Ministry of education policies, attitude of female teachers themselves and community perception. Aspects of cultural subordination of women has greatly affected all the moves by women coming out of their cocoons. This process riddled with this barriers results to low female representation to headship of primary schools in Lotokitok District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter looked into the research method that the researcher employed to conduct, analyze and present the data. The study was organized under the following sub-section; Research design, target population, sample size and sampling procedure, research instrument, data collection procedures and data analysis techniques.

3.2 Research design

Orodho (2004) defined research design as a scheme, or plan that is used to generate answers to the research problem. The study adopted a descriptive survey to determine factors influencing female teachers promotion to headship of primary schools in Loitokitok district. A survey allowed for a large amount of data to be collected about peoples attitude, opinion and perception on issues of concern to the study, (Orodho 2009). The design enabled the researcher to generalize the results to the target population of the study. The research was qualitative and quantitative in nature. The researcher used questionnaires and the sample was drawn from Loitokitok district public primary schools and DEOs office.

3.3 Target population

The study targeted all the 80 primary schools in the district. The district is administratively structured in to three divisions. In education administration, the district is headed by one DEO, who is assisted by three AEOs who are responsible for

the divisions each. The district has a total 80 headteachers and 697 teachers across the schools.

3.4 Sample size and sampling procedures

Stratified random sampling technique was adopted for the study where the population was segmented into four strata namely DEO, AEOs, head teachers and teachers. Due to low numbers represented by the population of the first two strata, all the members of the two strata were selected for the study. A sample of 25 percent of the third strata and 10 percent of the fourth strata was also selected. The sampling was as summarized in table 3.1

Table 3.1
Sampling of respondents

Strata	Population	Sampling
DEO	1	1
AEOs	3	3
Headteachers	80	20
Teachers	697	80
Total	781	104

Out of a total population of 781 respondents, a sample of 104 respondents was arrived at which was made up of 1 DEO, 3 AEOs, 20 head teachers and 80 teachers. The sample size of the teachers was adjusted upwards from 70 respondents (3.2 teachers per school) to 80 teachers (4 teachers per school) for reasons of rounding of to the nearest whole numbers. To guard against biases the study ensured that all the divisions got an equal number of respondents where the head teacher and four teachers were

interviewed in each school. To guard against gender bias, two male teachers and two female teachers were selected in each school.

3.5 Research instruments

The researcher used a questionnaire in gathering of data. A questionnaire is a carefully designed instrument for collecting data from people (Kasomo 2007). The researcher developed questionnaires for the teachers, the head teachers, D.E.O & A.E.O. All questionnaires had two sections; section one for demographic data and section two for questions touching on the objectives of the study. The nature of the questionnaire was structured close-ended and open-ended. Open-ended questionnaires were included for the purpose of recommendation and any other information that may have been overlooked.

3.6 Validity

According to Borg and Hall (1989) validity is the degree to which a test measured what it purported to measure. Borg and Hall (1989) note that content validity is used to examine whether the instruments answer the research questions. The researcher had the research instruments appraised by the project supervisors who were also lecturers at the Department of Education Administration and Planning at the University of Nairobi. To determine the validity of the instrument in this study, a pilot study was conducted in one school with one headteacher and five teachers. The school which was chosen for the pilot study was also included in the final study.

3.7 Reliability of the instruments

Mugenda and Mugenda (2003) defined reliability as a measure of the degree to which research instruments yield consistent result or data after repeated trials. To test the reliability of the instrument, split half method of reliability was used during the study. This involves randomly splitting the instrument into halves, one containing odd numbers and the other even numbers (Nachimias and Nachimias, 1996). The scores were computed and correlated by use of Statistical Package for Social Scientists (SPSS) computer program. The Pearson's correlation co-efficient was obtained as 0.88 for headteachers, and 0.83 for teachers indicating a high degree of stability. According to Mugenda (2003), a coefficient of 0.7 to 1.0 is considered reliable.

3.6 Data collection procedures

A research permit to conduct the study was sought from the National Council of Science and Technology and was presented to the headteachers of the participating schools. The headteachers and teachers involved in the study were briefed on the purpose of the study. The researcher delivered the questionnaires to the respondents in the sampled schools and later picked them on the agreed date and time. The researcher also paid the District Education Officer a courtesy call to build a rapport and in the process informed him of the intended study in his District.

3.7 Data Analysis techniques

Data analysis is the process of bringing order and meaning to raw data collected (Best & Kahn 2004). Data analysis started with checking raw data from the closed-ended

items on the four categories of questionnaires to establish accuracy, usefulness and completeness.

For ease of analysis the data were then coded and entered into the computer by use of the SPSS program. Descriptive statistics of frequencies and percentages were used to summarize the data. Data from the open-ended items in all the categories of questionnaires were read thoroughly and recorded for qualitative data analysis (Orodho 2009). Themes and categories for all types of questionnaires were generated using the SPSS computer program. The data were then evaluated and analyzed for usefulness in answering research questions and also for report writing.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presented the analysis and findings of the study. It provides general information on factors influencing female teachers to headship position in public primary schools in Loitokitok District, Kajiado County, Kenya

4.2 Questionnaire return rate

A total of 104 questionnaires were distributed to one DEO, three AEOs, 20 head teachers and 80 teachers out of which 101 questionnaires were returned giving a response rate of 100% for the DEO, 100% for AEOs, 95% for the headteachers and 98% for the teachers. The overall response rate was 97 % which was deemed sufficient for data analysis. The respondents were quite cooperative and the data collected was taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection. The returned questionnaires were coded, cleaned and analysed using Statistical Package for Social Sciences (SPSS) and Microsoft's Excel and data presented using tables.

4.3 Demographic information

The study enquired about the demographic information of the headteachers, and teachers in terms of their gender, experience, and duration in their profession. To determine the distribution, the headteachers, their deputies and heads of department were asked to indicate their gender. Their responses were as shown in Table. 4.1, 4.2 and 4.3.

Table 4.1**Distribution of respondent by gender**

	DEO		AEO		Headteacher		Teacher	
Male	1	100%	2	67%	11	58%	40	51%
Female	0	0%	1	33%	8	42%	38	49%
Total	1	100%	3	100%	19	100%	78	100%

As shown in Table 4.1, the study observed that majority of the school administrators that is, DEO(100%), AEO(100%), and headteachers (58%) were males. However the teaching positions were evenly distributed where the number of males and females was almost equal at 51 percent and 49 percent respectively. Distribution of the respondents by age was as shown in table 4.2

Table 4.2**Distribution of respondents by duration in the profession**

	Frequency			
	DEO	AEO	Headteachers	Teachers
1 - 5 years	0	0	1	20
6 - 10 years	0	0	2	11
11 - 15 years	0	0	2	7
15 - 20 years	1	0	2	13
Over 20 years	0	3	12	27
Total	1	3	19	78

Study findings indicate that the headteachers in the district had varied teaching experience, with majority of them having over 10 years of experience suggesting that they were well equipped to lead teaching teams and handle administration issues in their respective schools effectively. The experience of the respondents in the district was as shown in Table 4.3.

Table 4.3

Distribution of respondents by duration as a headteacher

	Frequency			
	DEO	AEO	Headteacher	Teacher
1 - 5 years	1	0	9	53
6 - 10 years	0	3	4	11
11 - 15 years	0	0	1	10
15 - 20 years	0	0	3	2
Over 20 years	0	0	2	1
Total	1	3	19	77

4.3 Social cultural beliefs and practices and their influence on female teachers to headship position

To assess social cultural beliefs and practices and their influence on female teachers to headship position in public primary school in Loitokitok district, the head teachers were asked a number of questions on social cultural beliefs. To begin with the study enquired whether female teachers fear applying for headship positions out of fear of being posted the results were as shown in table 4.4

Table 4 .4

Female teachers fear being posted far away from their homes

Attribute	Frequency	Percent
Strongly Agree	39	49
Agree	30	39
Disagree	7	9
Strongly Disagree	2	3
Total	78	100

The study found out that 88 percent of the teachers (49% strongly agreed, 39% agreed) believed that female teachers did not seek promotion positions out of the fear of being posted away from their homes. This was confirmed by the DEO and all the AEOs. A majority of the headteachers (82%) also held this view. The finding explains why the majority of the administrators in the education sector in the district were males. On marital obligations, the results were as shown in table 4.5

Table 4.5

Hindrance of marital obligations

	Frequency	Percent
Strongly Agree	4	21
Agree	12	63
Disagree	1	5
Strongly Disagree	2	11
Total	19	100

Findings show that 84 percent (63% strongly agreed, 16% agreed) of the head teachers believed that marital obligations hindered female teachers from seeking headship positions. This was also confirmed by the DEO, all the AEOs and 86% percent of the teachers suggesting that female teachers in the district balanced their family commitments and career progression and were therefore not ready to sacrifice their families at the expense of their career.

The study therefore enquired whether the female teachers were willing to apply for the headship positions in the first place. The results were as shown in table 4.6

Table 4.6

Willingness of female teachers to apply for headship

Attribute	Frequency	Percent
Strongly Agree	11	14
Agree	30	39
Disagree	20	26
Strongly Disagree	14	18
Did not respond	3	4
Total	78	100

Findings show that 53 percent (14 % strongly agreed, 39% agreed) of the teachers indicated that the female teachers were willing to apply for the headship positions suggesting that half of the female teachers were willing to make the applications but were hindered by one reason or another. In concurrence 31 percent of the headteachers indicated that indeed female teachers failed to apply for headship positions. On

whether the female teachers lacked the experience required to get to headship positions, the results were as shown in table 4.7

Table 4.7

Female teachers lacked the experience required to get headship positions

Attribute	Frequency	Percent
Strongly Agree	1	5
Agree	1	5
Disagree	6	32
Strongly Disagree	11	58
Total	19	100

The head teachers overwhelmingly disagreed with the fact that female teachers lacked the experience required as confirmed by 90 percent of the head teachers. Similarly, 83 percent of the teachers disagreed with the fact that the female teachers lacked the experience required. Further analysis shows that Female teachers in the division did not lack of the academic qualification to get promoted to headship positions as confirmed by 62% of the head teachers and 81 percent of the teachers. They generally lacked confidence to seek headship positions as confirmed by 69 % of the headteachers and 54 percent of the teachers and were too busy with other domestic chores and therefore they don't seek headship positions which was confirmed by 50 percent of the teachers.

Contrary to the believe that the surrounding community was harsh to female teachers, the study found out that only 47 percent of the headteachers and 44 percent of the teachers believed that headships positions in the district were jobs for men. The study observed that the surrounding community did not have a problem accepting female headteachers which was confirmed by 63 of the headteachers polled. Indeed, Female teachers were ready to take leadership challenges in schools in the district which was confirmed by 68 percent of the headteachers and 66 percent of the teachers.

4.5 Promotions policy and its impact on female teachers

To examine Ministry of Education policy on promotion to headship and how it impact on female teachers in taking up headship position in the district, the study enquired on several aspects of the promotion policy including academic qualifications, age, teaching experience and gender and how they impacted on promotions in the district. On academic qualification, the results were as shown in Table 4.8

Table 4.8

Importance of academic qualification on promotion

Attribute	Frequency	Percent
Yes	14	74
No	5	26
Total	19	100

The study found out that academic qualification was an important issue for one to be considered for promotion. This was confirmed by 74 percent of the headteachers, the

DEO and all the AEOs. Further analysis revealed that the minimum education required for one to be promoted was a P1 certification. On the issue of age, the results were as shown in Table 4.9

Table 4.9

Importance of teacher's age on promotion

	Frequency	Percent
Yes	19	24
No	59	76
Total	78	100

The study found out that age was not a factor if one was to be considered for promotion. This was confirmed by 76 percent of the teachers, 63 percent of the head teachers, the DEO and all the AEOs. The study further enquired on the teaching experience and the results were as shown in table 4.10.

Table 4.10

Teaching experience as a requirement for promotion

	Frequency	Percent
Yes	14	74
No	5	26
Total	19	100

The study found out that teaching experience was an important factor that was considered for one to get a promotion to headship in the district as was confirmed by 74 percent of the headteachers, the DEO and the AEOs. Further analysis indicated that one had to teach for at least 5 years before being considered for promotion to be a headteacher which was confirmed by the DEO and the AEOs. All the respondents to this study indicated that gender was not an issue that was considered when promotions were being effected suggesting that it did not matter what gender the applicants for headship position belonged to. Rather equal weights and opportunity were preferred on both genders.

Further analysis established that other criteria included willingness of the teacher to work where the vacancy exists, readiness to attend interview, leadership qualities, professional ethics, high morality, performance of the teacher, and must be a serving senior teacher or deputy headteacher.

On the gender balance, the study observed that there were more male headteachers in the district than females. This was because Most of females teachers never attended interviews when announced because of the fear of being transferred to school quite a distance away yet they still had to attend to household responsibilities and Marital obligations. Some areas in the district were considered hardship areas because they had poor infrastructure in terms of roads, telecommunication and even water. The fact that not all female teachers accept to take up these leadership positions and their respective challenges explains why the number of female headteachers in the district

was quite low. The promotions requirements however were the same for both males and females.

The study therefore enquired whether the TSC policy on promotions was adhered to in the district. The results were as shown in table 4.11

Table 4.11

Compliance with the TSC policy on promotions

Attribute	Frequency	Percent
Yes	31	40
No	47	60
Total	78	100

The study found out that the TSC policy on promotions were adhered to a great extent as was confirmed by 68 percent of the headteachers and 40 percent of the teachers. This was because interviews were done by the teachers who were interested. However a small proportion of the headteachers(32%) and majority of the teachers (60%) believed that the policy was not followed to the letter. This was because, some teachers were promoted to headship having not served as senior teachers or deputy headteachers. Others were promoted without being interviewed probably out of political influence where politicians from the area dictated who was to be promoted.

4.6 Attitude female teachers have towards headship roles

To investigate the attitude female teachers have towards headship roles in the district, the study probed the headteachers and teachers on various attitudes regarding female teachers and leadership. The study enquired whether the female teachers felt inferior to their male counter parts. The results were as shown in table 4.12

Table 4.12

Inferiority made Female teachers not to seek headship positions

Attribute	Frequency	Percent
Strongly Agree	2	10
Agree	15	79
Disagree	2	11
Total	19	100

The study found out that female teachers in the area felt inferior to their male counterparts and did not therefore pursue leadership positions. This was confirmed by 89 percent (10% strongly agreed and 79% agreed) of the head teachers and 52 percent of the teachers. However there was a mixed reaction from the teachers where 48 percent of the teachers indicated that teachers did not feel inferior suggesting that there were other issues that hindered females from seeking headship positions other than inferiority complex. Results on the positiveness female teachers to leadership were as shown in table 4.13

Table 4.13**Female teachers do not take leadership positions positively**

	Frequency	Percent
Strongly Agree	3	16
Agree	13	68
Disagree	3	16
Total	19	100

The study found out that Female teachers did not take leadership positions positively as confirmed by 84 percent of the head teachers and 63 percent of the teachers this was probably out of the fact that some areas in the district were considered hardship areas with undeveloped infrastructure. On the assumption that headship position in the district were for men, the results were as shown in table 4.14

Table 4.14**Female teachers in the district assumed that headship positions were for men**

Response	Frequency	Percent
Strongly Agree	3	16
Agree	8	42
Disagree	6	32
Strongly Disagree	2	11
Total	19	100

The study found out that female teachers in the district assumed that headship positions were for men a fact confirmed by 58 percent of the head teachers and 50 percent of the teachers. The fact that 50 percent of the teachers disagreed suggests that there could have been other reasons hindering female teachers to headship positions other than the attitude that the job was a reserve for men only. On the fear of failure the results were as shown in Table 4.15

Table 4.15

Fear of failing makes female teachers avoid seeking a headship positions

Attribute	Frequency	Percent
Strongly Agree	4	21
Agree	10	53
Disagree	4	21
Strongly Disagree	1	5
Total	19	100

The study found out that Female teachers in the district feared the consequences of failure which was confirmed by 74 percent of the head teachers and 60 percent of the teachers. Further analysis indicated that fear of rejection made female teachers avoid seeking headship positions this was confirmed by 68 percent and 61 percent of head teachers and teachers respectively. Female teachers were not determined to take risks (74% head teachers, 61% teachers) and lacked the ambitions to be head teachers in the district (95% head teacher, 53 teachers). It was also observed that Female teachers

experienced a lot of Conflict between family and profession and as a result avoided the additional responsibilities of being head teachers as indicated by 79percent of the head teachers and 61 percent of the teachers. However Female teachers in the district were willing to advance academically as confirmed by 88 percent of the head teachers and 95 percent of the teachers.

4.6 Community perception on female head teachers

To determine how community perception on female head teachers affected female teachers participation in the headship in the district, the study enquired from the head teachers and teachers on various perceptions of the community towards female teachers and leadership. The study enquired where the Women place was in the house, the kitchen and domestic chores. The results were as shown in table 4.16

Table 4.16

Women's place is in the house

Response	Frequency	Percent
Strongly Agree	11	14
Agree	28	36
Disagree	22	28
Strongly Disagree	17	22
Total	78	100

The study found out that the surrounding community perceived women's place was in the house, the kitchen and working on domestic chores this as confirmed by 50 percent

of the teachers(14% strongly agreed, 36% agreed). The fact that 50 percent of the teachers disagreed with the fact that the woman's place is in the kitchen suggests a changing paradigm in the district and further confirmed that the female teachers were determined to prove that the women's place was not only in the kitchen. On how the community valued leadership, the results were as shown in table 4.17

Table 4.17

Communities in the district do not value women leadership

Attribute	Frequency	Percent
Strongly Agree	5	26
Agree	10	53
Disagree	2	11
Strongly Disagree	2	10
Total	19	100

Findings show that Communities in the district did not value women leadership a fact confirmed by 79 percent of the head teachers (26% strongly agreed, 53% agreed) and 81 percent of the teachers. Further analysis indicated that communities in the district see female teachers as poor disciplinarians thus cannot be given headship positions. This was confirmed by 79 of the head teachers and 57 of the teachers. Further, the communities assumed that women were too emotional to take up leadership challenges which was confirmed by 58 of the head teachers and 47 of the teachers.

However, only 42 percent of the head teachers and 29 percent of the teachers indicated that female teachers are not supposed to discipline male pupils and cannot therefore be given leadership positions. This clearly suggests a shifting paradigm confirming that female teachers have been accepted as disciplinarians in the community probably within the school setting only. This was confirmed by the fact that only 42 percent of the head teachers and 37 percent of the teachers felt that female teachers would become ruthless to students if given headship powers. Generally the communities assumed that women cannot survive in hardship areas far from their families if promoted to headship a fact confirmed by 79 percent of the head teachers and 78 percent of the teachers.

4.7 Challenges faced by female teachers in leadership roles in the district

To assess the challenges faced by female teachers in leadership roles in the district, the head teachers and teachers were asked to list the challenges that faced female head teachers in the district. A number of challenges were listed including the fact that women found it a challenge to work a far distance from home. To some extent, some husbands barred their women from undertaking such a move out of the fear that women would abandon their domestic chores this was confirmed by 38 percent of the teachers polled. Some women lacked the support of their husbands to advance their teaching career because some Men felt that they should not be controlled by women which was indicated by 42 percent of the teachers..

Female teachers feared working in the interiors of the district, because there were greater cultural barriers and cultural attitudes unlike those areas nears major roads and

towns this was confirmed by 62 percent of the head teachers and 66 percent of the teachers. Some parts in the districts were quite remote with insufficient road network, telephone services and even water and female teachers preferred avoiding them this was confirmed by 58 percent of the teachers. Most (70%) of the schools did not have adequate housing facilities that would accommodate the female teachers with their families should they get headship positions.

Some of the female teachers generally feared that indiscipline would prevail in the schools under their watch and therefore feared applying for the positions this was reported by 34 percent of the teachers. Some Cultural practices and believes within some parts of the district hindered female teachers from addressing men in schools or in community meetings which was indicated by 58 percent of the teachers polled. This is because female teachers are considered weak to an extent that the boys in the upper classes mostly ignore them.

The female teachers (44%) argued that there were not enough role models who would assist female teachers to overcome communities' negative attitudes towards female leadership, the Ministry of Education also did not give the support required for supporting female headship in such hardship areas as such there were no mentorship programs where female teachers could enroll to prepare them for headship challenges.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter dealt with the summary, conclusion and recommendations of the study. The general objective of the study was to factors influencing female teachers to headship position in public primary schools in Loitokitok district, Kajiado County, Kenya.

5.2 Summary of the study

The purpose of this study was to investigate factors influencing female teachers to headship position in public primary schools in Loitokitok district, Kajiado County, Kenya. Five research objectives were formulated to guide the study. The first objective was to assess social cultural beliefs and practices and their influence on female teachers to headship position in public primary school in Loitokitok district, the study found out that female teachers did not seek promotion positions out of the fear of being posted away from their homes. The finding probably explains why the majority of the administrator in the education sector in the district were males. MOST of the head teachers believed that marital obligations hindered female teachers from seeking headship positions, because female teachers in the district balanced their family commitments and carrier progression and were therefore not ready to sacrifice their families at the expense of their career. The study found out that half of the female teachers were willing to make the applications but were hindered by one reason or another. Findings show that Female teachers in the division did not lack of the

academic qualification to get promoted to headship positions, rather they generally lacked confidence to seek headship positions as and were too busy with other domestic chores alongside teaching and therefore they don't seek headship positions.

Contrary to the believe that the surrounding community was harsh to female teachers, the study found out that very few teachers believed that headships positions in the district were jobs for men. The surrounding community did not have a problem accepting female head teachers. Indeed, Female teachers were ready to take leadership challenges in schools in the district but were hindered by other reasons.

The second objective was to examine Ministry of Education policy on promotion to headship and how it impact on female teachers in taking up headship position in the district. The study found out that academic qualification was an important issue for one to be considered for promotion. The minimum education required for one to be promoted was a P1 certification. However age was not a factor if one was to be considered for promotion.

Teaching experience was an important factor that was considered for one to get a promotion to headship in the district. One had to teach for at least 5 years before being considered for promotion to be a head teacher. However gender was not an issue that was considered when promotions were being effected suggesting that it did not matter what gender the applicants for headship position belonged to. Rather equal weights and opportunity were be preferred on both genders.

Other criteria included willingness of the teacher to work where the vacancy exists, readiness to attend interview, leadership qualities, professional ethics, high morality, performance of the teacher, and must be a serving senior teacher or deputy head teacher. The study observed that there were more male head teachers in the district than females. This was because Most of females teachers never attend interviews when announced probably out of the Fear of being transferred to school quite a distance away yet they still had to attend to household responsibilities and Marital obligations. Some areas in the district were considered hardship areas because they had poor infrastructure in terms of roads, telecommunication and even water. The fact that not all female teacher accept to take up these leadership positions and their respective challenges explains why the number of female head teachers in the district was quite low. The promotions requirements however were the same for both males and females.

The study found out that the TSC policy on promotions were adhered to a great extent. This was because interviews were attended by those interested. However a small proportion of the head teachers believed that the policy was not followed to the letter because, some teachers were promoted to headship having not served as senior teachers or deputy head teachers. Others were promoted without being interviewed probably out of political influence where politicians from the area dictated who was to be promoted.

The third objective was to investigate the attitude female teachers have towards headship roles in the district, The study found out that female teachers in the area felt inferior to their male counterparts and did not therefore pursue leadership positions. Female teachers did not feel inferior in leadership, instead there were other issues that hindered females from seeking headship positions other than inferiority complex.

The study however found out that Female teachers did not take leadership positions positively out of the fact that some areas in the district were considered hardship areas with undeveloped infrastructure. As a result some Female teachers in the district assumed that headship positions were for men. Half of the teachers did not believe this position suggesting that there could have been other reasons hindering female teachers to headship positions other than the attitude that the job was a reserve for men only.

The study found out that Female teachers in the district feared the consequences of failure. Fear of rejection made female teachers avoid seeking headship positions probably because Female teachers were not determined to take risks and lacked the ambitions to be head teachers in the district. It was also observed that Female teachers experienced a lot of Conflict between family and profession and as a result avoided the additional responsibilities of being head teachers nevertheless, Female teachers in the district were willing to advance academically.

The fourth objective was to determine how community perception on female head teachers affected female teachers participation in the headship in the district, The study found out that the surrounding community perceived that women's place was in

the house, the kitchen and working on domestic chores. However half of the teachers disagreed with the fact that the woman's place is in the kitchen suggesting a changing paradigm in the district and further confirmed that the female teachers were determined to prove that the women's place was not only in the kitchen.

Communities in the district did not value women leadership. The communities in the district see female teachers as poor disciplinarians who cannot be given headship positions. The communities assumed that women were too emotional to take up leadership challenges while some believed that female teachers were not supposed to discipline male pupils and could not therefore be given leadership positions. Some teachers and head teachers were opposed to this position suggesting a shifting paradigm that female teachers were being accepted as disciplinarians in the community but within the school setting only. Some community members felt that female teachers would become ruthless to students if given headship powers. Generally the communities assumed that women cannot survive in hardship areas far from their families if promoted to headship positions.

The fifth objective was to assess the challenges faced by female teachers in leadership roles in the district. A number of challenges were listed including the fact that female teachers found it a challenge to work a far distance from home. To some extent, some husbands barred their women from undertaking such a move out of the fear that women would abandon their domestic chores. Some women lacked the support of their husbands to advance their teaching career because some Men felt that they should not be controlled by women.

Female teachers feared working in the interiors of the district, because there were greater cultural barriers and cultural attitudes unlike those areas nears major roads and towns. Some parts in the districts were quite remote with insufficient road network, telephone services and even water and female teachers preferred avoiding them. Most of the schools did not have adequate housing facilities that would accommodate the female teachers with their families should they get headship positions.

Some of the female teachers generally feared that indiscipline would prevail in the schools under their watch and therefore feared applying for the positions. Some Cultural practices and believes within some parts of the district hindered female teachers from addressing men in schools or in community meetings. This is because female teachers are considered weak to an extent that the boys in the upper classes mostly ignore them.

The female teachers argued that there were not enough role models who would assist female teachers to overcome communities' negative attitudes towards female leadership, the Ministry of Education also did not give the support required for supporting female headship in such hardship areas as such there were no mentorship programmes where female teachers could enroll to prepare them for headship challenges.

5.3 Conclusion

The study found out that female teachers did not seek promotions positions out of the fear of being posted away from their homes. Marital obligations hindered female teachers from seeking headship positions, because female teachers in the district balanced their family commitments and carrier progression and were therefore not ready to sacrifice their families at the expense of their career. Female teachers in the division had the academic qualification to get promoted to headship positions, but lacked confidence to seek headship positions and were too busy with other domestic chores alongside teaching and therefore they don't seek headship positions. Very few teachers believed that headships positions in the district were jobs for men and the surrounding community did not have a problem accepting female headteachers.

The study also found out that academic qualification was an important issue for one to be considered for promotion where the minimum education required for one to be promoted was a P1 certification one had to teach for at least 5 years before being considered for promotion to be a head teacher. Other criteria included willingness of the teacher to work where the vacancy exists, readiness to attend interview, leadership qualities, professional ethics, high morality, performance of the teacher, and must be a serving senior teacher or deputy head teacher. However gender and age were not considered when promotions were being effected suggesting and equal weights and opportunities were preferred on both genders.

The study found out that female teachers did not take leadership positions positively out of the fact that some areas in the district were considered hardship areas with undeveloped infrastructure. As a result some Female teachers in the district assumed that headship positions were for men. Most of Female teachers in the district feared the consequences of failure. Female teachers also experienced a lot of Conflict between family and profession and as a result avoided the additional responsibilities of being head teachers.

The study found out that the surrounding community perceived that women's place was in the house, the kitchen and working on domestic chores. However a changing paradigm was observed in the district where female teachers were slowly being accepted by the communities to belong not only in the kitchen. The communities in the district saw female teachers as poor disciplinarians who cannot be given headship positions. They assumed that women were too emotional to take up leadership challenges and were not supposed to discipline male pupils. Generally the communities assumed that women cannot survive in hardship areas far from their families if promoted to headship positions.

The study found out that challenges faced by female head teachers included being posted far away distance from home. To some extent, some husbands barred their women from undertaking such a move out of the fear that women would abandon their domestic chores. Female teachers feared working in the interiors of the district, because there were greater cultural barriers and cultural attitudes unlike those areas

nears major roads and towns. Some parts in the districts were quite remote with insufficient road network, telephone services and even water and female teachers preferred avoiding them. Most of the schools did not have adequate housing facilities that would accommodate the female teachers with their families should they get headship positions.

5.4 Recommendations

That TSC should reinforce teachers promotions procedures in the district. The study found out that whereas the TSC policy on promotions were adhered to a great extent, a small proportion of the head teachers and teachers believed that the policy was not followed to the letter because, some teachers were promoted to headship having not served as senior teachers or deputy head teachers. Others were promoted without being interviewed probably out of political influence where politicians from the area dictated who was to be promoted.

That the Ministry of Education encourages more female teachers to apply for promotions to headship positions through the provision of mentoring programs. The study found observed that there were not enough mentorship programs that would assist female teachers to overcome communities' negative attitudes towards female leadership in remote and hardship areas. as such there were no mentorship programs where female teachers could enroll to prepare them for headship challenges.

That the ministry of education provides housing for head teachers, the study found out that majority of the teachers were married and that there lacked accommodation

facilities in schools and as a result most female teachers avoided headship should they be posted to schools without accommodation facilities.

5.5 Areas of further research

Based on the findings of this study, further research is recommended as follows:-

1. That the study be replicated country wide with a view of establishing the most common factors that influence female teachers to headship positions.
2. Whether the gender of the head teachers in the district affected performance in schools.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Mary Silole Manini
University of Nairobi
Department of Administration
and planning
P.O. Box 92
Kikuyu

Dear Respondent,

**RE: FACTORS INFLUENCING FEMALE TEACHERS TO HEADSHIP
POSITION IN PUBLIC PRIMARY SCHOOLS IN LOITOKITOK
DISTRICT, KAJIADO COUNTY, KENYA**

I am a postgraduate student currently pursuing a Master's Degree in Education administration and planning at the University of Nairobi. It is one of the program's requirements to carry out a research project. I am requesting you to respond to the questionnaires items or interview schedule to the best of your knowledge and as honest as possible.

The questionnaires and the interview schedule are designed for the research purpose only and therefore the responses shall be absolutely confidential. Your name and that of your institution shall not be required.

Thank you in advance.

Yours faithfully,

Mary S. Manini

APPENDIX B

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Instruction

This questionnaire is to establish factors influencing female teachers to headship position of public primary schools in Loitokitok district. You are kindly requested to complete the questionnaire by giving your honest response. Do that by writing in the spaces provided or put a tick (✓) where required. All information given will be treated with strict confidentiality.

Section 1: Demographic data.

1. What is your gender? Male [] Female []
Job group []
2. Professional qualification ?
P1 [] P2 []
Diploma [] B.ED []
A.T.S [] masters []
Any other (Specify) _____
3. What is your designation?
Deputy headteacher []
Senior []
Ass. Teacher []
Others (Specify) _____

4. What is your experience as a teacher?

1 – 5 [] 6-10 []

11-15 [] 16-20 []

Above 20 []

Sex of your F M

H/Teacher [] []

D/Ht. [] []

5. How many teachers in your staff?

Male [] Female [] Total []

6. Have you had any promotion in your teaching experience?

Yes [] No []

i) If yes, please specify the type of promotion. _____

ii) If no, give any reason(s).....

7. Who would you prefer to work with

i) Headmaster [] Headmistress [] Both []

ii) Briefly explain your reason for the preference

Section II

Cultural practices and believes.

8. Listed below are statement thought to determine female teachers promotion to headship in primary schools. Put a tick (√) to show to what extent you agree or disagree with them as they apply to Loitokitok district. Strongly agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD) Not sure (NS).

	SA	A	D	SD	NS
a) Distance between school & home					
b) Marital obligation					
c) Women reluctance to apply for the position					
d) No benefit attached to promotions					
e) Women generally lack confidence					
f) Headship seen as masculine					
g) Women not able to take leadership challenges					
h) Women with long experience in teaching are missing in schools					
i) Any other (Specify)					

Ministry of Education Policy

9. Female teachers are missing out in the headship of primary schools in Loitokitok district for many years. To what extent do you think policy promotion does not support female promotion to headship.

Very true (VT) True (T) not true (UT) Not sure (NT)

	VT	T	UT	NT
a. Implementers don't use policy when appointing				
b. Those charged with appointment role not gender sensitive				
c. Policies are empty words written down				
d. Policies are corrupted by those who are supposed to implement				

e. Promotion to headship not similar for male and female teachers				
f. Female teachers are few in all schools				

Female teachers attitude

10. The following are attitude thought to be held by women themselves toward leadership roles and position. Indicate to what extent you agree or disagree they apply in Loitokitok district. Strongly agree (SA) Agree (A) Disagree (D) Strongly disagree (SD) Not sure (NS).

	SA	A	D	SD	NS
a) Feeling of inferiority.					
b) Negative perception of leadership.					
c) Fear of failing and rejection.					
d) Fear of taking risks.					
e) Lack of aspirations.					
f) Power and authority are not feminine thing.					
g) Conflict between family & profession role					
h) Not willing to advance professionally					
i) Any other (specify)					

Community perception and attitude

11. The following are statements that show the attitude thought to be held by the community about female teachers in relation to leadership responsibilities. Tick(√) to indicate how true or untrue as they apply in Loitokitok district.

Very true (VT) True (T) not true (UT) Not sure (NT).

	VT	T	UT	NT
a) Women place is in the house / kitchen				
b) Most communities do not value women leadership				
c) women are too emotional				
d) They lack commitment and leadership stamina				
e) Domestic chores can not be shared between sexes				
f) Women can not survive in hardship areas				
g) They are poor disciplinarian.				
h) Women become ruthless when given power				

Challenges faced by female teachers in headship roles

12. The statement below are thought to be challenges faced by female teachers in decision making positions. Indicate to what extent you agree or disagree they apply in Loitokitok. Strongly agree (SA) Agree (A) Disagree (D) Strongly disagree (SD) Not sure (NS).

	SA	A	D	SD	NS
a) Gender biasness					
b) Male prejudice and attitude					
c) Many schools located in hardship areas					
d) Male dominance in leadership					
e) Socialization that women are subordinate to men					
f) Lack of acceptance from fellow teachers					

g) Policy does not favor woman					
h) Fear of sexual harassment					
i) Ability to balance job requirement and family roles.					
j) Women lack experience in leadership					

APPENDIX C

QUESTIONNAIRE FOR THE HEADTEACHER

INSTRUCTION

You are kindly requested to complete the questionnaire by giving your honest response. Do that by writing in the spaces provided or put a tick (✓) where required.

All information given will be treated with strict confidentiality.

part I

Demographic data.

1. Gender Male [] Female []
2. Marital status Single [] Married []
3. For how long have you been in the teaching profession? _____
4. For how long have you been a headteacher, at your current station? _____
1-2yrs [] 3-4yrs [] 5-6yrs [] Over 7yrs []
5. Please indicate your Job group
6. Professional qualification
P1 [] P2 [] Diploma [] A.T.S [] B.Ed [] Masters []
Others, (specify) _____
7. How many teacher report to you at your school?

Males teachers	
Females teachers	
Total teachers	

Cultural practices and believes.

8. The following are practices believed to determine female teachers promotion to headship of primary schools in Loitokitok

To what extent do you agree with this the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Female teachers don't seek headship positions because they fear they will be posted far away from their homes.				
b. Marital obligations hinder female teachers from seeking promotions to headship				
c. Female teachers are not willing to apply for headship positions				
d. Female teachers in the division lack of the experience required to get headship positions				
e. Female teachers in the division lack of the academic qualification to get promoted to headship positions				

f. experience				
g. Headship positions in the division are seen as jobs for men only.				
h. Female teachers generally lack confidence to seek headship positions				
i. Female teachers are too busy with other domestic chores and therefore they don't seek headship positions				
j. Female teachers are not able to take leadership challenges in schools				
k. The surrounding community does not accept female headteachers				

Ministry of education policy

Female teachers are missing out in the headship of primary schools in Loitokitok district for many years. To what extent do you think policy promotion does not support female promotion to headship?

What criteria is followed when promoting teachers to headship positions in the district?

Does academic qualification matter? Yes [] No []

If yes, what qualification is required? _____

Does age matter? Yes [] No []

If yes, what age is required? _____

Does teaching experience matter? Yes [] No []

If yes, how many years of experience are required? _____

Does gender of the teacher matter? Yes [] No []

If yes, what gender is preferred? _____

What other criteria do you think is

followed? _____

There are more male headteachers in the district than females. In your opinion what causes the imbalance _____

In your opinion do you agree that Implementers use the TSC policy when appointing teachers to headship position?

Yes [] No []

Please explain _____

Are those charged with the promotions and appointments role gender sensitive?

Yes [] No []

Please explain _____

Are Promotion to headship positions similar for both male and female teachers

Yes [] No []

Please explain _____

Female teachers in all primary schools in the district are fewer than their male counterparts.

Yes [] No []

Please explain _____

Female teachers' attitude

1. The following are attitude thought to be held by women themselves toward leadership roles and position. Indicate to what extent you agree or disagree they apply in Loitokitok district.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Female teachers feel inferior and therefore do not seek headship				

positions.				
Female teachers do not take leadership positions positively.				
Female teachers in the district assume that headship positions are for men only.				
Fear of failing make female teachers avoid seeking headship positions.				
Fear of rejection make female teachers avoid seeking headship positions.				
Female teachers are not determined to take risks.				
Female teachers in the district lack the ambitions to be headteachers				
Female teachers experience a lot of Conflict between family and profession and as a result avoid the additional responsibilities of being headteachers				
Female teachers in the district are not willing to advance academically				

Community perception and attitude

2. The following are statements that show the attitude thought to be held by the community about female teacher in relation to leadership responsibilities.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Women place is in the house or the kitchen				
The communities in the district do not value women leadership				
In the district, communities see female teachers as poor disciplinarians thus cannot be given headship positions.				
In the district, female teachers are not supposed to discipline male pupils thus cannot be given headship positions.				
In the district, communities see that female teachers would become ruthless when given headship powers				
In the district, communities assume that women are too emotional to take up leadership challenges.				
In the district, communities assume that women cannot survive in hardship areas far from their families if promoted to headship.				

Challenges faced by female teachers in headship roles

In your opinion, what challenges are faced by female teachers in the district?

In your opinion, what challenges are faced by female teachers in the district

APPENDIX D

QUESTIONNAIRE FOR THE AEO

INSTRUCTION

You have been selected to participate in an education administration research at the University of Nairobi. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

part I : Demographic data.

9. Gender Male [] Female []

10. Marital status Single [] Married []

11. What is your age bracket?

21-30[] 31-40[] 41- 50yrs [] 51-60 [] 51-60 [] over
60[]

12. For how long have you been in the teaching profession?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

13. For how long have you been a headteacher?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

14. For how long have you been an education officer?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

15. For how long have you been an education officer at your current station?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

16. Please indicate your Job group _____

17. Please indicate your professional qualification

P1 [] P2 [] Diploma [] A.T.S [] B.Ed [] Masters []
 Others, (please specify)

18. How many schools are in your division? _____

part II : Cultural practices and believes.

The following are cultural practices and believes assumed to determine female teachers promotion to headship positions in Loitokitok district.

19. To what extent do you agree with the following statements? (Please tick)

	Strongly Agree	Agree	Disagree	Strongly Disagree
l. Female teachers don't seek headship positions because they fear they will be posted far away from their homes.				
m. Marital obligations hinder female teachers from seeking promotions to headship				
n. Female teachers are not willing to apply for headship positions				
o. Female teachers in the division lack the experience required to get headship positions				
p. Female teachers in the division lack of the academic qualification to get promoted to headship positions				
q. Headship positions in the division are seen as jobs for men only.				
r. Female teachers generally lack confidence to seek headship positions				

s. Female teachers are too busy with other domestic chores and therefore they don't seek headship positions				
t. Female teachers are not able to take leadership challenges in schools				
u. The surrounding community does not accept female headteachers				

Part III : Ministry of Education policy on promotion of teachers to headship positions.

What criteria is followed when promoting teachers to headship positions in the district?

20. Does academic qualification matter? Yes [] ; No []

If yes, what qualification is required? _____

21. Does age matter? Yes [] ; No []

If yes, what age is the requirement? _____

22. Does teaching experience matter? Yes [] ; No []

If yes, how many years of experience are required? _____

23. Does gender of the teacher matter? Yes [] ; No []

If yes, what gender is preferred? _____

24. What other criteria do you think is followed in promotions in the district?

25. There are more male headteachers in the district than females. In your opinion what causes this imbalance? _____

26. In your opinion do you agree that in the district the TSC policy on promotions is followed to the letter when appointing teachers to headship position?

Yes [] No []

Please explain _____

27. Are those charged with the promotions and appointments of headteachers in the district consider gender balance?

Yes [] No []

Please explain _____

28. Are promotion requirements to headship positions similar for both male and female teachers?

Yes [] No []

Please explain _____

29. Female teachers in all primary schools in the district are fewer than their male counterparts.

Yes [] No []

Please explain _____

Part IV: Teachers' Attitudes

30. The following are attitude thought to be held by female teachers towards leadership positions in Loitokitok district. Please indicate to what extent you agree or disagree with the following statements by the use of a tick.

	Strongly Agree:	Agree	Disagree	Strongly Disagree
a. Female teachers feel inferior and therefore do not seek				

headship positions.				
b. Female teachers do not take leadership positions positively.				
c. Female teachers in the district assume that headship positions are for men only.				
d. Fear of failing make female teachers avoid seeking headship positions.				
e. Fear of rejection make female teachers avoid seeking headship positions.				
f. Female teachers are not determined to take risks.				
g. Female teachers in the district lack the ambitions to be headteachers				
h. Female teachers experience a lot of Conflict between family and profession and as a result avoid the additional responsibilities of being headteachers				
i. Female teachers in the district are not willing to advance academically				

Part V: Community perceptions and attitudes

31. The following are statements on the attitude thought to be held by the community about female teachers in relation to leadership responsibilities. Please indicate to what extent you agree or disagree with the following statements by the use of a tick.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Women place is in the house, the kitchen and domestic chores				
b. The communities in the district do not value women leadership				
c. In the district, communities see female teachers as poor disciplinarians thus cannot be given headship positions.				
d. In the district, female teachers are not supposed to discipline male pupils thus cannot be given headship positions.				
e. In the district, communities see that female teachers would become ruthless when given headship powers				
f. In the district, communities assume that women are too emotional to take up leadership challenges.				
g. In the district, communities assume that women cannot survive in hardship areas far from their families if promoted to headship.				

Challenges faced by female teachers in headship roles

In your opinion, what challenges are faced by female teachers in the district?

In your opinion, what challenges are faced by female headteachers in the district in the district?

APPENDIX E

QUESTIONNAIRE FOR THE DEO

INSTRUCTION

You have been selected to participate in an education administration research at the University of Nairobi. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part I : Demographic data.

32. Gender Male [] Female []

33. Marital status Single [] Married []

34. What is your age bracket?

21-30[] 31-40[] 41- 50yrs [] 51-60 [] 51-60 []

over 60[]

35. For how long have you been in the teaching profession?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

36. For how long have you been a headteacher?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

37. For how long have you been an education officer?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

38. For how long have you been an education officer at your current station?

1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over 20yrs
[]

39. Please indicate your Job group _____

40. Please indicate your professional qualification

P1 [] P2 [] Diploma [] A.T.S [] B.Ed [] Masters []

Others, (please specify) _____

41. How many schools are in your district? _____

Part II: Cultural practices and believes.

The following are cultural practices and believes assumed to determine female teachers promotion to headship positions in Loitokitok district.

42. To what extent do you agree with the following statements? (Please tick)

	Strongly Agree	Agree	Disagree	Strongly Disagree
v. Female teachers don't seek headship positions because they fear they will be posted far away from their homes.				
w. Marital obligations hinder female teachers from seeking promotions to headship				
x. Female teachers are not willing to apply for headship positions				
y. Female teachers in the division lack the experience required to get headship positions				
z. Female teachers in the division lack of the academic qualification to get promoted to headship positions				
aa. Headship positions in the division are seen as jobs for men only.				
bb. Female teachers generally lack confidence to seek headship positions				
cc. Female teachers are too busy with other domestic chores and therefore they don't seek headship				

positions				
dd. Female teachers are not able to take leadership challenges in schools				
ee. The surrounding community does not accept female headteachers				

Part III : Ministry of education policy on promotion of teachers to headship positions.

What criteria is followed when promoting teachers to headship positions in the district?

43. Does academic qualification matter? Yes [] No []

If yes, what qualification is required? _____

44. Does age matter? Yes [] No []

If yes, what age is the requirement? _____

45. Does teaching experience matter? Yes [] No []

If yes, how many years of experience are required? _____

46. Does gender of the teacher matter? Yes [] No []

If yes, what gender is preferred? _____

47. What other criteria do you think is followed in promotions in the district?

48. There are more male headteachers in the district than females. In your opinion what causes this imbalance? _____

49. In your opinion do you agree that in the district the TSC policy on promotions is followed to the letter when appointing teachers to headship position?

Yes [] No []

Please explain _____

50. Are those charged with the promotions and appointments of headteachers in the district consider gender balance?

Yes [] No []

Please explain _____

51. Are promotion requirements to headship positions similar for both male and female teachers?

Yes [] No []

Please explain _____

52. Female teachers in all primary schools in the district are fewer than their male counterparts.

Yes [] No []

Please explain _____

Part IV: Teachers' Attitudes

53. The following are attitude thought to be held by female teachers towards leadership positions in Loitokitok district. Please indicate to what extent you agree or disagree with the following statements by the use of a tick.

	Strongly Agree	Agree	Disagree	Strongly Disagree
j. Female teachers feel inferior and therefore do not seek headship positions.				
k. Female teachers do not take leadership positions positively.				

l. Female teachers in the district assume that headship positions are for men only.				
m. Fear of failing make female teachers avoid seeking headship positions.				
n. Fear of rejection make female teachers avoid seeking headship positions.				
o. Female teachers are not determined to take risks.				
p. Female teachers in the district lack the ambitions to be headteachers				
q. Female teachers experience a lot of Conflict between family and profession and as a result avoid the additional responsibilities of being headteachers				
r. Female teachers in the district are not willing to advance academically				

Part V: Community perceptions and attitudes

54. The following are statements on the attitude thought to be held by the community about female teachers in relation to leadership responsibilities. Please indicate to what extent you agree or disagree with the following statements by the use of a tick.

	Strongly Agree	Agree	Disagree	Strongly Disagree
h. Women place is in the house, the kitchen and domestic chores				
i. The communities in the district do not value women leadership				
j. In the district, communities see female teachers as poor disciplinarians thus cannot be given headship positions.				
k. In the district, female teachers are not supposed to				

discipline male pupils thus cannot be given headship positions.				
l. In the district, communities see that female teachers would become ruthless when given headship powers				
m. In the district, communities assume that women are too emotional to take up leadership challenges.				
n. In the district, communities assume that women cannot survive in hardship areas far from their families if promoted to headship.				

Challenges faced by female teachers in headship roles

In your opinion, what challenges are faced by female teachers in the district?

In your opinion, what challenges are faced by female headteachers in the district?

APPENDIX F
RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION

Tel/Fax: 045-622420
When replying please quote
Ref: LTK/ED/GNR/002/VOL. 1/61



DISTRICT EDUCATION OFFICE
P.O BOX 47 - 00209
LOITOKITOK

REPUBLIC OF KENYA

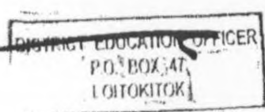
15th June 2012

MARY S. MANINI
UNIVERSITY OF NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application to carry out research on “**factors influencing female teachers to headship position in public primary schools in Loitokitok District, Kajiado County, Kenya**” and given that the National council for Sciences and Technology has approved your research.

I am pleased to inform you that, you are allowed to go ahead and conduct your research while adhering to the M.O.E.S.T regulations.

Y.O MAGARA
DISTRICT EDUCATION OFFICER
LOITOKITOK

APPENDIX G

DISTRICT COMMISSIONER RESEARCH AUTHORIZATION

OFFICE OF THE PRESIDENT

PROVINCIAL ADMINISTRATION

Telegram - "DISTRICTER" Loitokitok
E-mail - dcl@loitokitok.co.ke
Tel 0202173428
Fax 0202143955



Office of the
District Commissioner
Loitokitok District
P. O. Box 1-00209
LOITOKITOK

When replying please quote

Ref: ADMIN. 15/26 VOL.1/16

Date: 8th June, 2012

Mary Silole Manini
UNIVERSITY OF NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application to carry out research on the factors influencing female teachers to headship position in public primary schools in Loitokitok District, Kajiado County, dated 30th May, 2012.

I am pleased to inform you that you been authorize to carry out the same for the period ending 31st August, 2012

MARK K. KARASINKA
FOR: DISTRICT COMMISSIONER
LOITOKITOK DISTRICT

DISTRICT COMMISSIONER
LOITOKITOK

APPENDIX H

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Prof/Dr/Mr/Mrs/Miss/Institution

Mary Sitole Mwangi

(of Address) University of Nairobi

P.O.Box 30197-00100, Nairobi,

has been permitted to conduct research in/

Location

Loitokitok District

Kajiado County

on the topic: Factors influencing female teachers

to headship positions in public primary schools

in Loitokitok District, Kajiado County, Kenya.

for a period ending: 31st August, 2012.

Signature

Secretary

National Council for

Science & Technology



Research Permit No. NCST/RCD/1/012/1154
date of issue 30th May 2012
Research Permit No. NCST/RCD/1/012/1154
date of issue 30th May 2012

Signature
Secretary
National Council for
Science & Technology

