

**THE INFLUENCE OF GENDER RELATED FACTORS ON WOMEN
APPOINTMENT TO MANAGEMENT POSITION IN PRIMARY
SCHOOLS KITUI COUNTY, KENYA.**

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DECLARATION

This research project report is my original work and has not been presented for an academic award in any other university.

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DEDICATION

The study is dedicated to my dear wife Grace Ndumi and our beloved children; Racheal, Jacob, Joseph, William and Isaac.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer educational Equality
GE	Gender Equality
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NGEC	National Gender and Equality Commission
ONS	Office for National Statistics
PTA	Parents/Teachers Association
ROWE	Results Only Work Environment
SACMEQ	The Southern and Eastern African Consortium for Monitoring
SIGs	Special Interest Groups
SMC	School Management Committee
SO	Staffing Officer
TAC Tutor	Teachers Advisory Centre Tutor
TSC	Teachers Service Commission
UNDP	United Nations Development Programme

ABSTRACT

The purpose of this study was to find out factors influencing gender appointment to management positions in primary schools in Kitui Central Sub-county. The problem of the study was to investigate the already revealed misguided assumptions in the background to the study which hinders female appointment to management in primary schools. The objectives of the study were to establish the influence of marital status on women appointment, the influence of family commitment on women appointment and also gender stereotype on appointment of women to management in primary schools. A non-randomized sampling in which cluster sampling of zones followed purposive sampling of gender and simple random sampling of respondents was used for the study. Interview guide and questionnaire were used to collect data. Data was analyzed using statistics such as percentage and calculated mean scores of likert scale values. The analyzed data was presented using frequency distribution Tables. The study revealed that family life experience in marital status, gender policy and gender discriminatory practices of female influence appointment to management position. Based on the research findings researcher concluded that gender structures, in the study area are influencing gender appointment. This enables both women and men to appreciate that all have equal opportunities for appointment to management. The family institutions needed to be decolonized from men dominance to one where roles can be shared between both husbands and wife without gendered prejudice. There is need to design all inclusive gender policy that is free of gendered ascendancy to higher jobs and the males preserved posts among the available job vacancies in education sector. The researcher further suggested on the factors influencing males and females appointment to leadership post not only in education sector but also other public sectors. This would help in unraveling ways of designing gender policies which encourages equal opportunity access to management positions in public jobs among both men and women.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Kitui central sub-county is in Kitui County and is composed of leaders of different departments among which include Education department. It is positioned where there is consideration of gender balance as the policy states. The appointments to different management position in this sub-county have created a great concern. Evidence indicates that gender aspects are often overlooked and invisible programs are planned. Women, girls, men and boys all respond differently to different situations. It is worth noting that gender roles change across age and overtime and that power dynamics also change. These changes and what they portend should therefore, be considered in planning and in portioning leadership positions. Paying attention to gender issues or putting on a gender lens quite simply means recognizing the different needs, capacities and contributions of women, girls, men and boys. Ignoring or being blind to these different needs can have serious implications for the survival of people and can retard development.

Each sector should be able to identify specific actions that are geared towards promoting gender equality and supporting the capacities of women and other SIGs to enjoy their human rights. This process should take into account both practical and strategic needs. The practical needs of women should include needs associated with their roles as caretakers, providers of food, shelter, water and safety whereas the strategic needs may include needs for greater control over their lives, needs for property rights, free political participation to help shape public decisions and for a safe space for women outside the household.

1.1.1 Status gender parity in leadership

Gender Equality is about promoting equality between women and men in all aspects of development. It is about giving people the opportunity to build a better life for themselves, their families, their communities and their counties. It refers to the equal enjoyment of rights by females and males of all ages and regardless of particular

situations. Besides gender equality, the principle should also apply to the process of expanding opportunities to other cadres of traditionally excluded groups (SIGs). Counties should at all time champion the role that women and other special interest groups can play as full partners in their society's development. The process of gender equality and the inclusion of other SIGs is closely tied to sustainable development be it protecting the environment, improving health, achieving universal primary education and reducing poverty among others. Protecting human rights and promoting gender equality must be seen to be central in the operations of counties and in ensuring inclusivity in all programs and activities. Equality must also be extended to the children with special needs who should have access to education and all other social amenities like all other children. For example women are more disadvantaged, marginalized, and vulnerable as compared to men. Women with disability suffer the inequality more.

Most post-industrial labour markets continue to be characterized by gendered occupational segregation, both vertically and horizontally Robinson and Richardson, (1997); Miller, Neathey et al., (2004). However, patterns of occupational segregation vary depending on sectors of employment and affect diversely different groups of women. This project entails mapping specific patterns of gender discrimination in schools in England while also considering the diverse experiences of different groups of women teachers, in particular on the basis of ethnicity and family circumstances and on the basis of work environment (education phase, type of school and school management, location of the school).

Moreover, we know from earlier feminist works that gender inequalities are the result of social constructs and, as such, potentially alter over time. Thus, as much as gender inequalities are likely to be maintained with the reproduction of the 'masculine domination' Bourdieu, (1998), they are also likely to shift and redefine, with the emergence of new patterns of gender segregation Maruani, (2000).

Women in Third World countries fare no better, according to Davies' (1990) study of women in educational management in these countries. The difference between many of these countries and Western systems is that teaching is not necessarily dominated by

women. For instance, Davies reports that in the countries she studied: Teaching is by no means a 'feminine' profession internationally. At the primary level, 46 of the 71 countries ...have fewer than 50% women teachers; at the secondary level, 50 out of 60 countries have fewer than 50% women. The proportions of female head teachers, inspectors or senior Ministry personnel bear no relation to their proportions in the teaching force as a whole. Women are seriously underrepresented in power positions across the world, even in countries where education is seen as the prerogative of the female. Davies, (1990: 2)

In another study, Dorsey (1989) deplored women's poor levels of participation in university governance. With reference to the University of Zimbabwe, the same author strongly argued that women were under-represented in decision-making bodies within the university structures. The under-representation of Zimbabwean women in leadership positions has also been evident in local schools. Although more female teachers were being elevated to the post of school head, the number of female school heads remained by far less than that of male school heads Ministry of Education, Sport and Culture & UNICEF, (2000). This observation is supported by Nyoni's (2004) assertion that males controlled dominant positions in the educational institutions.

The foregoing observations attest to the fact that Zimbabwean men continue to lead both in the home and in the world of work. However, Kaziboni (2002) found that the availability of gender education in the country led Zimbabwean women to believe that they had penetrated all decision-making positions at home, work, in the community, and even in government where they are now represented by other women. The department of education Republic of South Africa,(2004) in studies conducted on challenges faced by women as school managers in primary schools in Warm baths area, argues that men and women who hold the values that consider women managers to be inferior to men, are more likely to create difficulties for women managers. This is a wrong cultural perception about women as managers. The same society that believes that women can make a good wife which is part of management does not believe that women can become good managers. The above study points out one of the most important hurdles for women in

management in all countries which have been thought to be the persistent stereotype that associates management with being male.

The availability of preparation and leadership programmes for aspiring head teachers is also a motivator for women to venture into educational leadership. Preparation for school leadership is concerned with developing the capacity of individuals by means of initial or pre-service preparation, socialization and induction, and opportunities for in-service professional learning development, Sperandio & Kagoda, (2010). Formal mentoring and leadership development is one way of promoting and uniting women in education administration, namely by offering them the chance to engage in mentoring relationships and to network with other practicing leaders and aspirants Sherman, (2005).

According to Cowie and Crawford (2008) asserted that preparation for headship can help to develop the professional identity of aspiring head teachers, to broaden their outlook, and to develop confidence and self-belief. Women who participate in aspiring leadership programmes and more formalized types of mentoring, advance to leadership positions more readily than women who do not Chisikwa & Indoshi, (2010); Sherman (2005). Chisikwa and Indoshi (2010) noted that the Kenya Education Staff Institute training of teachers positively influenced the appointment of women head teachers, but that some teachers believed that this training caused gender imbalance since it depended on the self determination of individuals. The training was either sponsored by the teacher or the school which meant that men unlike women attended in large numbers.

1.2 Statement of problem

There has been discrimination in gender appointments against the gender policy. The appointment to management in primary schools is required to be 30% but this has not been the case and therefore the issue has raised alarm from different groups. Example of these groups includes Maendeleo ya wanawake, Kenya women finance trust.

Majority of the people in the management position are male. Married people tend to be the majority in the top management positions as opposed to the singles at the ground. Due to this majority of male, female have suffered in silence others talk but not documented.

The appointment to the top management position should be by merit. According to Cowie and Crawford (2008) asserted that preparation for headship can help to develop the professional identity of aspiring head teachers, to broaden their outlook, and to develop confidence and self-belief. Women who participate in aspiring leadership programmes and more formalized types of mentoring, advance to leadership positions more readily than women who do not Chisikwa & Indoshi, (2010); Sherman (2005). However if men and women are not sure of being in the leadership position in future they will not broaden their outlook and not develop confidence as well as self belief. Against this background therefore this sought to establish the gender related factors influencing women appointment to management positions in Kitui central sub-county, Kitui county- Kenya.

1.3 Purpose of the study

The purpose of this study was to find out gender related factors influencing women appointment to management position in primary schools Kitui central sub-county, Kitui county- Kenya.

1.4 Objectives of the study

This study was based on the following objectives;

- i. To establish the influence of marital status on women appointment to management position in primary schools Kitui central sub-county, Kitui County, Kenya.
- ii. To establish the influence of family commitment on women appointment to management position in primary schools Kitui central sub-county, Kitui County, Kenya.
- iii. To establish the influence of gender stereotype on women appointment to management position in primary schools Kitui central sub-county, Kitui County, Kenya.

1.5 Research questions

To achieve the objectives the study sought to answer the following questions;

- i. To what extent does marital status influence women appointment to management position in primary schools Kitui central sub-county?
- ii. To what extent does family commitment influence women appointment to management position in primary schools Kitui central sub-county?
- iii. To what extent does gender stereotype influence women appointment to management position in primary schools in Kitui central sub-county?

1.6 Significance of the study

The study was expected to help the district as well as county leadership to rethink their approach and practices as far as giving every gender equal opportunity to management position. It was also to suggest significant policy statements through its recommendations on the prevailing situation as far as gender equality is concerned. The findings of this study made a basis for all teachers to advocate for their equal opportunities as relates to career development. The study further contributes to social change by providing empirical support for the importance of male and female teachers in empowering them for future advancement. This helped to create work environment that provide equal opportunities for advancement for both men and women.

1.7 Limitation of the study

There were a few limitations that the researcher should control to avoid their adverse influence on the study finding. The researcher was not able to guarantee response biasness in the answers given. Even though the respondents were assured their identity remains anonymous, respondents might have not give socially correct responses so as to please the researcher reducing the reliability of the data. The selection of head teachers, Deputy Head teachers, senior teachers in Kitui central sub-county gave us large number and thus if randomization of the sample selection strictly adhered to be represented properly. The researcher took time to convince the respondents to understand the importance of this study and that it was a genuine academic research works that would be made to assist the researcher to obtain degree in project planning and management of the University of Nairobi. The study focused on challenges facing women and men head teachers in leadership position in Kitui central district. It was carried out in Kitui central

district between April 2015 and June 2015. Data was collected using questionnaires administered by the researcher. The study was faced by the following limitations;

- i. **Time constraints**- the time within which to carry out the research was short hence used a sample.
- ii. **Financial constraints**- there were no sufficient funds to finance transport, printing and processing of data, research assistance among other expenses. The researcher used the limited available resources to conduct the study.

1.8 Delimitation of the study

The study was delimited to socio-economic and physical factors influencing men and women in management of the selected public primary schools in Kitui central sub-county, Kitui county-Kenya. Therefore the data collected in this study were cautiously generalizable to other sub-counties in Kitui counties and in Kenya.

The questionnaire was structured and semi-structured so that there could be illicit full responses and any other useful information even those unintended.

1.9 Assumptions of the study

The study made the following assumptions:-

- i. The marital status influenced women appointment to management position in primary schools in Kitui central sub-county.
- ii. That the family commitment influenced women appointment to management position.
- iii. The gender stereotype influenced women appointment to management in Kitui Central sub-county, Kitui County.

1.10 Definition of significant terms

The terms “**gender**” and “**gender equality**” imply concern for both men and women, and the relationships between them. Nevertheless, specific attention to women’s needs and contributions is typically required in order to address the array of gender gaps. Unequal policies and discrimination that historically have disadvantaged women and distorted development in all societies. The GE therefore focuses on UNPD’s responsibility to support the empowerment of women to achieve the gender equality that will benefit

society as a whole. However, this does not preclude activities that address men's specific needs, where doing so will contribute to gender equality.

Women's right- as defined in article 1 "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Gender mainstreaming- mainstreaming a gender perspective is the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender parity- "equal numbers of men and women at all level of the organization. It must include significant participation of both men and women, particularly at senior levels. Gender parity is one of several integrated mechanisms for improving organizational effectiveness"

Women's empowerment- "the concept of empowerment is related to gender equality but distinct from it. The core of empowerment lies in the ability of women to control their own destiny. This implies that to be empowered women must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), they must also have agency to use those rights, capabilities, resources and opportunities and participation in political institutions. And to exercise agency, women must live without the fear of coercion and violence.

Gender-The term gender is used when referring to social construction of sex that is that which our society and culture consider to be female or male. It also concerns ideas about what men and women are capable of doing and what they are culturally allowed to do, and all the characteristics and tasks that society considers being female or male.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, /delimitations of the study and the basic assumptions of the study.

Chapter two gives the literature review according to the objectives of the study. It comprises the introduction, description of the structures in primary schools, and the factors that influence gender roles in the management systems.

Chapter three deals with research methodology involving : research designs ,target populations, sampling procedure and sample size, research instruments, validity and reliability of the research instruments, data collection procedure, data analysis, ethical issues and operationalization of the study variables. .

Chapter four deals with data presentation, analysis and interpretation.

Chapter five contains the summary of the study, conclusions of the study, recommendation and suggestions made by the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will review the available related literature on the factors influencing gender in management positions with a focus on Kitui central sub-county, Kitui county- Kenya. The factors to be considered includes; marital status, gender policy, level of education, gender discrimination and type and time of work experiences. Theoretical and conceptual frameworks supporting the study are included at the end of the chapter.

Appointments and promotion of head teachers and deputies in primary schools has been an issue of concern in that those who should consider the appointments may be influenced and therefore end up in not doing as required as per policy. Innocently the performance in schools can be influenced positively or negatively by factors that may be led by the leader in position.

The literature review will focus on management of primary schools in Kenya, role of the head teachers in primary school management, which involves men and women, barriers to women and men management in primary school and copying strategies used by the head teachers to address the challenges they face in leadership

2.2 Organizational structure of Primary schools.

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

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

Pupil's personnel- This entails admission of pupils, placing them in classrooms, providing them with necessary facilities, ensuring acceptable social behaviors, setting school rules and regulations and ensuring pupil's safety and healthy environment.

Staff personnel- This entails carrying out a staff needs assessment, reporting staff shortage to the TSC, inducting and orienting new teachers, organizing staff training and

development, appraising and recommending staff for promotions as well as providing a conducive climate at the school for all members.

Physical facilities – It entails provision of all the relevant physical facilities ensuring their proper utilization and maintenance, authorizing and approving the procurement of all teaching-learning equipment in consultation with the heads of departments.

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

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

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

2.3 Gender patterns of the teaching workforce: overview

The office for National Statistics (ONS) survey has established that 3.9% of women in employment fall into the categories 'secondary education teaching professionals' and 'primary and nursery education teaching professionals', compared with 1.4% of men in employment. In other words, as many as around one out of 25 women and one out of 70 men would be a teacher. This figure reveals how crucial the exploration of the gender gap

into teaching occupations is to improve the situation of women in the labour market. However, beyond this overall ‘feminization’ of the workforce, there are important variations in the proportion of women within the teaching workforce Hutchings, (2002), across:

Education phases, with women concentrating in the nursery and primary sectors, Positions, with a disproportionate under-representation of women in promoted posts across all education phases and the subject taught, with a lower proportion of women teaching in science and mathematics.

‘Women numerically dominate the teaching profession in most countries but they hold a minority of the management positions in education, apart from schools which cater for very young children, which are more often managed by women Coleman (2002) notes. Women teachers in junior, middle and secondary schools and in colleges and universities are less likely to achieve management positions than their male peers and the older the age group of students the less likely this becomes’.

These three patterns of gender imbalances are now explored in greater depth. These patterns are not independent but combine with each other to produce gender discrimination among the teaching workforce, Hutchings, (2002).

2.4 Gender imbalances by education phase, position and subject

A first facet of the gender imbalance is the imbalance by education phase, with women even more over represented in nursery and primary schools, compared with secondary schools. Another facet is the imbalance by position. As reflected in Table 1 and Table 2 (below), in all education phases women are disproportionately under- represented in managerial positions, in particular headship and to lesser extent, deputy headship positions.

The Tables are self explanatory

Table 2.1 Proportion of men and women at different occupation levels in primary schools (%)

	Women	Men	Total
Heads	63.0	37.0	100.0
Deputy Heads	75.4	24.6	100.0
Class room teachers	88.1	11.9	100.0
All	84.3	15.7	100.0

Source: DFES, 2005

Table 2.2 Proportion of men and women at different occupation levels in secondary schools (%)

	Men	Women	Total
Heads	32.5	67.5	100.0
Deputy heads	40.4	59.6	100.0
Classroom teacher	56.9	43.1	100.0
All	55.2	44.8	100.0

2.5 Gender and educational management in the world

There are a number of explanations for this lack of data, both in the USA and in other countries. Documentation reflects values and governments document what is important and what is valued. Numbers allow comparisons as well as accountability. Without comparable data, it is difficult to know the extent of the underrepresentation of women in educational management or if there are changes over time. Several theorists believe that failure to report proportions of leaders by sex and ethnicity indicates resistance to changing those proportions. In the USA, women constitute approximately 75% of teachers, the pool from which principals and superintendents are selected. The most recent available figures indicate that approximately 34.5% of principals and 18% of superintendents in the USA are female NCES,(2003).

Although not directly comparable by year or title, there are individual country-by-country accounts which document the underrepresentation of women in school management and which offer a reliable understanding of international practice. In a study of international patterns of women's educational leadership, Cubillo and Brown (2003) from the UK note that 'the teaching profession in this country and internationally is, with few exceptions, predominated by women. However, a look at the statistics reveals that despite large numbers of women in the profession, they are greatly under-represented in positions of management' (p279). An issue of the European Journal of Education (vol 31, no. 4) in the mid-1990s documented that in most European countries, women were less well represented in administrative positions than they were in teaching jobs. Across most European countries, the older the student, the fewer women teachers and leaders are present.

A study of women in educational management in 10 European countries indicates that the majority of school managers are men, while the minority of teachers are women Ruijs, (1990). This study highlights the disparity between the number of male and female school administrators:

There is a large gap between the percentages of male teachers and principals ... In the average European country (with the exception of Greece) the percentage of female principals should be almost doubled to reflect the percentage of female teachers. This is true for primary as well as secondary education. Ruijs (1990: 1–2)

2.5.1 Gender influence on appointment of personnel to management position in the world

Most post-industrial labour markets continue to be characterized by gendered occupational segregation, both vertically and horizontally Robinson and Richardson, (1997); Miller, Neathey et al, (2004). However, patterns of occupational segregation vary depending on sectors of employment and affect diversely different groups of women. This project entails mapping specific patterns of gender discrimination in schools in England while also considering the diverse experiences of different groups of women teachers, in particular on the basis of ethnicity and family circumstances and on the basis

of work environment (education phase, type of school and school management, location of the school).

Moreover, we know from earlier feminist works that gender inequalities are the result of social constructs and, as such, potentially alter over time. Thus, as much as gender inequalities are likely to be maintained with the reproduction of the 'masculine domination' Bourdieu, (1998), they are also likely to shift and redefine, with the emergence of new patterns of gender segregation Maruani, (2000).

Women in Third World countries fare no better, according to Davies' (1990) study of women in educational management in these countries. The difference between many of these countries and Western systems is that teaching is not necessarily dominated by women. For instance, Davies reports that in the countries she studied:

Teaching is by no means a 'feminine' profession internationally. At the primary level, 46 of the 71 countries ...have fewer than 50% women teachers; at the secondary level, 50 out of 60 countries have fewer than 50% women. The proportions of female head teachers, inspectors or senior Ministry personnel bear no relation to their proportions in the teaching force as a whole. Women are seriously underrepresented in power positions across the world, even in countries where education is seen as the prerogative of the female. Davies, (1990: 2)

In many countries, the supply of female candidates begins to diminish in primary schools. The lack of equitable female education affects overall proportions of women in leadership positions. Lower female education leads to fewer women teachers and role models and eventually fewer female administrators. For instance, in Uganda's over 622 secondary schools with a total population of over 230,119 students, the majority (60.2%) of students and the majority (82.6%) of teachers are male. 'Girls constitute 45% of the student body in primary schools, 30% in the lower secondary ... and 20 in the upper secondary' Brown and Ralph, (1996: 20). It is no surprise, then, that in Uganda 'female teachers are not usually promoted to higher managerial levels, especially if they are unmarried' Brown and Ralph, (1996: 20). Table 35.1 provides some rough comparisons of the proportion of women in selected countries in educational roles. The figures from

these studies illustrate that women are underrepresented in positions in school management worldwide.

2.6 Gender influence to appointment to management position in Africa

Even in the new millennium, leadership remains a gendered social phenomenon in virtually every known society Kastener, Woode & Hinson (2005) Kornblum (2008), Macionis & Plummer, (2008), Mayekiso (2004), Mivanyi (2004), Suffla (2004). Although in the last couple of decades Zimbabwean women appear to have gradually started to gain access to leadership positions in the various institutions of society, it can hardly be disputed that much more still need to be done. The role that socialization agents such the family, education, peer group and mass media play in determining one's future roles in society has been acknowledged and well documented Cole & Cole, (2001); Kornblum (2008); Runhare (2003).

However, findings from previous Zimbabwean studies on gender and leadership remain inconclusive. For instance, Shizha (2000) found that regardless of one's gender, any primary school pupil can become a leader as long as the pupil has qualities acceptable to the class and the teacher. The same author also found that leadership positions for the class or group were fluid and flexible, and that gender was not a determinant factor. However, Shizha's (2000) findings are at variance with those of Gordon (1995a) who found that boys in Zimbabwean secondary schools tended to dominate their female counterparts. Perhaps, such a discrepancy can be attributed to the fact that by the time boys reach secondary level of education, they will have acquired their masculine mystique.

In another study, Dorsey (1989) deplored women's poor levels of participation in university governance. With reference to the University of Zimbabwe, the same author strongly argued that women were under-represented in decision-making bodies within the university structures. The under-representation of Zimbabwean women in leadership positions has also been evident in local schools. Although more female teachers were being elevated to the post of school head, the number of female school heads remained by far less than that of male school heads Ministry of Education, Sport and Culture &

UNICEF, (2000). This observation is supported by Nyoni's (2004) assertion that males controlled dominant positions in the educational institutions.

The foregoing observations attest to the fact that Zimbabwean men continue to lead both in the home and in the world of work. However, Kaziboni (2002) found that the availability of gender education in the country led Zimbabwean women to believe that they had penetrated all decision-making positions at home, work, in the community, and even in government where they are now represented by other women.

2.6.1 Gender Stereotyping in Leadership in Ghanaian Culture

Women should excel in any profession, then it should be teaching at the universities because teaching is supposedly women's forte and universities are assumed to be meritocratic institutions according to Prah (2002). She further asserted that Ghanaian universities are male dominated institutions and the women within them. Academics, administrators, support staff, and students face major obstacles because of lack of attention to their specific needs and problems.

Gender role socialization begins early in the family and is perpetuated and reinforced by other socialization agents that include the peer group, media and particularly education "Early socialization into appropriate gender roles ensures that there is a broad general consensus within society about beliefs in gender differences" Dorsey, (1989, p. 362). Dorsey further explained that men are perceived as stronger, more aggressive, autonomous, adventurous and with good leadership qualities, while women are seen as being weaker, submissive, non-aggressive and more concerned with affiliation, nurturance and deference. Gender role socialization may lead to lack of confidence, lack of courage, low self-esteem and even indecision in women Ministry of Education, Sports and Culture, (2000). It can also be a hindrance to women's motivation to strive and succeed because achievement is aggressive and therefore masculine Dorsey, (1989).

Attitudes towards women leaders are shaped by the organizational culture and the prevailing culture in most organizations is one that places less value on women's contributions than men's contributions Palermo, (2004). Gardiner and Triggerman (1999) made a distinction of three challenges which female leaders can encounter. These are visibility, exaggeration of differences, and stereotyping. These can lead to increasing

levels of performance pressure and stress, which in their turn lead to decreased motivation for women to participate in the workplace. High visibility can lead to increasing performance pressure because it makes women feel as if they are „under constant observation. Willemsen (2000) buttressed this point by saying that most women change their style accordingly, and adopt a more masculine style. Concerning the exaggeration of differences, Gardiner and Tiggemann (1999) went ahead to say that it can lead to isolation of female leaders. Stereotyping also increases the level of performance pressure and stress. Because of all these possible pitfalls which women may encounter on their pathway to leadership, the researcher can say that it is correct to see this path as a jumble, slowing down and hindering women in achieving their leadership position.

Research has also found that women experience discrimination in their workplaces as a result of their domestic responsibilities Pocock, (2008). Women want to advance in their careers but the interactions between work and life outside of work informed by expectations of women’s roles and behaviors in these domains makes it very difficult to achieve as they would like to. This situation needs to change if women are to have any opportunity to participate in leadership.

As more women gain work experience and the education necessary for them to be qualified as leaders, organizations have been subsequently called upon to re-establish and expand their notions of what constitutes effective leadership as it relates to gender, stereotyping, and role expectations. Rosener (1990) advocated for those reconsiderations and added that they should include “a valuing of diversity of leadership styles” (p. 125) if an organization hopes to be successful in its mission. Every organization depends on capable leadership to guide it through its activities. Adusah-Karikari (2008) found that three attributes and strategies contributed to the successes of women leaders in Ghanaian universities. These are: determination to succeed, perseverance, and planning.

The department of education Republic of South Africa, (2004) in studies conducted on challenges faced by women as school managers in primary schools in Warm baths area, argues that men and women, who hold the values that consider women managers to be inferior to men, are more likely to create difficulties for women managers. This is a wrong cultural perception about women as managers. The same society that believes that

women can make a good wife which is part of management does not believe that women can become good managers. The above study points out one of the most important hurdles for women in management in all countries which have been thought to be the persistent stereotype that associates management with being male.

2.7 Factors that would influence gender leadership positions in Kenyan schools

Certain prevailing factors do or would encourage women to take up education leadership positions. These include policies, organizational motivators, and also women's own motivators.

2.7.1 Policies on equal opportunities and its implementation on women appointment to management positions.

Economic and legal developments have benefitted women into managerial positions Priola & Brannan (2009). Norris (2000) outlines three policies, among others, that are used worldwide to enhance women's participation in decision-making positions. He indicates the following:

Rhetorical strategies –an informal means of getting women to participate in decision-making structures articulated through political and other public speeches. An example is a 2006 presidential decree in Kenya that aimed at a target of 30% representation of women in the public service

Affirmative action- described as meritocratic policies that aim to achieve fairness in recruitment by removing practical barriers that disadvantage women. Affirmative action programmes provide training, advisory group goals, financial assistance, and the monitoring of outcomes. According to Chisikwa and Indoshi (2010) the Kenyan government reserved all appointments for women since 2006 to create equity in employment. Its impact was, however, not successful. A case in point is the recent appointments made by the head of state of the Attorney-General, Chief Justice, Director of Public Prosecutions and Budget Controller, which have since been contested and revoked because, among other reasons, "...there was no gender face reflected" in the appointments Daily Nation, 17th February (2011:5). Where women are picked to high profile appointments, they are appointed as the deputies of men, in a trend that an

unnamed woman in Karanja's (2011, p.1) article calls the "*deputy syndrome*" as the recent appointments in the Constitutional Implementation Commission and the Commission on Revenue Allocation

Positive discrimination strategies- which set mandatory quotas for the selection of candidates from certain social or political groups. Quotas can be set at different levels (to indicate proportion of representation), or at different stages of the selection process. Kiamba (2008, p.17) observed that when quotas are legally specified as part of the constitution, they are more likely to be implemented, and guarantee women's inclusion in leadership

Chisikwa and Indoshi (2010, p.67) advocate that the Kenyan government should strive to effectively implement the policies on millennium development and affirmative action.

2.7.2 Academic credentials

In exploring women's route into leadership, Priola and Brannan (2009) and Wickham (2007:16) note that education and self-determination are perceived to be at the core of a career in leadership. They mention that the increased education attainment and the enhancement of academic credentials of women have subsequently accompanied an increased commitment to professional and managerial careers. A respondent in Normore and Gaetane's (2008, p.192) study on the leadership experiences of four female secondary school heads, cited "...a strong knowledge base and value on having attained a doctorate" as a motivator for joining education leadership. The academic attainment could be attributed to the fact that, as Mitroussi and Mitroussi (2009) asserted, women need to feel well-prepared before they apply for a leadership position. They choose to become heads when they feel adequate, that is, when they have become competent teachers, and they have their own agenda for headship.

2.7.3 Access to preparation and leadership programmes

The availability of preparation and leadership programmes for aspiring head teachers is also a motivator for women to venture into educational leadership. Preparation for school leadership is concerned with developing the capacity of individuals by means of initial or pre-service preparation, socialization and induction, and opportunities for in-service

professional learning development, Sperandio & Kagoda, (2010). Formal mentoring and leadership development is one way of promoting and uniting women in education administration, namely by offering them the chance to engage in mentoring relationships and to network with other practicing leaders and aspirants, Sherman, (2005).

Preparation for leadership can help to develop the professional identity of aspiring head teachers, to broaden their outlook, and to develop confidence and self-belief, according to Cowie and Crawford (2008). Women and men who participate in aspiring leadership programmes and more formalized types of mentoring, advance to leadership positions more readily than women who do not Chisikwa & Indoshi, (2010); Sherman (2005). Chisikwa and Indoshi (2010) noted that the Kenya Education Staff Institute training of teachers positively influenced the appointment of women head teachers, but that some teachers believed that this training caused gender imbalance since it depended on the self determination of individuals. The training was either sponsored by the teacher or the school which meant that men unlike women attended in large numbers.

2.7.4 Women's own driving force

Some women may be attracted to school management positions by the promise of status and power to influence others, and also themselves. Others may be seduced by the wish to prove themselves and others that they can do better, and can achieve success in environments which are traditionally male-dominated and highly competitive, or that may represent difficult challenges Priola & Brannan, (2009). Some of the reasons cited by women that would or did encourage them to join educational leadership included: knowing that they could initiate change, and provide the necessary leadership skills to implement those changes; support, encouragement and sponsorship; having a supportive staff Adams & Hambright, (2004) an intrinsic need and a moral responsibility to make a difference in the lives of students and others; a need to empower teachers to make positive decisions about teaching and learning Normore & Gaetane, (2008) to be role models; to improve the schools in terms of their academic performance and student outcomes; having the skills and interest to be successful school leaders; to utilise their talents that have not been exploited as a teacher; to be more useful in the community Sperandio & Kagoda, (2010).

2.7.5 Management of primary schools in Kenya

The overall management of education in Kenya is executed by the Ministry of Education. The hierarchical structure of the MOE is divided into four parts: the headquarters at Jogoo house “B”, forty seven county headquarters throughout the country, the numerous district head quarters, the secondary school level and primary school level.

The management of primary schools in Kenya is vested in the hands of the school management committee (SMC) at the school level. The SMC members are appointed by the Ministry of Education and manage the Primary schools on behalf of the MOE, the Teachers Service commission (TSC) and the Schools Sponsors, Education Act (1980). According to a circular from MOEST (1999) the SMC are mandated by the Ministry for Education to execute the following functions such as approving annual budget estimates for the school, receiving grants, donation and other revenues on behalf of the school, incurring expenditure on various activities of the school in accordance with the school budget, recruiting and hiring school employees including PTA teachers on behalf of the TSC, paying employees salaries, ensuring the provision and proper utilization of school facilities and learning resources; ensuring effective and accountable use of school finances, ensuring staff and pupils discipline and ensuring sound school community relationship. It is not possible for the SMC to be physically present in the school on a daily basis. The head teacher, who is the secretary to the SMC, executes the day to day running of the school.

2.7.6 Barriers to women’s entry into educational leadership

The lack of female leaders in top positions is the result of both internal and external barriers women encounter and have to overcome on their journey to become educational leaders Jones (2006:18). Some of the challenges women face includes the masculine nature of institutions, women’s reluctance to apply for promotion, home-work conflict, stereotypes associated with gender, fear of geographical mobility, lack of role models and mentors, and lack of self-efficacy. Each of these challenges will be examined in detail below. It should, however, be noted that although these barriers have been separated for the purpose of this study, they may have been experienced independently or interdependently with others.

2.7.7 The masculine nature of institutions

The reasons why women do not move into the higher echelons of leadership may be related to pressures inherent in the job situation, Celikten(2005:210). Existing work structures and organizational routines are predominantly male-oriented, which tend to impede women's participation in decision-making roles in organizations, Syed & Murray (2008:418). Cultures that exclude or alienate women can possibly be based on masculine activities that are less appealing to women, and a work environment that might strike women as 'cut-throat' and macho, Eagly, Carli & Sampson (2009:14).

Investigating the results-only work environment (ROWE), as implemented in the corporate headquarters of Best Buy, Kelly, *et al.* (2010:287) found that the employees believed that long working hours were an indicator of dedication and productivity. Working long hours was seen as a sign that the employees were readily available and eager to meet other's needs. It further reinforced the perception of the ideal worker- most often a man- who does not have or attend to other pressing commitments outside of work.

2.7.8 Stereotypes associated with gender and women appointment to management position.

Female socialization practices inhibit women from attaining leadership positions because women are historically encouraged to develop personality traits and behavior that prevent them from participating in leadership, Kelly (2008:29). Societal values and traditional roles combine to have a detrimental effect on how women are valued as leaders, Vali (2010:32). In many societies women are still assigned a secondary position by the prevailing customs and culture, Kiamba (2008:12). As a result, role incongruence occurs when a woman exhibits the behavior expected of leaders Wickham (2007:33). The Role Congruity Theory can help explain how this incongruence occurs and how it affects women's choices of whether to participate in leadership or not.

According to the Role Congruity Theory, the perceived incongruity between the female gender role and the leadership role leads to two forms of prejudice against women leaders Eagly & Karau(2002), in Hoyt (2005:3). First, the descriptive aspect of the gender stereotype leads people to perceive women as more communal and less agentic, thus perceiving them as less qualified for leadership positions. Second, the prescriptive

component of the stereotype suggests that when women leaders successfully demonstrate favorable leadership characteristics, they are perceived less favorable, because it is inconsistent with expectations of appropriate (or desired) female behavior. Together these two forms of prejudice can account for research findings that indicate less favorable attitudes toward female than male leaders, and for the greater difficulty for women to attain top leadership roles, and to be viewed as effective in these roles. Study of four women mother-educators found that it was difficult for them to balance their multiple roles of mother, wife and educator according to Knowles, *et al.*'s (2009:341). The goal of the women interviewed was to become better educators and better mothers. They had convinced themselves that they needed to reshape their desires and actions. They held on to the culturally entrenched idea that expected patterns of behavior existed, and that they had to live up to them. Such stereotyping affects the women's self-esteem and confidence because they may come to see themselves as unfit for leadership roles, or unable to perform outside their domestic roles Vali (2010:32).

Social stereotypes associated with women at the work-place showed that women are too emotional, not task-oriented, talk too much, are unable to gain control and discipline, or to handle conflict and community issues, Jones (2006:18). Women are often perceived as lacking confidence, as having low aspirations, and a negative self-image. These attributes are viewed as contradictory to the role of headship, and thus may hinder women from being considered as potential school heads.

2.7.9 Home-work conflict and women appointment to management position.

Women's productive activities are often hampered by the unofficial and private domestic responsibilities that compete for women's labour in terms of time and energy, not to mention the increase in workload and long working hours Chege & Sifuna (2006:9).

The issue of children and/or family is one that deters many women when they have to make the decision to take up a leadership position. The responsibility that comes with a family is a significant barrier to women attaining top jobs. Many mothers feel exhausted and overwhelmed trying to balance paid work commitments with the commitments of being a parent, thus they feel psychologically, intellectually and emotionally drained

Knowles, *et al.* (2009:333). Women often reduce their hours at work when they have children. Some women even quit work and spend one or more years devoting their efforts to their families

Eagly, Carli & Sampson (2009:12). Derrington and Sharratt (2009:21) observed that women with children aged between one and nineteen, represented the smallest percentage of superintendents, compared to women with no or grown children.

In their investigation of gendered division of household labour, Cornwall and Legerski (2010:462) noted that women's gender identities were embedded in responsibilities for care that extended beyond mothering young children, and included the care of husbands, adult children and grandchildren. In some cases, women intentionally avoided work outside the home to have time to maintain family relationships. Some of the women in the study who had started college did not finish, usually dropping out on getting married, or with the birth of their first child. Respondents in Derrington and Sharratt's study (2009:18) maintained that these are 'self-imposed barriers' to leadership. They define *self-imposed barriers* as "...the failure to attain the superintendence (sic) or the decision to avoid it because of family responsibilities". Thus, these women made a conscious choice to put family considerations and responsibilities before those that come with assuming the job of superintendent.

Central Appalachian women in school leadership, where the majority of the women interviewed acknowledged that choosing to become administrators necessitated difficult personal accommodations along the way, Seelinger (2000:77). She reported that they spoke eloquently and sometimes regretfully of the borders they had to negotiate to maintain their primary personal relationships, while doing what was necessary for career advancement. Among the women in her study, three were divorced and had no intent to remarry, and two had not borne any children, and did not regret the decision.

Some women have, however, achieved harmony in the home-work conflict. Derrington and Sharratt (2009:21-22) identified them as those who have a network of family support, including spouse, mother and siblings; negotiate flexi-time; and set clear boundaries for personal time, and make part of the weekend off-limits to outside commitments.

Some of the women in Seelinger's (2000:78) study also did not view the integration of family and career as overly problematic, and they maintained that educational leadership was a workable career. The women had willingly timed their careers around the needs of their husbands and children, becoming administrators when their families were grown-up.

2.8 The lack of self-efficacy and women appointment to management positions.

Women's self-determination to progress and succeed is fundamental to their career progression Priola & Brannan (2009:379), but as Sherman (2005:711) noted, few women perceived themselves as capable of holding leadership positions in schools. One of the respondents in Normore and Gaetane's (2008:192) study revealed that she had never envisioned herself becoming an administrator, and that she was perfectly comfortable in the classroom. According to Oplatka (2006:604) identified a variety of reasons that caused women not apply for promotion, such as the lack of the necessary aspiration, a lack of confidence that they will succeed, fear of failure, and a lack of competitiveness. The think-leader-think-male stereotype can also have deleterious effects on women leaders' self-perceptions, as it is associated with decreased performance and a most menacing outcome of stereotype activation on the targets of the stereotype, in that it may have the potential to contribute to women's disengagement from leadership roles Hoyt, (2005:3).

Women in higher education typically have a low self-worth, often being perceived as timid, and preferring to maintain a low profile, Nealy (2009:9) report. No matter how skilled women leaders are, a lack of confidence is a deal-breaker Santovec (2010:9). Santovec continued to say that confidence spreads to those one is leading, and that if a leader does not have confidence, the followers will not have confidence in the leader. Hoyt (2005:5) also noted that while cultural stereotypes are likely to impact on women leaders, the level of the leader's self-efficacy for leadership will likely play a role in determining the responses to stereotype activation.

2.8.1 Fear of geographical mobility and women appointment to management positions.

Due to the fact that schools are found everywhere in a country, teaching is seen to “...provide many opportunities for women to be employed without it adversely affecting the family situation” Mitroussi & Mitroussi (2009:511). Conversely, Wickham (2007:29) identified a lack of the willingness to relocate as one of the barriers to the attainment of leadership positions for women, as it involves separating them from their families, or sometimes relocating the entire family. Relocation was considered by 88% of female superintendents in Wickham’s study as one of the major barriers for women aspiring to be a superintendent. A respondent in Eddy’s (2008:56) study reported that she loved her job but that her priority would always be her family. She continued by stating categorically that if someone offered her a job that would take her away from her family, she “...would not even think about it in a heartbeat”.

In her study of factors influencing gender mobility to the top levels of education management in Kenya, Wanyama (2002:49) found that most women preferred staying at their middle ranks for fear of seeking promotion and being transferred up-country to work at district or provincial headquarters, as this would affect their families.

2.8.2 The lack of role-models and mentors

Eddy (2008) observed that mentors have a critical role to play in the advancement of women in leadership. Support by means of advice, opportunities to acquire diverse experiences and access to leadership development, all provide critical career skills. She added that some women may not consider upper level positions on their own, adding on to the increased importance of well-placed suggestions by mentors. Fifty-six percent of the women leaders Eddy interviewed had had a mentor, and they recounted how their strong mentoring relationships provided them with resources to draw upon in their first year of leadership.

Lack of role-models and mentors in education leadership, asserted that women in leadership positions may be breaking new ground, and are unable to offer the mentoring and encouragement to other women who may find it necessary to overcome their lack of confidence and self-esteem, Sperandio and Kagonda (2010:24). They added that others may be so beset with problems created by resentful teachers, both male and female who

are unwilling to accept a woman 'boss', that the example they provide does not encourage other women to undertake the same trial by ordeal. Such kinds of leaders are likely not to be effective role models to aspiring women leaders.

Same-sex role-models are crucial for women, but unfortunately there are not enough to go round for all of the aspiring female leaders Jones (2006:19). When women work in isolated environments dominated by men, they need those 'who look like them' to reinforce their feelings of self-worth and excellence Nealy, (2009:9). It is important then that more women participate in school leadership in order for others to feel encouraged and confident.

Even as there are challenges that are unique to women aspiring to school leadership, school leadership comes with its own challenges, whether the leader is a man or a woman. Some of these challenges are explored below.

2.8.3 Women's reluctance to apply for promotion

Women's under-representation in leadership positions may be attributed to their own decisions not to apply for promotion Oplatka (2006:610). Although it is assumed that teachers are eager to participate in decision-making processes and serve on governance structures, research suggests that they do not jump at the opportunity Squelch, in Lemmer (2000:143). Forty percent of the female teachers interviewed in Adams and Hambright's (2004:211) survey, conducted on the reasons why women teachers seem to lack interest in applying for administrative positions, said that nothing would encourage them to become school administrators.

Several of the participants in Eddy's study (2008:52) of community college presidents revealed that they did not have a 'presidential' position in mind when they started working in higher education. They got the position by either being encouraged by search committees to seek promotion, by being appointed by their chancellors, by seeking the position for fear of the alternative, or simply by following the hierarchy, which naturally left presidency as the next logical step in their career Lange (2006:54).

It is necessary to explore how home responsibilities can affect women's career advancement.

Theoretical work one notable example of an attempt to develop theoretical approaches that are more relevant for women and girls is Hackett and Betz's career self –efficacy theory (1981). They argued for a need to move beyond “listening of barriers to women's choices and achievements to an investigation of mechanisms which are effective in embedding society's beliefs and expectations in women's vocational behavior and achievement Hackett and Betz, (1981, p327).

A study of twenty occupations was designed to “investigate the usefulness of self-efficacy theory to the understanding of vocational behavior and in particular to the understanding of women's career development’ Betz and Hackett (1981, p400). The results of this study indicated that there exists ‘significant and consistent sex differences in self-efficacy with regard to traditional and non-traditional occupations’ Betz and Hackett (1981, p407). So, women demonstrated more career self-efficacy in relation to jobs that are traditionally female like, dental hygienist, social worker, secretary and men were more efficacious in relation to traditionally male jobs like, account, mathematician and engineer.

Betz and Hackett found from this research that the self –efficacy approach to career development for women and women provides a potentially useful framework for further study, and could have important implications for practice (1981, p410). Their basic premise is that low expectations of self-efficacy regarding various career area, particularly those which have historically been male dominated, are major mediator of gender differences in occupational choice and subsequent vocational behavior Fitzgerald et al (1995, p95). Hence, career self-efficacy theory represents an attempt to apply a theory from one realm (social learning theory) to another. The key concept in the theory, self-efficacy, was defined by Bandura (1986).

2.9 Efforts to address gender disparities in school leadership in Kenya

Where a country, such as Kenya finds itself with gender disparities, efforts should be made to ensure that all citizens are represented in employment. Empowering women

starts with empowering the girl child, so that she may grow up with self-confidence and with the belief that she will have the opportunity to work anywhere, including in the highest leadership positions.

2.9.1 Empowering the girl child

The realization of the empowerment of girls and women through education has previously been impeded by a number of factors, such as cultural and religious attitudes, infra-structural and geographical limitations, inadequate policy guidelines, poverty and HIV/AIDS, a lack of community awareness, as well as a lack of female role models, especially in the rural areas Republic of Kenya (2005).

Education is essential for improving women's living standards, and it enables them to have a louder voice in decision-making. Being educated, indeed, grants women great autonomy when it comes to decision-making processes that involve choices Mareng (2010). The existence of equal educational opportunities in Kenya promoted both men and women to acquire the necessary skills required for employment Chisikwa & Indoshi (2010). By making free primary and secondary education compulsory the Government attempted to eradicate women's previous inadequate access to education.

Women develop their vision of leadership from the experiences they may have had as young girls Kamau (2010); Chisikwa, (2010). Empowering women therefore begins with empowering the girl child at each step of the education ladder. Mareng's (2010) comparison of women with education and women without education in Kenya revealed that educated girls are more capable of making their own decisions. Improving the representation of women in educational leadership positions therefore begins with girls and women gaining access to education.

The Government of Kenya has taken some measures to promote the education of girls and women through appropriate policies and programmes, which include affirmative action at university entry level, where girls are allowed to enter with one point less than boys, the review of the curriculum and teaching materials to ensure gender sensitivity, the re-entry to school of adolescent mothers, enhanced bursary funds for girls' education, the presence of a ministerial task force on girls, and the Domestication of Education For All document Chisikwa & Indoshi, (2010); Republic of Kenya (2006). Chisikwa and Indoshi

(2010) however, advocate that the Kenyan government should promote girl-child awareness programmes and improve women leadership educational rights. The next section looks at what is being done in Kenya to empower women in their workplaces.

2.9.2 Empowering women

In developing countries such as Kenya, the struggle for gender equality continues in almost all sectors Sang et al., (2012). Even though women form more than half the population, they are grossly under-represented in leadership and decision-making positions African Development Bank, (2007). In the light of inequalities, the Kenyan government has attempted to promote equal treatment and representation of women in professions Sang et al., (2012). The legislation on women's participation on decision-making bodies on equal terms with men is guaranteed in the Constitution of Kenya Republic of Kenya, (2006). Nevertheless, the absence of women in decision-making positions defeats the implied equality in the Constitution and little achievement has been recorded with regard to the involvement of women in positions of decision-making.

Kenya's first-ever government audit of the civil service report, released by the Public Service Minister in June 2011, and exposed some gender imbalances in the civil service. Overall, only 28% of the staff in government was women, two points lower than the 30% constitutional requirement. This report showed that women's presence thinned out up the employment ladder, where the salaries are higher and there are more opportunities of being involved in decision-making. Moreover, the United Development Programme Report (2013) shows that women remain underrepresented in political leadership positions in Kenya despite Constitutional quotas, with women's political representation standing at 9.8 per cent.

The government is also signatory to international protocols relating to education and the human rights of women and girls. The fact that the government recognizes such national and international documents indicates a willingness to have a nation that involves all its citizens in a democratic culture that offers opportunities for both men and women to participate in development. It however implies that government should focus on providing leadership training of women in all levels of management to equip them with the necessary in skills that are required for educational leadership and management

positions Osumbah, (2011). Furthermore, training the government needs to provide gender sensitive training for the sake of enhancing non-discriminatory working relationships and respect for diversity in work and management styles to both males and females.

The challenge Kenya faces today, then, is how to create an enabling environment which recognizes the potential roles and responsibilities of women and men in the development of the country, and which utilizes strategies that will address the organizational and socio-cultural barriers that have contributed to gender disparities, and the inability of women to realize their full potential.

2.10 Theoretical frame work

This study will be based on Gender role theory and Social Role Theory on social construction of Gender difference Eagly, (2007). Gender role theory posits that boys and girls learn the appropriate behavior and attitudes from the family and overall culture they grow up with, and so non physical gender differences are a product of socialization. Social role theory proposes that social structure is the underlying force for the gender differences. Social role theory proposes that the sex –differentiated behavior is driven by the division of labor between two sexes within a society. Division of labour creates gender roles, which in turn, lead to gendered social behavior.

The physical specialization of the sexes is considered to be the distal cause of the gender roles. Men's unique physical advantages in term of body size and upper body strength provided them an edge over women in those social activities that demanded such physical attributes such as hunting, herding and warfare Eagly, (2007).

On the other hand, women's biological capacity for reproduction and child-bearing is proposed to explain their limited involvement in other social activities. Such divided activity arrangement for the purpose of achieving activity-efficiency led to the division of labour between sexes. Social role theorists have explicitly stressed that the labour division is not narrowly defined as that between paid employed and domestic activities rather, it is conceptualized to include all activities performed within a society that are necessary for its existence and sustainability Eagly, (2007).

The characteristics of the activities performed by men and women become people's perceptions and beliefs of the dispositional attributes of men or women themselves. Through the process of correspondent inference Gilbert, (1998) division of labour led to gender roles or gender stereotype. Ultimately people expect men and women who occupy certain positions to behave according to these attributes. These socially constructed gender roles are considered to be hierarchical and characterized as a male –advantaged gender hierarchy Wood and Eagly, (2002).

Liberal feminists attribute unequal opportunities between males and females to socialization Haralambos & Holborn, (2004); Kornblum, (2008); Walby, (2005). Gender role socialization begins early in the family and is perpetuated and reinforced by other socialization agents that include the peer group, media and particularly education. Dorsey (1989, p.362) argues that, "Early socialization into appropriate gender roles ensures that there is a broad general consensus within society about beliefs in gender differences." By and large, men are perceived as stronger, more aggressive, autonomous, adventurous and with good leadership qualities, while women are seen as being weaker, submissive, non-aggressive and more concerned with affiliation, nurturance and deference Dorsey, (1989); Ministry of Education, Sport and Culture & UNICEF, (2000); Peterson & Runyan, (1999). Gender role socialization may lead to lack of confidence, lack of courage, low self-esteem and even indecision in women Ministry of Education, Sport and Culture & UNICEF, (2000). It can also be a hindrance to women's motivation to strive and succeed because achievement is aggressive and therefore masculine Dorsey, (1989).

In schools, the views of parents, teachers, and in some cases even boys, suggest that boys are more intelligent and academically able and physically stronger than girls Shizha, (2000). Thus, rather than challenging gender inequalities, schools tended to perpetuate them by constructing, defining, reinforcing and in some instances, glorifying male supremacy Korda, (1972).

It is on the basis of the foregoing argument that, radical feminists strongly argue that access to education may not necessarily be the panacea to the marginalisation of women in society. To them, the fundamental issue is the eradication of the patriarchal nature of society Haralambos & Holborn, (2004); Macionis & Plummer, (2008). This line of

thinking is supported by Run hare (2003) who argues that even highly educated women have to contend with gender inequalities. Although the foregoing view is corroborated by Dorsey's (1989) findings in a study at the University of Zimbabwe, it is at variance with the view of Kaziboni (2002) who found that access to education tremendously transformed the status of Zibabwean women.

To Marxist feminists, women's under-representation in leadership positions in society can be attributed to their inability to participate in the public sphere. Women tended to be invisible in influential areas of life such as politics, education, industry and commerce, the mass media etcAcker, (1987); NnaNyenke, (2004); Radford, (1998). According to this theory, the province of women remains the private sphere, that is, the home, which in most cases is under the leadership of men.

The goal of the study therefore was to determine the applicability of the aforementioned theoretical views to the discourse on gender disparities in Zimbabwe. The major specific aim of the study was to investigate male and female student teachers' access to leadership positions in the SRC and the implications this is likely to have on sustainable development.

2.11 Conceptual frame work

A conceptual frame work is a set of broad ideas and principles taken from relevant fields of inquiry and used to structure subsequent presentation, Reichel and Ramey, (1987)

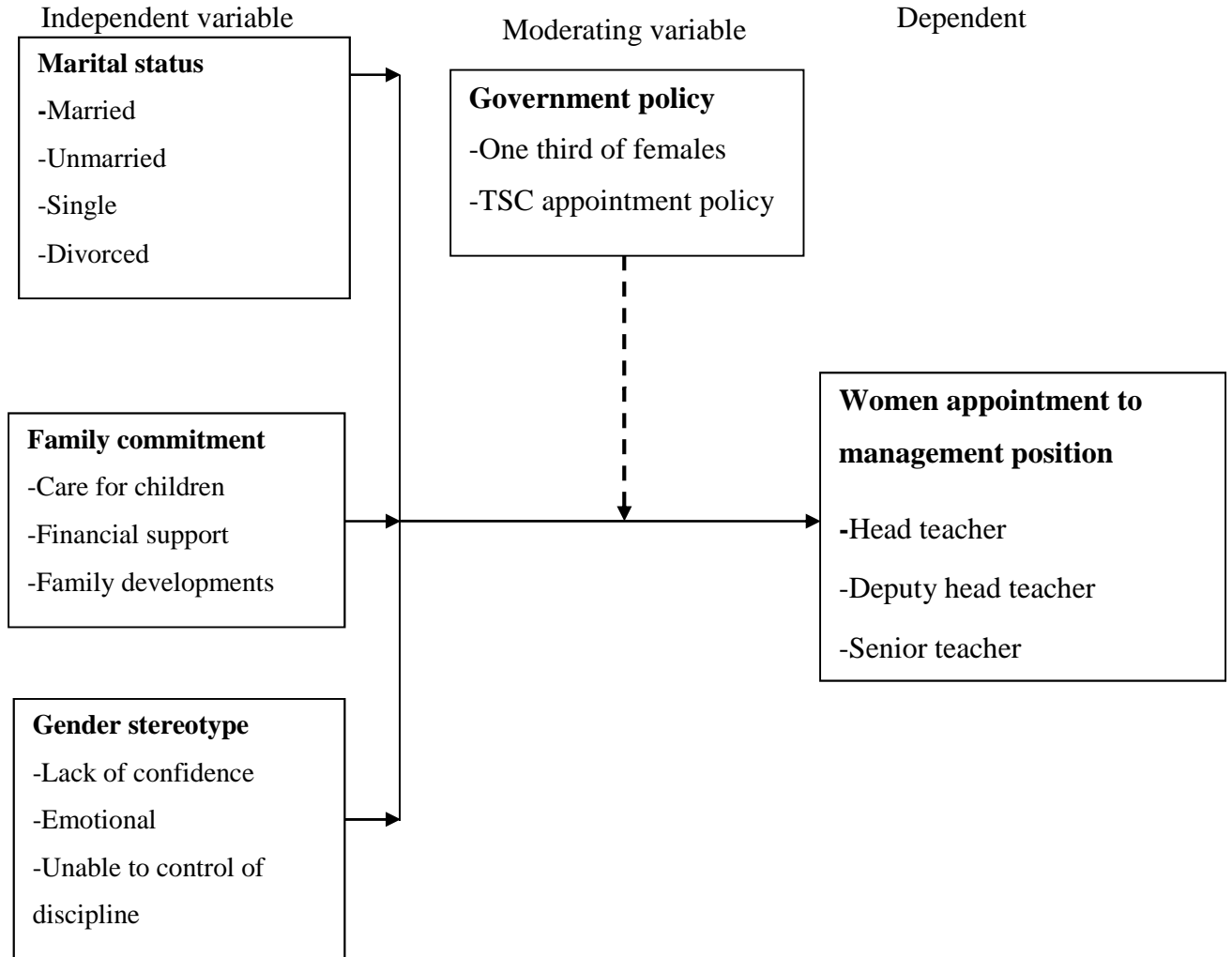


Figure2.1 Conceptual frame work

The study conceptualizes that independent variables influence the dependent variables. Appointment in management in primary school is influenced by gender related factors. Miles & Huberman (1994)

Marital status:-males and females have significant responsibilities for the care of their families and home, thereby depleting the energy they might otherwise devote to the pursuit of appointment position Van Nostrand(1993). The appointment to management

opportunities are based on job rotation and geographical mobility can create difficulties for the children and destroy their spouse's career.

Family commitment: - due to the commitment of men and women in marriage life, which involves care for the children and family developments will interfere with the appointment of the spouse hence causing friction.

Gender stereotype: - In many societies men and women are assigned positions by the prevailing customs and culture, Kiamba (2008:12). As a result, role incongruence occurs when men or women exhibits the behavior expected of leaders, Wickham (2007:33). The Role Congruity Theory can help explain how this incongruence occurs and how it affects gender choices of whether to participate in management position.

If female administrators have identified gender stereotypes regarding their leadership ability as significant constraints to senior level positions then examining gender role stereotype can assist in understanding why women and men experience leadership challenges

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

In this study, a survey research design was adopted. This survey design involved collection of data to test hypothesis or to answer questions concerning the current status of the subject in study Mugenda and Mugenda, (1999). Data were collected personally by administering questionnaires and interviews to selected individuals with an aim of determining the relationship of the independent variables: marital status, family commitment, gender stereotype and their influence in appointment to management position in primary schools.

In this design the questions to be answered by the respondents were supposed to be clear and not misleading. This would lead to giving the right response by the respondents. So that the respondents to answer thoughtfully and honestly this design was to be employed. The sufficient number of the questionnaire was completed and returned so as the meaningful analyses could be made .

The main advantage of survey research is that it has the potential to provide us with a lot of information obtained from quite a large sample of individuals. It will also provide a good way to examine peoples' attitude and opinions

3.3 Target Population

Target population is a large population from which a sample population is selected according to Orodho (2004). It is also a group of elements or causes whether individual, objects or events that conform to specific criteria and to which we intend to generalize the results of the research Mc Millan to Schumacher, (1997). The target population consisted of three cluster zones according to current educational divisions. These zones included Kyangwithya zone, Kalundu zone and Miambani zone. The number of public

primary schools is 70. Every school targeted had three Administrators and therefore the total populations in our study were two hundred and ten. It also involved TAC tutors from the Ministry of education. This category of respondents were targeted since they are consumers and specialists of primary education and thus involved in one way or the other in management of primary schools.

3.4 Sampling Procedure and Sample size

Seventy schools in Kitui central sub-county were clustered, the schools are in the three zones; Kyangwithya zone, Kalundu zone and Miambani zone. A census of 15 clusters was conducted to study. Since the district population was large, more than 10% of the study population was representative of the target population of 210, Mugenda and Mugenda (1999). A two thirds ratio was used in selecting a sampling frame so as to select 2/3 teachers in the 15 clusters where in each there were 3 teachers in position of management. Therefore, two teachers from each school were selected using simple random sampling. This gave a sampling frame so as to select two out of three teachers in the two clusters where in each there were three teachers. Therefore three teachers from each of the selected schools were used as simple random sampling. This gave a sampling frame of 45 respondents from the 15 clusters. Each of the head teachers in the 45 selected teachers was interviewed, and then two thirds of the deputy head teachers and senior teaches in the 45 selected participated in the study using simple random sampling in each cluster. Purposive sampling was used to select all female and male employees to participate in the study because particular data of interest to the study was required.

3.5 Research Instruments

The research instrument involved primary data and secondary data. Primary data was use questionnaires, interview guides. Secondary data involved literature review. Head teacher's, deputy head teacher's and senior teacher's questionnaires were used to collect data for the study. A researcher had structured closed and open ended items for the head teachers, deputy head teachers and senior teachers. The teachers were also interviewed for further confirmation.

The questionnaire had two sections. Part A was related bio-data and part B stressed on factors influencing gender appointment to management position to be shown in appendix II. The researcher had structured open-ended questions that were used in person during face to face interview the TAC tutors, the DQASO, the Staffing Officer and the DEO. This was suitable and easier since the officers are fewer compared to the head teachers, deputy head teachers and senior teachers.

3.6 Piloting of the Research Instruments

This involved pre-testing of the instruments. The questionnaires were pre-tested in three selected schools headed by female and male head teachers from Kitui central sub-county. Pre-testing of the research instruments was important since it helped to improve on the items that were not clear.

3.7 Validity of the Instruments

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

3.8 Reliability of the Instrument

Reliability of the instrument is the consistency in producing a reliable result Orodho, (2004). to establish the reliability of the quantifiable data split-half technique was used. In split- half reliability the researcher randomly divided all items of questionnaire that purport to measure the same construct into two sets. The entire instruments were administered to the same sample of six respondents in the one of the four schools in Kitui Central Sub-county. Then the researcher calculated the total score for each randomly divided half. The split-half reliability estimate was simply the correlation between those

two total scores. Thus the correlation between the two (split halves) was the estimate of the reliability.

The use of the K-R 20 formula in assessing the internal consistency of research instrument is based on split-half reliabilities of data from all possible halves of the instrument. Use of the K-R 20 formula reduces the time required to compute a reliability coefficient in other methods. The study employed the following formula of finding α which is same as K-R 20.

$$KR_{20} = (K)(S^2 - \sum s^2) / (S^2)(K-1)$$

Where

KR_{20} = Reliability coefficient of internal consistency

K = Number of items used to measure the concept

S^2 = Variance of all scores

s^2 = Variance of individual items

Since $KR_{20} = \alpha$,

From the results in the above table the overall reliability was found to be 0.76 which is greater than 0.60 hence based on the Cronbach statistic, the research instrument was reliable and this paved way for further analysis and interpretation.

3.9 Data Collection Procedure

Before the start of data collection the researcher obtained a research permit from the National Council of Science and Technology, Nairobi. It was presented to the DEO Kitui. A copy of the permit was submitted to the 21 schools selected in Kitui central sub county. The researcher visited the school, introduced himself and created rapport with the head teacher. He booked an appointment on when to visit the school and collect data. On the appointment day the researcher requested the head teacher to introduce him to the teachers. He then created rapport with the teachers and explained the purpose of the study and how their corporation and involvement in the study would be important. The head

teachers, deputy head teachers were interviewed by use of questionnaires. He sampled out the teachers, administered the questionnaires and collected them the same day. On the date of appointment, he conducted the interview session with teachers where he sought answers to a set of pre-conceived questions through face to face interview. The researcher interviewed assistant teachers and education officers among whom were TAC tutors. He then recorded the responses in a notebook.

3.10 Data analysis techniques

Analysis of data involves working with raw data value obtained from the field, by organizing it, breaking it into manageable units, synthesizing it as well as searching for patterns. Orodho (2003). Data collected in the study was coded and tabulated according to the study objectives. Both quantitative and qualitative data were collected in the study during the data collection process. Quantitative data was collected using closed ended item of the questionnaire. The quantitative data was then assigned nominal, ordinal and interval values and be analyzed using descriptive statistics of frequency tables and percentage as well as mean values of the likert 5-point scale rating. The finding from this kind of data was interpreted and presented in frequency distribution tables which were preceded by explanation of the main study finding. Qualitative data was collected using the in-depth interview guides and the open-ended questions in the questionnaire. The findings from the quantitative data was interpreted and presented in percentages preceded by major study findings explanation and narrations of information quoted as well as respondents verbatim from similar themes used to explain the main findings of the study. The interview was conducted in the respective offices.

3.11 Ethical considerations

The researcher obtained a permit for conducting the study from the National Council of Science and Technology in Nairobi. The study addressed the ethical issues through the use of an introductory letter (Appendix I) which explained the purpose of the study. It also ensured that the researcher obtains the consent and voluntary participation of the respondents and the right to know the purpose of the study and how the process would be conducted. The respondents right to confidentiality and anonymity of the responses were ensured whereby data and information gathered was treated and reported in such a way

that it would not be traced to any person. Further, the work of others quoted or referred to is all acknowledged through use of citation and references. The principle of objectivity was adhered to during the entire research process including the design, data collection, analysis and interpretation of data.

3.12 Operationalization of the study variables

Objectives	Variables		Indicators	Measurements	Measurement scale	Types of analysis
	Independent	Dependent				
To establish the influence of marital status on women appointment to management position in primary schools.	Marital status	Women appointment to management position in primary schools	<ul style="list-style-type: none"> • Widow • Single • Divorce • Unmarried 	<ul style="list-style-type: none"> • No of married male and female • Experience in job • Un married male and 	Nominal Ordinal Nominal	<ul style="list-style-type: none"> -Descriptive statistics - Tables -Frequency - Distribution tables
To establish the influence of family commitment on women appointment to management position in primary schools	Family commitment	Women appointment to management position in primary schools	<ul style="list-style-type: none"> - Domestic responsibilities - family development - Care for children - Family financial support 	<ul style="list-style-type: none"> -Roles of male and female in the family - Types of commitments in the family. 	Nominal Nominal	<ul style="list-style-type: none"> - Frequency - Distribution tables.
To establish the influence of gender stereotype on women appointment to management position in primary schools	Gender stereotype	Women appointment to management position in primary schools.	<ul style="list-style-type: none"> - Weak and submissive - Emotional - Too much talk - Inability to control and discipline - Communal - Low aspirations - Not aggressive 	<ul style="list-style-type: none"> -Social status - Male and female role in the family. 	Nominal Nominal	<ul style="list-style-type: none"> Descriptive statistics - Tables - Frequency - distribution tables

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents analysis of research findings and presentation in simple descriptive tables of frequencies and percentages. The discussions of the findings are done for each research objectives and comments made as used in determining the influence of gender related factors on women appointment to management position in primary schools; Kitui central sub-county, Kitui county, Kenya.

4.2 Response rate

A sample of 45 questionnaires was used in the study. These were stratified for different staff categories. The response rate was evaluated for each category as follows; Head teachers (14), deputy head teachers (12) and teachers (14). This made a sample of 40 respondents out of 45 sampled plus two education officers from county office of education. This sample was satisfactory.

4.3 Respondents Bio data

The demographic characteristics of the respondents analyzed included, gender, position and experience level. The results are discussed in the subsequent.

4.3.1 Gender of the respondents

Gender of the respondents was sought and the results are shown in Table 4.1.

Table 4.1 Gender of the respondents

Gender	Frequency	Percent (%)
Female	22	55.0
Male	18	45.0
Total	40	100.0

Male respondents formed 18 (45.0%) of the respondents while female respondents were 22 (55.0%) as shown on Table 4.1. This is so because naturally female have enrolled in education sector and males have been considered for white color jobs but for women have been doing the house chores. However in the recent female are being incorporated in these jobs.

4.3.2 Marital status of the respondents

Marital status of the respondents was as shown in Table 4.2.

Table 4.2 Marital status of the respondents

Marital status	Frequency	Percent (%)
Married	35	87.5
Unmarried	5	12.5
Total	40	100.0

Married respondents formed 35(87.5%) of the respondents while Unmarried respondents were 5 (12.5%) in reference to Table 4.2. This was so because most of the respondents were mature persons who naturally must be of age above 18 years and naturally must mostly be married.

4.3.3 Management position of the respondents

Results of the respondents on management position was found as shown in Table 4.3.

Table 4.3 Management Position of the respondents

Management position	Frequency	Percent (%)
Head teacher	14	35.0
Senior teachers	14	35.0
Deputy head teacher	12	30.0
Total	40	100.0

Head teachers were 14(45.0%), Deputy teachers 12(30.0%) and Senior teachers 14(35.0%) as Table 4.3 shows. This distribution was found normal for the study.

4.3.4 The experience of the respondents in management position

The experience of the respondents in management position were presented in Table 4.4.

Table 4.4 Experience of the respondents

Experience	Frequency	Percent (%)
5 to 10 years	24	60.0
More than 10 years	10	25.0
Less than 5 years	6	15.0
Total	40	100.0

Only six respondents had experience below five years, 24(60.0%) respondents had 5 to 10 years experience, 10(25.0%) of the respondents had 10 years above in reference to Table 4.4. This was a well distributed years of experience and shows a well equipped human resource in the schools.

4.4 Influence of marital status on women appointment to management position in primary schools in Kitui Central Sub- County.

The study tried to establish the influence of marital status on women appointment to management position in primary schools in Kitui Central Sub- County. The results are presented in Table 4.5,

Table 4.5 Whether family life in marriage hinder women participation in ascending to leadership job posts

Hinderance	Frequency	Percent (%)
Yes	28	70.0
No	12	30.0
Total	40	100.0

Seventy percent of the respondents said that family life in marriage hinders women participation in ascending to leadership job posts. Only 12(30.0%) indicated that family life does not influence as shown. Like with the above studies, the study by Malombe (2011) which focused on the factors that determine women participation in the leadership of public primary schools in Kitui west district, Kenya, found that the major obstacles to the appointment of women in school leadership positions were that most communities devalued women leadership (92.6%), women were too busy with domestic chores (87.8%) while most of them never bothered to apply for school leadership positions (80.5%) as shown in Table 4.5.

Experiences of women principals in public primary schools in Kenya has been referred by Parsaloi's study (2012), Parsaloi and Steyn (2013, p.5064) described various aspects of women principals' work-lives in their leadership positions. It is against this background, that this article reports on part of the investigation done by Parsaloi (2012) and used content analysis of selected documents to describe the movement towards gender equality in the Kenyan education system. It is necessary since a holistic understanding of women's lives is indispensable for the success of development initiatives which are aimed at gender equality Sang, Masila & Sang, (2012).

4.5 Whether community hold some cultural practices to distinguish jobs for women from those for men

The study sought to establish whether communities hold some cultural practices to distinguish jobs for women from those for men. The results are presented in Table 4.6.

Table 4.6 Whether community hold some cultural practices to distinguish jobs for women from those for men

Level of cultural practices	Frequency	Percent (%)
To some extent	26	65.0
A lot	8	20.0
Never	6	15.0
Total	40	100.0

Eight (20.0%) said the community holds some cultural practices. A great percentage 26(65.0%) indicated to some extent while just 6(15.0%) said never cultural practices to distinguish jobs for women from those for men as in Table 4.6. School leadership has become a priority on education policy agendas internationally, and it plays a key role in improving school quality, the school climate and school environment Mitroussi & Mitroussi, (2009).Head teachers everywhere, and Kenya is no exception, are expected to provide effective institutional management in order to realize quality education.

The compelling studies by Cowie and Crawford (2008) and Jones (2006) reveal that most school principals find their leadership position as stressful, demanding, and challenging. They cited the main causes of stress as the commitment requirements of the job, parent grievances, accountability issues, legislative changes, and lack of support from others. This explains why men and women, who run schools are overburdened, underpaid and near retirement and why potential candidates are often hesitant to apply for the vacancies Pont, Nusche & Moorman, (2008).

4.6 The influence of cultural practices on women participation in appointments in posts in primary schools.

Respondents were indicated how the cultural practices influenced women participation in appointments in posts in primary schools. The results are presented in Table 4.7.

Table 4.7 Effects of cultural practices on women participation in appointments in management in primary schools

Cultural practices	Frequency	Percent (%)
Belief that women should never talk	14	31.1
Fear of discrimination	12	26.7
Lack of experience by women	10	22.2
Many jobs at home	9	20.0
Total	45	100.0

Most men believe that women should never talk, fear discrimination, lack confidence and have many jobs at their home as shown in Table 4.7. These are culturally making the women not to participate in appointments of primary schools. When teachers are appointed as head teachers, they find themselves in a world with new responsibilities, commitments, new challenges and in most cases, less free time. Issues faced by newly-appointed school principals include feelings of professional isolation and loneliness; having to deal with the legacy, practice and style of the previous head teacher; dealing with multiple tasks, managing time and priorities; managing the school budget; (in some instances) dealing with ineffective staff; implementing new government initiatives, notably new curricula or school improvement projects; and problems as regards the school buildings, and site managements later et al., (2008:704). Head teachers are also faced with problems relating to administrative duties that sometimes limit their success as heads of schools. Kenyan head teachers could identify with a head teacher in Slater et al.(2008, p.712) study, who wonders how to handle the burden of paperwork which

consume most of his working time. This paperwork includes school reports, account statements, project descriptions, registrations, statistics, and minutes of meetings, among others.

4.7 Trial of respondents to attain the next management position

Respondents were asked whether they ever tried to acquire the next higher position in leadership. The results are presented in Table 4.8.

Table 4.8 Whether ever tried to acquire the next higher position in leadership

Level of acquiring management position	Frequency	Percent (%)
Yes	28	70.0
No	12	30.0
Total	40	100.0

Twenty eight (70.0%) of the respondents indicated that they have ever tried. A proportion of 12(30.0%) said they had not tried any post for appointment as per Table 4.8. This would be because of failure to understand their need to be in leadership posts in primary schools.

4.8 Influence of family commitment on women appointment to management position in primary schools in Kitui Central Sub- County.

Influence of family commitment on women appointment to management position in primary schools in Kitui Central Sub- County. The results are shown in Table 4.9.

Table 4.9 Whether family commitment makes some women not to participate in appointments

Level of commitment	Frequency	Percent (%)
Yes	32	75.0
No	8	25.0
Total	40	100.0

Most women could not participate in community appointments because of home duties. At least 32(75.0%) indicated this while only 8(25.0%) did not indicate the same as Table 4.9 indicates. Over the last decade, an increasingly tight and globally competitive labour market has seen the business community make genuine efforts to promote and retain women. A number of Australia's leading organizations have adopted globally recognized strategies to facilitate gender diversity within their workforces. While the focus of this study is gender diversity, many of the issues the study raises relate to dynamics in the wider domain, which result in the exclusion of certain groups from benefits afforded to the dominant culture.

4.9 Influence of gender stereotype on women appointment to management position in primary schools in Kitui Central Sub- County.

The third objective of this study sought to establish how gender stereotype on women appointment to management position in primary schools in Kitui Central Sub- County. The respondents were asked three questions in order to gather information.

4.9.1 Trust in selection process

The study sought to know how respondents trusted the selection process in appointing teachers in management position in primary schools. The results are shown in Table 4.10.

Table 4.10 Trust in selection process

Variable	Frequency	Percent (%)
No	22	55.5
Yes	18	45.5
Total	40	100.0

The research area of women in administration, management and leadership is receiving increasing attention. This review focuses on research published since 1974. The dominant approach has explained women's underrepresentation in administration in terms of socialization to sex role stereotypes. In the past decade, other theories have been applied to explain women's experiences in organizations. The processes of career socialization and structural characteristics of organizations maintain inequalities. Theories of devaluation of women and social power and status have been advanced to explain the behavior of men and women in organizations and in the larger society. At least no great variation in opinion on this were 18(45.0%) said yes while 22(55.0%) said not. This difference was not found very significant as shown in Table 4.10.

4.9.2 Reason for trusting the selection process

The study sought to know reason for trusting the selection process. The results are shown in Table 4.11.

Table 4.11 Reason for trusting the selection process

Variables	Frequency	Percent (%)
Transparency	8	55.0
Merit based	6	37.5
Equality of consideration	2	12.5
Total	16	100.0

Transparency was mentioned by 8(55.0%) as a reason for trusting. Procedure was termed to be based on merit by 6(37.5%) of the 9 respondents. Two respondents indicated that it exercised equality in doing the process as indicated in Table 4.11.

4.9.3 Consideration of affirmative action on 30% gender balance

Findings indicated that 30(75.0%) selection panel considered affirmative action on 30% gender balance according to Table 4.12.

Table 4.12 Whether the selection panel considered affirmative action on 30% gender balance

Variable	Frequency	Percent (%)
Yes	30	75.0
No	10	25.0
Total	40	100.0

This is a good indication of adherence to affirmative action on 30% gender balance. School leadership has become a priority on education policy agendas internationally, and it plays a key role in improving school quality, the school climate and school environment Mitroussi & Mitroussi, (2009).Head teachers everywhere, and Kenya is no

exception, are expected to provide effective institutional management in order to realize quality education. The compelling studies by Cowie and Crawford (2008) and Jones (2006) reveal that most school principals find their leadership position as stressful, demanding, and challenging. They cited the main causes of stress as the commitment requirements of the job, parent grievances, accountability issues, legislative changes, and lack of support from others. This explains why men and women, who run schools are overburdened, underpaid and near retirement and why potential candidates are often hesitant to apply for the vacancies Pont, Nusche & Moorman, (2008).

4.9.4 Reasons raised on this

The study sought to establish some reasons as to why respondents thought selection panel considered affirmative action or 30% gender balance. The results of counts are shown in Table 4.13.

Table 4.13 Reasons raised

Variable	Frequency	Percent (100%)
At least one lady was considered in every three appointments	12	40.0
Some seats were specially preserved	10	33.3
Adherence to constitution	8	26.7
Total	30	100.0

Twelve ladies who represented (40.0%) said at least one lady was considered in every three appointments. Some seats were specially preserved by 10(33.3%) and Adherence to constitution by 8(26.7%). Affirmative action describes as meritocratic policies that aim to achieve fairness in recruitment by removing practical barriers that disadvantage women. Affirmative action programmes provide training, advisory group goals, financial assistance, and the monitoring of outcomes. According to Chisikwa and Indoshi (2010) the Kenyan government reserved all appointments for women since 2006 to create equity in employment. Its impact was, however, not successful. A case in point is the recent

appointments made by the head of state of the Attorney-General, Chief Justice, Director of Public Prosecutions and Budget Controller, which have since been contested and revoked because, among other reasons, "...there was no gender face reflected" in the appointments Daily Nation, 17th February (2011:5). Where women are picked to high profile appointments, they are appointed as the deputies of men, in a trend that an unnamed woman in Karanja's (2011, p.1) article calls the "*deputy syndrome*", as the recent appointments in the Constitutional Implementation Commission and the Commission on Revenue Allocation.

4.10 Findings from interview schedules

The study also did interview schedules on two staff of the education office of Kitui Central Sub County and teachers. The findings from the schedules concurred with the information from the head teachers, deputy head teachers and senior teachers. The responses showed that marital status, family commitment and stereotype nature of appointments in primary schools came out strongly as major factors influencing appointments in primary schools positions. The appointments do allow the 30% gender consideration as provided by Kenya constitution. It is therefore important to encourage the female teachers to participate in all appointments in management positions.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of summary, conclusion, recommendations and suggestions for further research on the influence of gender related factors on women appointment to management position in primary schools in Kitui County, Kenya.

5.2 Summary of the findings

The purpose of this study was to find out the influence of gender related factors on women appointment to management position in primary schools in Kitui County, Kenya. The objectives of the study were; to establish the influence of marital status on women appointment to management position in primary schools in Kitui central sub-county, to establish the influence of family commitment on women appointment to management position in primary schools and to establish the influence of gender stereotype on women appointment to management position in primary schools.

The study adopted a descriptive survey research design. A sample of 45 questionnaires was used in the study. These were stratified for different staff categories. The response rate was evaluated for each category as follows; Head teachers (14), deputy head teachers (12) and teachers (14). This made a sample of 40 respondents out of 45 sampled plus two education officers from county office of education. This sample was satisfactory. Male respondents formed 18 (45.0%) of the respondents while female respondents were 22(55.0%). Head teachers were 14(35.0%), deputy teachers 12 (30.0%) and assistant teachers 14(35.0%). This distribution was found normal for the study. The study established the experience as follows; only 6(15%) respondents had experience below five years, 24 (60.0%) respondents had 5 to 10 years experience, 10(25.0%) of the respondents had 10 years above . Fourteen (70.0%) of the respondents said that family life in marriage hinder women participation in ascending to leadership job posts. Only 12(30.0%) indicated that family life does not influence. Married respondents formed 35(87.5%) of the respondents while Unmarried respondents were 5(12.5%). This is so

because most of the respondents were mature persons who naturally must be of age above 18 years and naturally must mostly be married.

Eight (20.0%) said the community hold some cultural practices. A great percentage 26 (65.0%) indicated to some extent while just 6 (15.0%) said never cultural practices to distinguish jobs for women from those for men. Most women belief that women should never talk, lack confidence and have many jobs at their home. These are culturally making the women not to participate in appointments of primary schools. Twenty eight (70.0%) of the respondents indicated that they have ever tried. A proportion of 30.0% said they had not tried any post for appointment. This would be because of failure to understand their need to be in leadership posts in primary schools.

Most women could not participate in community appointments because of home duties. At least 32(75.0%) indicated this while only 8(25.0%) did not indicate the same. Over the last decade, an increasingly tight and globally competitive labour market has seen the business community make genuine efforts to promote and retain women. A number of Australia's leading organizations have adopted globally recognized strategies to facilitate gender diversity within their workforces. While the focus of this study is gender diversity, many of the issues the study raises relate to dynamics in the wider domain, which result in the exclusion of certain groups from benefits afforded to the dominant culture.

The processes of career socialization and structural characteristics of organizations maintain inequalities. Theories of devaluation of women and social power and status have been advanced to explain the behavior of men and women in organizations and in the larger society. At least no great variation in opinion on this were 18(45.0%) said yes while 22(55.0%) said not. This difference was not found very significant.

Transparency was mentioned by 16(40.0%) as a reason for trusting. Procedure was termed to be based on merit by 12(30.0%) of the 9 respondents. Four respondents indicated that it exercised equality in doing the process. From the study findings 30(75.0%) indicated that selection panel considered affirmative action or 30% gender balance. This is a good indication of adherence. School leadership has become a priority

on education policy agendas internationally, and it plays a key role in improving school quality, the school climate and school environment Mitroussi & Mitroussi, (2009). Head teachers everywhere, and Kenya is no exception, are expected to provide effective institutional management in order to realize quality education. The compelling studies by Cowie and Crawford (2008) and Jones (2006) reveal that most school principals find their leadership position as stressful, demanding, and challenging. They cited the main causes of stress as the commitment requirements of the job, parent grievances, accountability issues, legislative changes, and lack of support from others. This explains why men and women, who run schools are overburdened, underpaid and near retirement and why potential candidates are often hesitant to apply for the vacancies Pont, Nusche & Moorman, (2008).

Twelve (40.0%) said at least one lady was considered in every three appointments. Some seats were specially preserved by 10(33.3%) and Adherence to constitution by 8(26.7%). affirmative action describes as meritocratic policies that aims to achieve fairness in recruitment by removing practical barriers that disadvantage women. Affirmative action programmes provide training, advisory group goals, financial assistance, and the monitoring of outcomes. According to Chisikwa and Indoshi (2010) the Kenyan government reserved all appointments for women since 2006 to create equity in employment. Its impact was, however, not successful.

5.2 Conclusion

When teachers are appointed as head teachers, they find themselves in a world with new responsibilities, commitments, new challenges and in most cases, less free time. Issues faced by newly-appointed school head teachers include feelings of professional isolation and loneliness; having to deal with the legacy, practice and style of the previous head teacher; dealing with multiple tasks, managing time and priorities; managing the school budget; (in some instances) dealing with ineffective staff; implementing new government initiatives, notably new curricula or school improvement projects; and problems as regards the school buildings, and site management. Head teachers are also faced with problems relating to administrative duties that sometimes limit their success as heads of

schools. Kenyan head teachers could identify with a head teacher in the study, who wonders how to handle the burden of paperwork which consumes most of working time. This paperwork includes school reports, account statements, project descriptions, registrations, statistics, and minutes of meetings, among others.

This study made the following conclusions:

Marital status influence appointments of women to management position in primary schools in Kitui central sub-county, Kitui county. This has happened as a result of commitment to marriage relationship between the spouses.

Family commitment has influenced appointment of women to management position in primary schools. Women have preferred to acquire lower positions due to family responsibility left to them by men who have acquired higher positions in other sectors.

To some extent the gender stereotype influence women appointment to management positions but according to the study this is now changing. The influence of culture which previously had influenced is now being washed away by the policies and influence of western culture.

The researcher suggested further studies on the factors influencing women appointment in management positions not only in education sector but also other public sectors would be appropriate.

5.3 Recommendations

The study therefore recommends appointment of female teachers regardless of family marriage. Appointments will improve participation to aid create an empowering environments in our primary schools as a key thing for better academic system.

The study also recommends appointment of female teachers regardless of family commitments. Appointments will improve participation to aid create an empowering environments in our primary schools as a key thing for better academic system. These family commitments do not hinder them from appointments.

The study also recommends appointment of female teachers regardless of cultural practices that have been highly termed as hindering their appointments. Appointments will improve participation to aid create an empowering environments in our primary schools as a key thing for better academic system. These family commitments do not hinder them from appointments.

The study also recommends appointment of female teachers regardless of stereotypic practices that have been highly termed as hindering their appointments. Appointments will improve participation to aid create an empowering environments in our primary schools as a key thing for better academic system. These family commitments do not hinder them from appointments.

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APPENDICES

APPENDIX I: Letter of Introduction

COSMAS MULWA MWANZIA

P.O BOX 254-90200

KITUI

**ALL HEAD TEACHERS
KITUI CENTRAL SUB-COUNTY
KITUI COUNTY
KENYA**

Dear Sir/Madam

REF: TRANSMITTAL LETTER

I am a post graduate student at the University of Nairobi pursuing a master's degree in project planning and management. As part of the requirements for the award of this degree I am conducting a study on factors influencing gender leadership in primary schools, Kitui Central Sub-county. Your district is one of the districts chosen for this study. Therefore I humbly request you to cooperate and assist in filling in the questionnaire. The information you will provide will be strictly used for the purpose of this study and your identity will be kept confidential. I will be very grateful for your co-operation.

Thank you in advance

Yours faithfully,

Cosmas Mulwa Mwanzia

Date

APPENDIX II: Questionnaire for Head teacher, Deputy Teacher and senior teacher.

The purpose of this questionnaire is to collect data on the influence of gender related factors in women appointment management position in primary schools in Kitui Central sub-county, Kitui County. I request for your cooperation. Please indicate your optional choice by putting a tick (√) against your choice. In questions that require your opinion use the space provided to write down your views.

PART 1

PART A: BIODATA OF THE RESPONDENTS

1. What is your gender? Male Female
2. Marital status? Married Unmarried
3. Indicate your position in the profession.
(a) Head teacher (b) Deputy Head teacher
c) Senior teacher
4. How long have you been in the present position? _____

PART B: WOMEN APPOINTMENT TO MANAGEMENT POSITION

Extent to which marriage life influence women appointment in primary schools

5. Does family life in marriage hinder women participation in ascending to leadership job posts. _____
6. Does your community hold some cultural practices to distinguish jobs for women from those for men? _____
7. What are the effects of cultural practices to women appointments?

8. Have you ever tried to acquire the next higher position in leadership?

9. How many times have you attempted interviews for appointment to higher position?

10. Were you selected?

Yes

No

11. Did you have trust on the selection process?

Yes

No

If yes, explain _____

12. Do you think the selection panels consider affirmative action and /or 30% gender balance in the appointment?

Yes

No

If yes, explain _____

END

Thank you for your cooperation

Yours faithfully,
Cosmas Mwanzia.

APPENDIX III: Interview guide for Assistant teachers

1. Gender _____
2. Marital status _____
3. How long have you been in this position in years? _____
4. How long have you been in this position in years? _____
5. Does your community hold some cultural practices that distinguish jobs for women from that of men? _____
6. How do these cultural practices limit women in participation in leadership?

7. Does family life in marriage hinder women participation in leadership?

8. Have you ever tried to acquire higher position in leadership? _____

9. How many times have you attempted interview for appointment to higher position?

10. Were you selected?

11. Did you trust on the selection process?

12. Do you think the selection panel considers affirmative action and/or 30% gender balance in the appointment? _____

APPENDIX IV: Interview guide for Education Officers

PART III: Information about education office

1. Gender _____
2. Marital status _____
3. Indicate your position in management _____
4. How long have you worked in this position? _____
5. Are there any cultural practices that distinguish jobs for women from that of men in your community? _____
6. Do these cultural practices influence women in participation in leadership?

If yes, how do these practices contribute?

7. Does family life in marriage hinder women participation in leadership?

If yes, explain _____

8. Have you ever tried to acquire the next higher position in leadership?

If yes, how many times _____

What was your opinion on selection process?
