**FACTORS INFLUENCING ACTIVE PARTICIPATION OF WOMEN IN**

**SECONDARY SCHOOL EDUCATION MANAGEMENT IN MIGWANI**

**SUB-COUNTY, KITUI COUNTY KENYA**

**BY**

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# DECLARATION

This research project report is my original work and has never been presented for award

of any degree in any other university.


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RECOMMENDATION


This research project report has been submitted for examination with our approval as the

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# ABBREVIATIONS AND ACRONYMS

**B.Ed**     Bachelor of Education

**BOM**      Board of Management

**BPFA**     Beijing Platform for Action

**CEDAW**     Convention on the Elimination of All Forms of Discrimination against Women

**CIDA**     Canada International Development Agency

**DEO**      District Education Officer

**GAR**       Gross Admission Rate

**GER**       Gross Enrolment Rate

**GDP**       Gross Domestic Product

**HIV**       Human Immunodeficiency Virus

**ILO**       International Labour Office

**MDG**       Millennium Development Goals

**TAC**      Teacher Advisory Centre

**TSC**       Teachers Service Commission

**UNDP**       United Nations Development Program

**UNESCO**   United Nations Educational Scientific and Cultural Organization

**UNHCR**    United Nation High Commissioner for refugees

**UNICEF**    United Nation Children's Fund

**UNFPA**    United Nations Fund for Population Activities

# ABSTRACT

The purpose of this study was to establish factors that influence active participation of women in secondary school education management in Migwani Sub County. The study was guided by the Feminist theory which recognizes the pervasive influence of gender divisions on social life. The study employed descriptive survey design. It involved a study population of 40 principals, 172 female teachers and one Sub County Director TSC. The sample size was selected using stratified simple random sampling. The sample population involved 20 principals, 60 female teachers and one Sub County Director (TSC). Questionnaires and interview guide were used to collect data. The data collected was analyzed using qualitative and quantitative techniques with the help of Statistical Packages for Social Sciences (SPSS). The data was presented by use of percentages and frequencies. The findings of the study indicated that factors such as gender stereotyping, family responsibilities, lack of interest in management positions and low levels of the implementation of affirmative action adversely influence active participation of women in secondary school management in Migwani Sub County. It was therefore concluded that unless such factors are looked in to and corrected appropriately, the number of women actively participating in education management in secondary schools will remain low compared to that of their male counterparts. The following recommendations were done n order to remedy the situation. Teachers Service Commission should encourage female teachers to apply for vacant management posts whenever they are advertised. The Government of Kenya should use appropriate forums to advise men to support and encourage their spouses to participate in education management. The Government and schools should review school policies, practices and procedures that hinder or discourage women from participating in educational management. The Government should come up with more affirmative action policies at the school and college levels and ensure that they are implemented in order to correct gender imbalance and to guarantee women opportunities for participation in school management positions and policy making. The Ministry of Education Science and Technology should promote more female teachers who will act as role models and mentors for other women in the realm of academia. The government and the church should work together and ensure that members of the society are enlightened and encouraged to discard traditional beliefs that women are inferior to men and that domestic work and taking care of children are women roles. Members of the society should be made to understand that women are as competent as men in education management. The government should sensitize citizens on the need to appoint more women to management positions in education whenever an opportunity arises. The government should sensitize religious organizations and politicians on the need to stop discrimination based on religion and sex in nomination of women to serve in educational management positions as principals. It was believed that once the recommendation have be put in place as expected then this may attract more women in educational management of secondary schools in Migwani Sub County and in Kenya at large.

# INTRODUCTION

## 1.1 Background of the Study

Gender disparity in employment opportunities in Kenya is a real challenge to development. Despite women`s growing participation in the workplace, there are still very few of them in the top echelons of public decision and policy making positions in Kenya (Suda, 2002). This may be much the same in school headship. Kenya being a member of the United Nations and the International Labor Organization is obliged to align its policies with the international standards and requirements on gender. Such policies include; Affirmative action, Equal Educational Opportunities, Equal promotion opportunities among others. Over the past few decades many countries have made progress in gender equality in senior management positions, but globally gains in gender equality in decision-making positions outside the political arena had been slow and uneven. To date, the most powerful and best-paid managerial positions were still out of reach for most women (UNHCR, 2007).

The fact that women are inadequately represented in the ministry of education science and technology and human resource development's personnel as well as in the teaching force shows a considerable gender disparity in the ministry in terms of numbers, position held, benefits and influence. In educational management gender gap has been a global outcry, and particularly in Kenya. For example an

investigation by United Nations Educational, Scientific and Cultural Organization (1999) showed that although the number of women employed in the education sector is relatively high, they are under-represented in educational management in most countries of the world.

Women in Third World countries are no better, as Davies (1992), in her study on women in educational management in third world countries, observed that the proportion of female head teachers, inspectors, or senior ministry personnel bears no relation to their proportions in the teaching force. She concluded that women are under-represented in management positions in third world countries. The situation is the same in Kenya.

According to Reform Agenda for Education Sector in Kenya(1999) the national policy on appointment, deployment and training of head teachers of schools in Kenya of 1999 stated, that the system of promoting teachers to institutional headship had been a matter of debate with the argument that the people appointed to headship were not necessarily the most qualified but those who were known to senior education officers and relatives of politicians and high ranking people in government who could influence such appointments. According to Coleman (1994) the question of gender disparities in the management structure of schools and colleges had received little attention, despite the fact that "there was recognition in education of both the importance of equal opportunity and the

strengths that women brought to management". Coleman (1994) further argued that, in the area of educational management, women remained glaringly under-represented in primary school headship positions while Simiyu, (1990) and Juma and Ngome, (1999) noted that, there were many factors which contributed to the low representation of women in key positions, not least, patriarchy. It is for this reason therefore that the researcher wishes to carry out a research to establish the factors influencing effective participation of women in secondary school management in Migwani Sub- County of Kitui County.

Statistics showed that in Migwani Sub-County, women were under-represented in secondary school education management. For example, out of 40 principals in Migwani Sub-County only 12(30%) were female principal and only 8(25%) were female deputy principals (DEO'S office 2014). This raised concern in Migwani Sub-County given that the number of co-educational secondary schools were higher 32(80%) than that of single sex secondary schools. The study realized the importance of equal active participation of both men and women in educational management. It was therefore aimed at establishing factors influencing women's active participation in secondary schools management in Kenya by taking Migwani Sub-County of Kitui County as an area of study. It is hoped that the information may be relevant to policy makers in addressing gender disparity in secondary school educational management in Kenya and in particular in Migwani Sub-County.

## 1.2 Statement of the Problem

Gender disparities in employment opportunities in Kenya are a real challenge to development. Despite growing participation by women in the workplace, there are still very few women in the top public decision and policy making positions in Kenya. This may be much the same in secondary school management. Gender gap in secondary school management and leadership in Migwani Sub-Count was a big challenge and it indicated that women were inactive as far as management is concerned. This was supported by records at the DEO's office (2014) that showed female teachers being the majority compared to the male teachers in the sub-county. For example, out of a total of 288 teachers in the sub-county 172(59.7%) were women but when it comes to management they were the minority, that is, out of 40 principals in Migwani Sub-County only 12(30%) were female and 8(25%) were female deputy principals.

Although studies have been done on representation of women in education management, for example; (Catherine, 2011), (David, 2013), (Lucia, 2005), little had been done to address factors influencing active participation of women in secondary school education management in Migwani Sub-County in particular. This study therefore sought to find out factors that influence active participation of women in secondary education management in Migwani Sub-County.

## 1.3 The Purpose of the Study

The purpose of this study was to establish factors that influence active participation of women in secondary school education management in Migwani Sub-County.

## 1.4 Research Objectives

The following objectives were used in this study

i. To establish how gender stereotyping influences active participation of women in secondary school management in Migwani Sub-County.

ii. To determine how family responsibilities affect active participation of women in secondary school management in Migwani Sub-County.

iii. To determine whether personal interest in leadership position influence active participation of women in secondary school management in Migwani Sub-County.

iv. To establish whether the level of implementation of the affirmative action can influences active participation of women in secondary school management in Migwani Sub-County.

## 1.5 Research Questions

The study was guided by the following Research Questions

i.    How does gender stereotyping influence active participation of women in secondary school education management in Migwani Sub-County.

ii.   How do family responsibilities influence active participation of women in secondary school education management in Migwani Sub-County.

iii.  How does personal interest in management position influence active participation of women in secondary school management in Migwani Sub County.

iv.   How does the level of implementation of the affirmative action influence active participation of women in secondary school management in Migwani Sub-County.

## 1.6 Significance of the Study

The significance of the study laid in its ability to determine the factors that influence active participation of women in secondary school education management in Migwani Sub-County. The suggestions from the study may lead to new orientation in formulation and implementation of new affirmative action policies that can enhance women's active participation in education management. They may enable scholars and policy makers to design more progressive management programs and policies aimed at ensuring equal participation of men and women in education management. The findings of this study may be significant in that they may help the policy makers, the County Education Board

and the Sub County Education Boards in enhancing active participation of women in management of education at secondary school level. It may be used as reference for further studies.

## 1.7 Delimitations of the Study

The study was confined to public secondary schools in Migwani Sub-County, Kitui County. The findings were only generalized to Migwani Sub-County. The study sought the views of the principals and female teachers of public secondary schools in Migwani Sub-County who were believed to have adequate information on factors influencing active participation of women in secondary school education management.

## 1.8 Limitations of the Study

During this research process the researcher came across the following challenges: the members of the teaching fraternity that were chosen to respond to questionnaires were suspicious as to why they were chosen while other members were left out. To counter this, the researcher assured the respondents of confidentiality as the study findings was to be used for academic purpose and to improve on gender equality in educational management.  Also the respondents were unwilling to provide the right information about their experiences thus affecting the validity of the study. To counter this, the researcher assured them of confidentiality and anonymity. Others totally assumed that the researcher was

being used by donors to make money and the findings from the study may not benefit Kenyans. Again the researcher assured the respondents of confidentiality of the information given and that the information will only be used for academic purpose.

## 1.9 Assumptions of the Study

In this study it was assumed that the sample population represented the entire population in Migwani Sub-County. It was also assumed that the respondents selected for the study gave valid information concerning their experiences. Another assumption was that the instruments used for the study gave valid and viable information.

**1.10 Definition of Terms**

**Active Participation:** the term is used in this study to refer to the provision of equal opportunity to women to take efficient and effective part in the leadership and management of secondary school education in Kenya.

**Affirmative Action:** in this study the term is used to refer to the government policy on the appointment and promotion of women in all sectors to create equity between men and women.

**Family Responsibilities:** used in this study to refer to the role of a woman as a care giver to the members of the family in the society.

**Gender Stereotyping:** in this study the term is used to refer to a set of qualities which describes a male or female within a cultural context. For example, the believe that men are better managers, women are destined to be house makers and care takers.

**Level of Implementation:** this refers to the extend by which affirmative action has been used or applied in appointment and employment of teachers.

**Management:** the term in the study refers to the administrative roles of ensuring effective and efficient running of secondary school education.

**Personal Interest**: this refers to individual characteristics or values or attitude towards management, e.g. low self-esteem, lack of confidence, lack of assertiveness or less emotional stability to challenges associated with school management.

# CHAPTER TWO

## *LITERATURE REVIEW*

### 2.1 Introduction

The literature on women and management in secondary schools in Kenya is very scanty. This section presents a review of work that has been done in Kenya and other parts of the world on the positions women occupy in leadership in general as well as leadership developments in secondary schools management. In this section too there is literature review on gender stereotyping, family responsibilities, personal interest and affirmative action as factors influencing women participation in secondary school management.

### 2.2 Women as Secondary School Principals

Women, in general, are underrepresented at the secondary leadership level. Numbers of women in leadership become dismal when considering both gender and ethnicity. The scarcity of women in the role of secondary principal is a phenomenon worldwide (Coleman, 2001). While women make up at least one-half of secondary teachers, they are in the minority in secondary administrative positions (Coleman, 2001). This international pattern is supported by statistics from New Zealand, Australia, the United States, the United Kingdom, Germany, Africa, Central America, and India (Coleman, 2001).

Coleman (2000) in her study of female secondary heads in maintained schools in England and Wales writes that: Over half of the surveyed heads reported experiencing sexist attitudes from their male colleagues. Once established as head teachers, they were strongly aware of the fact that men found difficulty in dealing with female leaders. Most of the literature on women in educational management relates to research and observations made in the UK, Western Europe, Australia and the USA. It suggests that, although women form a majority among teachers in both primary and secondary schools, they are seriously under-represented in senior management positions. Unlike in many western countries, teaching in developing countries is not a feminized profession and women are the minority in the teaching workforce. For example, in Tanzania only 12.7% of secondary school principals are women (Bandiho 2009), in Uganda only 14% of the principals of coeducational secondary schools are women and no women are principals of boys-only schools, yet men are found in principals' positions in girls-only schools (Kagoda and Sperandio 2009). A similarly low representation of women in educational leadership positions can be found in South Africa (Phendla 2009) and Pakistan (Shah 2009). Likewise the same applies in Kenya and in Migwani sub-county, Kitui County.

## 2.3 Representation of Women Principals in Kenya

Throughout the colonial period, education of girls lagged behind. It was not until 1925 that the government openly decried the low status of women and girls'

education, describing it as lagging behind that of men and boys. The government started to advocate for the improvement of girls' education, arguing for the first time that educated wives and mothers would contribute to the general welfare of the home and community (Kenya National Archives annual report as cited in Chege & Sifuna, 2006). However, it is clear that even as it attracted support for girls' education, the colonial administration failed to interpret the value of girls' education in terms of their personal development and wellbeing (Chege & Sifuna, 2006); much less did it prepare them for leadership. The curriculum for girls was described as three Bs, representing baby, bath, and broom Onsongo (2010).

According to Assie-Lumumba (as cited in Chege & Sifuna, 2006), a new tradition was established for transmitting values of humility, low ambition and systematic underestimation of girls' and women's ability in cognitive achievement, social attainment and capacity to work in the public sphere. Soon after independence in 1963, the government published Sessional Paper No. 10 of 1965, African Socialism and its Application to Planning in Kenya, which emphasized the country's commitment to the objectives of individual freedom, social justice and human dignity (Republic of Kenya as cited in Chege & Sifuna, 2006). Education played a role in addressing gender disparities through its capability towards enhanced access to education opportunities, and empowerment of women to be able to participate in major economic activities. Parental guidance which is a form of informal education is also critical especially among communities with

retrogressive social and cultural effects (profile of women's socio- economic status in Kenya, 2008).

A report by the southern and Eastern Africa Consortium for monitoring Education Quality (2010) revealed that less than 15% of secondary schools in Kenya are administered by female principals. It is also noteworthy that there is no university level training program specifically and expressly on secondary school administration and management. Although the Kenya Development Plan (1997-2002) (Republic of Kenya, 1997) stipulated that in general, the education system should aim at producing individuals who are properly socialized and possess the necessary knowledge, skills, attitudes and values to enable them to participate positively in nation building, this has not been translated into reality. In Kenya women are underrepresented in educational management. Hence the government came up with the policy that a third of management posts in education should be occupied by women by the year 2010 (Republic of Kenya, 2005). Several obstacles that prevent women from advancing to senior management positions have been identified. Bello (1992) regards socio-cultural beliefs as the major barriers in this regard. These beliefs emphasize the superiority of men and the inferiority of women. They form an integral part of the socialization process and the gender education and training most men and women are exposed to from childhood. Based on the concept of role expectancy, an individual develops through the years his or her own set of internalized values, beliefs, attitudes, ideals

and aspirations. Another barrier is the institutional framework guiding the gender division of labour, recruitment and upward mobility. Olojede (1990) notes that since men dominate public decision–making bodies, it is the male values that are reflected in these decision-making bodies. In Kenya women's participation in key decision-making positions is still minimal. In the public service, women in management positions are very few as compared to men. According to Sifuna (2006) fewer employment opportunities for women has discouraged them from following courses in higher education. Other factors which prevented them from entering universities included early marriage and family responsibilities, lack of career guidance, inability to assume personal and professional responsibilities.

At management levels of education the government has not tapped or developed the talents of most women. Mbilinyi (1992) asserts that leaving out women in policy and decision making implies leaving out experiences of half the country's population. Onsongo (2002) found that women are under-represented in university management in Kenya. Onsongo (2002)'s study is supported by Wanjama (2002) who found out that there are fewer women in higher levels of educational management in Kenya. In a related study, Chelimo and Wasyanju (2007) also found that there are fewer women than men in educational management in Kenya.

Under-representation of women in top educational management and leadership positions has had negative implications on government policies and general

educational curriculum which has lacked gender mainstreaming. Girl child has also lagged behind in education due to lack of positive female role models (Republic of Kenya, 2007). Working women teachers have also lacked mentors and the scenario has tended to be cyclic (Gachukia, 2002; Growe & Montgomery, 1999; Otieno, 2001).   This contributes to low participation of women in educational leadership.

## 2.4 Gender Stereotyping and Active Participation of Women in Secondary School Management

Stereotyping happens when individuals cognitively categorize people into groups and then acquire beliefs that certain attributes are common among members of those groups, including their own. Some stereotypes are exceptionally persistent in some cultures over time, even as feelings about women's roles have evolved (Powell et al., 2002). Sex-role stereotyping depicts men as superior in leadership pursuits because they are considered to possess the masculine, agnatic qualities (e.g., men are more assertive, competitive, daring, and courageous) that are needed to gain the necessary level of respect for the successful supervision of followers (Eagly & Mitchell, 2004). Women are expected to display relatively feminine, communal values by acting affectionate, cooperative, and compassionate. Women are generally not expected to exhibit the characteristics typically associated with men and leaders, such as being assertive, ambitious, dominant, strong, independent, and self-confident (Eagly & Mitchell, 2004).

The traditional views of leaders as special people, who fight enemies, energize troops, set directions and make key decisions, are deeply rooted in an individualistic and nonsystematic worldview. Leaders are considered heroes, great men who rise up in times of crises and wars (Senge, 1994). These myths constitute a powerful and influential force in both the public representation and the internal shaping of executive identity. Leaders of corporate culture, with some help from management gurus and consultants, are aligned with legendary heroes to promote images of the senior management as heroic, transformative leaders (Clark and Salaman, 1998).

According to Olsson (2002), this process plays a subconscious role in reinforcing masculine leadership. As long as such myths prevail, male leadership images are dominant even while efforts are made to incorporate female leadership images. Women have been stereotyped as dependent, submissive and conforming, and as a result have been viewed as lacking in leadership qualities and characteristics (Burns, 1978). They are often seen as one-dimensional, viewed as either mothers who are nurturing or feminists who are career oriented. These narrowly defined categories result in women doubting their leadership abilities because of a perceived incongruence between womanhood and leadership (Joasil, 2008). Eagly (1987) argues that expectations are a central aspect of the socialization process; thus, people behave according to societal expectations based on gender roles. The expectation that women will be more caring and relationship oriented than men

largely accounts for different approaches to leadership. From a female perspective, the downside of this expectation is that the view of women as nurturing may lead to a justification of women holding supportive roles while men occupy leadership roles.

According to UNHCR (2007), Women still constitute the large majority of the world's illiterate population. In several developing countries, gender gaps in education and literacy persisted. Without equitable access to quality education, women did not have the means to build their knowledge, capacity and skills to access well-paid, formal sector jobs and attain positions of leadership. Unless gender gaps in literacy and education were addressed, the next generation of girls would be similarly marginalized from leadership roles. Other issues in relation to women's access to education were rural- urban disparities in levels and quality of education. Gender role stereotyping was also raised as a concern to be addressed, as it was often reinforced by school curricula that hindered women from taking on leadership roles (United Nations High Commissioner for Refugees UNHCR, 2007).

## 2.5 Family Responsibilities and Active Participation of Women in Secondary School Management

Women persistently face more household demands and family responsibility (Rothbard, 2001) even when working outside the home because women are still expected to be the primary caregivers. This reduces time available for work and increases stress, leading to more work-family conflict and attitudes and behaviors that interfere with business leadership. Men on the other hand are expected to be good economic providers for their families and devote time to business. Therefore, as "breadwinners" men are better able to maintain their family and work demands at the same time than women (Jennings & McDougald, 2007; Simon, 1995). Men tend to make greater sacrifices at home in order to maintain their work responsibilities whereas women do the opposite (Jennings & McDougald, 2007; Rothbard, 2001).

Female leaders will experience less work schedule autonomy and flexibility if they continue to work in the typical retail and personal services industries which have either inflexible hours or demanding clients (Bates, 2002; Cliff, 1998; Kim & Ling, 2001) leaving women less control over their work environments and higher levels of work-family conflict. Family-work constraints can lead women to pull double duty with home and work responsibilities, and in turn restrict business growth rather than encourage it, give higher priority to their spouse's careers and make sacrifices in their own. This results in smaller employment size, revenues, and income levels of women-led businesses.

It is likely that one of the major factors affecting women's career experiences is family responsibilities (Coleman, 2002). American women high school principals in Lad's (2000) study identified the expectations of family responsibilities as a strong influence in their professional lives. Marital status also impacted their ability to carry out the responsibilities inherent to their position. Among English principals in Limerick and Anderson's (1999) study, only a woman principal with no children did not report having problems in achieving a balance between the conflicting work–life demands intensified by reforms that took place in that country. Family demands are also conceived of as an internal barrier to women's advancement at work.

In most families, women are still responsible for the majority of child-care and homemaking. Women's responsibilities for family life whether current or anticipated slow women's progress because of both external expectations and internal accommodations. Although there is no documentation that being a parent diminishes managerial ability, there are still many who believe that such responsibilities inhibit the ability of women to perform their jobs as school managers, and, therefore, that such responsibilities make women undesirable candidates for administrative positions. At the same time, women sometimes say that family responsibilities keep them from applying for and assuming administrative positions, not because these women do not think they could do everything, but because they believe the costs would be too high for their families

and themselves. Ironically, the home is no more an equal opportunity employer than is the workplace: only in domestic matters the presumptions of competence are reversed, which creates unequal family burdens. Women are, and are expected to be, the primary caregivers, especially of the very young and the very old. In principle, most men support gender equality, but in practice, they fail to structure their lives to promote it. Family life rests solidly on the shoulders of women in all areas of the world. As spouses, parents and caregivers, they take on the primary responsibility for ensuring the proper functioning of families and the provision of everyday care and maintenance. Preparing family meals, maintaining hygiene, caring for other family members and a myriad of other chores related to children consume a good part of the day for women in the world.

For mothers with young children, decisions regarding working hours or whether to work at all often depend on the availability of affordable and reliable childcare. In the past many workers were able to count on help from non-working relatives for childcare and other domestic tasks. Although such traditional family support still exists to a greater or lesser degree in most countries, it is becoming less available with urbanization and the increased labour force participation of women. According to Sifuna (2006) fewer employment opportunities for women has discouraged them from following courses in higher education. Other factors which prevented them from entering universities included early marriage and family

responsibilities, lack of career guidance, inability to assume personal and professional responsibilities.

## 2.6 Personal Interest in Job and Active Participation of Women in Secondary School Management

Women's under-representation in management positions may be attributed to women's own decisions and interest not to apply for promotion in education for a variety of reasons, such as lack of necessary aspirations, lack of awareness of the promotion system and a lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness (Limerick and Anderson, 1999). Some women have indicated that the tasks of administration are not of interest to them because they entered education to teach. However, as these women come to understand that administration takes many forms, they are also likely to show more interest in becoming administrators. Likewise, studies of women administrators indicate that they do the job differently than do men, focusing more on teaching, learning, and children (Shakeshaft, 1987). The more women see other women administrators incorporating the values of teaching, learning, and contact with children, the more likely women are to decide they are interested in becoming school administrators. Wanjama (2002) who found out those women do not show interest in management positions in management of education.

## 2.7 The Affirmative Action and Active Participation of Women in Secondary School Management

In the year 2006, the government that henceforth, all appointment in public service were to be reserved for women .The directive was intended to create equity in employment of men and women and promotion to senior positions in the public sector (Gender and Governance Program, 2010).This policy deliberately attempts to reform or eradicate discrimination on the basis of color, gender, faith and geographical locations. Its intention is to provide equal opportunities to all competing groups in the society, including women. But while it has been hailed as a milestone in eradicating discrimination and reforming the education sector, its results remain a contested terrain.

The percentage of African women in school administration has barely risen (Suda, 2002). Some people have attributed the policy's failure to the fact that it is a quota filling but not a development-oriented exercise. Furthermore, some African governments are not committed to the cause of women. Thus there is need for deliberate political will by African government to implement the conventions and protocols that address gender issues. Strategic goal number one of the Beijing platform implored governments 'to commit themselves to establishing the goal of gender balance in government bodies and committees, public administrative entities, measures to substantially increase the number of women, to achieve equal representation of women through positive action in all government and public administration positions' (Makura, 2000). A study carried out in United States of

America(USA) found out that its fruits were not good as expected, since the percentage of female head teachers had barely risen due to women's belief that the policies are a token gesture that do not reach into the depth and subtle politics, especially in schools. The concern for the present study is to establish how affirmative action has influenced effective participation of women in secondary school education management in Migwani sub-county.

## 2.8 Theoretical Framework

The study was guided by the feminist theory. The theory recognizes the persistent influence of gender divisions on social life and tries to understand women's oppression and the structures in society that promote this oppression and subordination. The feminist perspective, looking at the many similarities between the genders, concludes that women and men have equal potential for individual development. Differences in the realization of that potential, therefore, must result from externally imposed constraints and from the influence of social institutions and values (Nzomo 1995).

Feminist theory advances three broad perspectives in trying to explain the absence of women from senior management in the public and private sector. The first perspective is personal factors in which the paucity/scarcity of women in management positions is attributed to the psychosocial attributes, including personality characteristics, attitudes and behavioral skills of women themselves.

Among personal factors are self-esteem and self-confidence, lack of motivation and ambition to accept challenges "to go up the ladder", women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis (Bond 1996). On the other hand, personal factors such as, assertiveness, confidence, resourceful creativeness, loyalty and trustworthiness help women to ascend to senior management positions (Singh and Shahabudin 2000).

The structural or institutional factors paradigm advances the view that it is the disadvantageous position of women in the organizational structure (few numbers, little power, limited access to resources) which shapes and defines the behavior and positions of women. The underlying premise of this perspective is that men and women are equally capable of and committed to assuming positions of leadership. The problem is vested in the structure and the remedy is a fundamental change to eliminate inappropriate discrimination in institutional policies and practices. The structural factors that affect women negatively include: discriminatory appointment and promotion practices; male resistance to women in management positions; absence of policies and legislations to ensure participation of women; and limited opportunities for leadership training and for demonstrating competence as a result of power structure in the work place (Bond 1996). Structural factors affecting effective participation of women positively include the presence of organizational guidance, good mentoring systems, proper staff development for women, transparent appointment and promotion procedures,

support services for women, access to information technology and flexible work schedules.

The last perspective is the one advanced by Smulders (1998). She explores the cultural factors which link gender factors and organizational structure factors. Her analysis is concerned with the social construction of gender and the assignment of specific roles, responsibilities and expectations to women and men. "The gender-based roles, irrelevant to the work place, are carried into the work place and kept in place because the actors involved, both dominant and subordinate, subscribe to social and organization reality" (Smulders, 1998,50). The cultural factors lead to stereotypical views about women's abilities within the cultural context. The view that top management positions are only suitable for men relegates women to secondary roles. The emphasis is placed on women's role as mothers, caregivers and nurturers. These three broad perspectives guide the present study to explore the factors that affect women's effective participation in secondary school management in Migwani Sub County, Kitui County, Kenya.

## 2.9 Conceptual Framework

This conceptual framework postulated that factors such as; gender stereotyping, family responsibilities, affirmative action and personal interest in management positions may influence the participation of women in educational management as indicated in Figure 1.

| Independent Variables | Intervening Variables | Dependent Variable |
|---|---|---|

| Independent Variables | Intervening Variables | Dependent Variable |
|---|---|---|
| • **Gender Stereotyping**<br><br>• **Family Responsibilities**<br><br>• **Personal interest in management position**<br><br>• **Level of Implementation Affirmative action** | • **Politics**<br><br>• **Sponsor**<br><br>• **School practices** | **Active participation of women in Secondary school management**<br><br>• **policy and decision making**<br>• **manage personnel and students**<br>• **planning teaching and learning activities**<br>• **manage finances and other resources**<br>• **Monitoring and Evaluating projects and programmes** |

**Figure1. Factors That Influence Active Participation of Women in Management of Education at Secondary School Level**

Gender stereotypes make females to feel inferior as males dominate management positions. This results in low participation of women in educational management. Family responsibilities like; marriage, parenting, domestic work among others leave women with less time to participate actively as secondary school managers or principals. Husbands do not allow their spouses to go on transfer making women forfeit such promotions to management positions.

Government policies like affirmative action can increase the participation of women in educational management if they are well implemented but in most cases they are not fully implemented.  Lack of interest in leadership position is another factor contributing to less participation of women in management of secondary schools. Quite often women are reluctant to apply for promotion to management positions. This could be due to lack of self-confidence, low self-esteem, lack of motivation and ambition on to accept challenges "to go up the ladder" women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis (Bond 1996) are among  factors hindering active participation of women in secondary school management and leadership.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter contains the research design and details of the target population, sample, size and sampling procedures, research instruments, instrument reliability and validity data collection and data analysis procedures.

## 3.2 Research Design

A research design is a plan showing how the problem of investigation was solved Kombo and Tromp (2006). Descriptive survey research design was used in this study. It is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues Kombo and Tromp (2006). Descriptive survey design was used in this study where questionnaires were administered to school principals and female teachers in secondary schools to state their perception on the representation of women in secondary school management in Migwani Sub-County. The sub-county director TSC was given an interview guide to fill. The design allowed the researcher to collect views from the respondents to facilitate descriptions of the participation of women in secondary school management as it was the situation in Migwani Sub-County.

### 3.3 Target Population

A population is defined as a complete set of individuals, cases or objects with some common observable characteristics (Mugenda & Mugenda,1999). The target population consisted of 40 public secondary schools that were; 32 co - educational schools four boys' school and four girls' schools (DEO'S records Migwani sub-county 2014). The total population included 40 head teachers, 172 female teachers and one sub-county director TSC.

### 3.4   Sampling Procedures and Sample Size

Sampling is a means of selecting a given number of subjects from a defined population as representative of the population. Kombo and Tromp (2006) define sampling as the procedure a researcher uses to gather people, places or things to study. Any statements made about the sample should also be true of the population. Since the research could not cover all the 40 public secondary schools in Migwani sub-county, Kitui County, a study sample was selected to take part in the study.

Gay (2003), recommended minimum sample size of 10%. For the purpose of this study therefore, out of the 40 public secondary school, the researcher targeted 50% of the target population. This is higher than the recommended minimum sample size proportions. This was used to ensure that all categories of schools were selected. The sample population included 20 study sample schools. That is, two boys' schools, two girls' schools and 16 co-educational schools. The researcher

decided to have the same number of boys' schools and girls' schools for gender equality.

Since the schools were selected from strata of co- educational schools, boys' and girls' schools, the female teachers were randomly selected from the strata to participate in the study. Hence three teachers were selected using simple random sampling from each school, giving a total of 60 teachers. All the principals of the selected schools participated in the study. As such, the sample for the study comprised of 20 principals, 60 female teachers and one sub-county director TSC.

**Table: 1 Sampling size**

| School Category | Targeted Population | Sample Population | Head teachers | Female Teachers | Sub-County Director |
|---|---|---|---|---|---|
| **Co-educational** | 32 | 16 | 16 | 48 | 1 |
| **Girls** | 4 | 2 | 2 | 6 | 0 |
| **Boys** | 4 | 2 | 2 | 6 | 0 |
| **Total** | **40** | **20** | **20** | **60** | **1** |

### 3.5 Research Instruments

The researcher used questionnaires which are considered the most suitable research instruments for descriptive survey design. Kombo and Tromp (2006) state that in questionnaires respondent fill in answers in written form and the researchers collect the forms with the complete information. The questionnaires were used in the study as they require less time, are less expensive and permits collection of data from a wide geographical area (Orodho, 2005).

All the questionnaires were divided into two parts. Part one dealt with Background information where questions to be asked were on age, gender, academic qualifications professions expertise, school enrolment, school category, number of teachers. Part two had questions on the factors influencing active participation of women in educational management. Interview guide was designed for the Sub-County TSC.

### 3.5.1 Validity of the Instructions

According to Kombo and Tromp (2006) validity is measure of how well a test measures what it is supposed to measure. The validity of the instruments was determined by presenting the instrument to two research supervisors who examined the content and gave advice on the face validity. Their suggestions were then used to revise the questionnaire and the interview schedule guide for better results.

### 3.5.2 Reliability of the Instrument

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over a period of time. A pilot study of four schools randomly selected with four principals and eight female teachers was used. The schools and respondents used for the pilot study were not constituted in the main study. To test reliability of the instrument test-retest technique was used. This test retest method involved administering a test to the same group of subject. The second administration was done after a time lapse of one week after the first one. After the two tests were scored, the Spearman's rank order correlation coefficient will be used to compute the correlation coefficient to establish the extent to which the content of the instruments was consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient of 0.75 was considered high enough to judge reliability of the data collection instruments.

### 3.6 Data Collection Procedure

A research permit was obtained from the National Council of Science and Technology. The permit was shown to the sub-county director of education office (DEO) in Migwani sub-county and principals of participating schools. There was reconnaissance visit to the schools that took part in the study for introduction and

establishing time for administering of instrument. The female teachers'
questionnaires were administered   through the principals of respective schools.

## 3.7 Data Analysis Procedures

Quantitative data were analyzed using descriptive statistics presented in form
percentages(%) and frequencies(f). Qualitative data obtained from interview
schedules was transcribed organized into themes and presented in prose according
to the   research objectives of this study.

## CHAPTER FOUR

## DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

### 4.1 Introduction

This chapter presents research findings of the study. The study sought to establish factors influencing active participation of women in secondary school management in Migwani Sub County, Kitui County, Kenya. The chapter contains questionnaire return rates, demographic data for the principals and female teachers, data analysis, presentation, and discussion according to research objectives.

The data was collected using questionnaires as the main research instrument and interview schedule. The questionnaires were administered to principals and female teachers in the selected sample schools. For the interview schedule, the researcher sought audience with the Sub County Director (TSC) to be interviewed. The data was presented using frequency distribution tables and percentages. Discussion was done in prose form.

**4.2 Questionnaire Return Rates**

The study targeted female teachers and principals of secondary schools in Migwani Sub County. Also involved in this study was the Sub County Staffing Officer TSC. The sample population consisted of 60 female teachers, 20 principals and one staffing officer TSC. The questionnaire return rate was 100% for both female teachers and the principals. This shows that data was collected from all the intended respondents and therefore it was a good representation.

**4.3 Characteristics**

This section presents characteristics of personal attributes of individual respondents. They include, gender, age, marital status, highest academic qualification, teaching experience, years in the teaching station and years of experience as a principal. Demographic data for principals and female teachers were obtained by questionnaires and this information was tabulated in Tables 2 and 3 respectively.

**Table 2: Demographic Data for principals presented in Frequencies and percentages**

| Characteristics | frequency (f) | percentage (%) |
| --- | --- | --- |
| **Gender** | | |
| Female | 6 | 30% |
| Male | 14 | 70% |
| **Marital status** | | |
| Single | 1 | 5% |
| Married | 19 | 95% |
| separated | 00 | 00% |
| **Religious Affiliation** | | |
| Christians | 20 | 100% |
| Muslims | 0 | 00% |
| **Headship Experience** | | |
| Less than 5 years | 6 | 30% |
| 5-10 years | 4 | 20% |
| More than 10 years | 10 | 50% |
| **Number** | **20** | **100%** |

Table 2 shows that 14(70%) principals were men while 6(30%) were women. The table shows that 19(95%) of the principals were married and only one principal (5%) was single. All the principals involved in the study were Christians 20(100%) as indicated in table 2. The table shows that 6 (30%) of the respondents had been principals for less than five years and 4(20%) had been principals for five

to ten years. The table also shows that 10(50%) of respondents had been principals for more than ten years.

**Table 3: Female Teachers' Demographic Data (N=60).**

| Characteristics | Frequency (f) | Percentage (%) |
|---|---|---|
| **Religion** | | |
| Christians | 59 | 98 |
| Muslim | 1 | 2 |
| **Marital status** | | |
| Single | 18 | 30 |
| Married | 41 | 68 |
| Divorced | 1 | 2 |
| **Teaching Experience** | | |
| Less than 5 years | 18 | 30 |
| 5-10 years | 28 | 47 |
| More than 10 years | 14 | 00 |
| **Totals** | **60** | **100** |

Table 3 shows that 59(98%) of the female teachers were Christians, while 1(2%) was a Muslim. The data also indicates that 18(30%) of female teachers were single, 41(68%) were married and 1(2%) was divorced. Eighteen (30%) of the female teachers had been teachers for less than five years while 28(47%) had been teachers for five to ten years. Fourteen (23%) of the female teachers had taught for more than ten years.

**4.4 Representation of Male /Female HODS in Migwani Sub County**

Principals and female teachers were asked in a questionnaire to give the number of male and female heads of departments in their schools. The responses were as shown in Table 4 below.

**Table 4: Number of Male and Female Heads of Departments in Migwani Sub County Secondary Schools as Indicated by Principals (N=20).**

| Gender | Frequency (f) | Percentage (%) |
|--------|--------------:|---------------:|
| Male | 89 | 61 |
| Female | 57 | 39 |
| **Total** | **146** | **100** |

Table 4 shows that the number of male HODS was 80(61%) compared to that of female HODs which was 57(39%). This was despite the fact that women were the majority in the teaching profession in secondary schools in Migwani Sub-County. That is, out of 288 teachers 172 (59.7%) were women in Migwani Sub County but when it comes to management and appointment of HODs only 39% were women. This confirms that women were not active in participating in management positions. The study revealed that at the department level, although there were more men than women heads of departments, the ratio of women to men in schools was approximately 1:1. This according to the interview findings was attributed to the fact the Teachers Service Commission has been promoting

teachers to head school departments without necessarily transferring them due to shortage of teachers countrywide. This has motivated female teachers to apply and take up head of department posts. This has resulted in an increase of female head of departments in Migwani Sub County.

The study further found out that female teachers were further motivated by monetary gains associated with promotion to head of department posts. According to the new teachers' scheme of service, heads of departments are entitled to higher basic salary and allowances associated with job group M. Heads of departments are promoted to job group M which is very lucrative to teachers. Despite these, few women have taken up management positions in education management in Migwani Sub County. The finding that women were underrepresented in educational management was in agreement with the findings of the study by Wanjama(2002) who found out that women are underrepresented in education management in Kenya. In fact, it is for this reason that the Government of Kenya came up with the policy to increase the representation of women in educational management to a third by the year 2010(Republic of Kenya, 2005; Daily Nation 29th Aug., 2006).

**4.5: Gender Stereotyping and Active Participation of Women in Management of Secondary Schools Migwani Sub County**

Principals and female teachers were asked to give their opinion relating to gender stereotyping and how it influences active participation of women in secondary school management in Migwani Sub County. Their responses were as shown below in table 5 and 6.

**Table 5: Principals Responses on Gender Stereotyping and Active Participation in Secondary School Management N=20**

| STATEMENTS | SA (f) (%) | A (f) (%) | U (f) (%) | D (f) (%) | SD (f) (%) |
|---|---|---|---|---|---|
| a). Management is stereotyped as masculine | 15(75%) | 5(25%) | 0(0%) | 0 (0%) | 0(0%) |
| b). Discouragement from male Colleagues make women not to take up management positions | 12(60%) | 5(25%) | 1(5%) | 2(10%) | 0(0 %) |
| c).Women are discriminated in promotion to management position | 19(95%) | 1(5%) | 0(0%) | 0(0%) | 0(0%) |
| d) Discouragement from spouses makes women not to take up management position | 12(60%) | 6(30%) | 1(5%) | 1(5%) | 0(0%) |

Key: SA-Strongly agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly disagree

Table 5 show that 15(75%) of the principals strongly agreed (SA) with the statement that management is stereotyped as masculine and not feminine. Twelve principals (60%) strongly agreed that discouragement from male colleagues make

women not to take up management positions. Nineteen (75%) of the principals agreed that women are discriminated in promotion to management positions. Also shown was that, 12(60%) of the principals, strongly agreed that discouragement from spouses make them not to take up management positions.

**Table 6: Female Teachers Responses on Gender Stereotyping and Active Participation in Secondary School Management N=60**

| Statement | SA (f)(%) | A (f)(%) | U (f)(%) | D (f)(%) | SD (f)(%) |
|---|---|---|---|---|---|
| a) Management is stereotyped as masculine | 50(83%) | 7(11%) | 1(2 %) | (2 %) | 0(0% |
| b) Discouragement from male Colleagues make women not to take up management positions | 48(80%) | 9(15%) | 3(5%) | 0(0%) | 0(0%) |
| c) Women participation are discriminated in promotion to management positions | 55(91%) | 5(9%) | 0(0%) | (0)(0%) | (0)(0%) |
| d) Discouragement from spouses makes women not to take up management position | 52(88%) | 8(12%) | 0(0%) | 0(0%) | 0(0%) |

**Key:** SA- Strongly Agree; A- Agree; U- undecided; D- Disagree; SD- Strongly Disagree

Table 6 shows that 50(89%) of the respondents strongly agreed with the statement that management is stereotyped as masculine. Again, t was noted that 48(80%) of female teachers pointed out that women were discouraged from participating in educational management by male colleagues and spouses. Twenty nine (49%)

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female of teachers were of the opinion that there was gender bias in promotion of teachers to management positions whereby, females were discriminated against. This is because in a patriarchal society men are viewed to be superior to women in terms of leadership. This tends to agree with  Shake shaft(1989), who observed that, the under representation of qualified women in leadership positions has created a gender gap that existed not only in education but also in many areas of the workplace. Society has determined that only male make good leaders, therefore it continued to deny easy access for women seeking leadership roles because they did not fit the norms. Women who sought leadership positions faced barriers and many times gave up because they became overwhelmed in dealing with obvious barriers.

Fifty five (92%) female of teachers said that male colleagues and spouses discouraged women from participating in educational management. Women are discouraged by their spouses from participating in educational management activities and functions. Their spouses feel that management activities take too much time. Men prefer their spouses to take care of children at home and perform domestic duties. Men discourage their female colleagues from participating in educational management. In case of vacancies in education, male colleagues discourage their female colleagues from applying for the vacant posts. It could be direct discouragement, mockery or even teasing (Wanjama, 2002). Sixty (100%) female teachers said that domestic and family roles take too much time for women

and this limits their participation in educational management. The society expects women to take care of children and perform domestic work.

Interview findings from the Sub County Director TSC stated that female teachers shy away from responsibilities and faced negative gender stereotypes. This affects them in their career development. He further pointed out that women are discriminated when it comes to management positions. This was so because traditionally leadership is believed to be masculine. This is an outdated culture that needs to be done away with in order to achieve the millennium development goals.

**4.6: Family Responsibilities and active Participation of Women in Secondary School Management**

Principals and female teachers were asked to give their opinion regarding statement that family responsibilities influence active participation of women in secondary school management in Migwani sub-county. Their responses are as shown in table 7 and 8.

**Table 7: Responses by Principals on Whether Family Responsibilities Affect Active Participation of Women in Secondary School Management. N=20**

| Statement | SA (f) (%) | A (f) (%) | U (f) (%) | D (f) (%) | SD (f) (%) |
|---|---|---|---|---|---|
| a). Marriage hinders active participation of women in managed positions | 0(0%) | 0(0%) | 1(5%) | 3(15%) | 16(80%) |
| b). Parenting hinders active participation of women in management positions | 8(40%) | 12(60%) | 0(0%) | 0(0%) | 0(0%) |
| c). Domestic work hinders active participation of women in management positions | 6(30%) | 12(60 %) | 2(10%) | 0(0%) | 0(0%) |
| d). Dual responsibility hinders women from taking up management positions | 6(30%) | 14(70%) | 0(0%) | 0(0%) | 0(0%) |

**Key:** SA- Strongly Agree; A- Agree; U- undecided; D- Disagree; SD- Strongly Disagree

Table 7 shows that 16(80%) of the principals strongly disagreed that marriage hinders active participation of women in management. Twelve (60%) agreed that parenting hinders active participation of women in management positions. This is because of the fact that women have to go for maternity leave thus making them break form management thus leaving a gap. Also parenting comes with responsibilities like taking care of sick children, taking them to hospital, looking

after them thus creating a break in the normal routine of the management. Twelve (60%) of principals agreed that domestic hinders active participation of women in management while fourteen (70%) agreed that Dual responsibility hinders women from actively participating to management position.

**Table 8: Responses by Female Teachers on Whether Family Responsibilities Affect Active Participation of Women in Secondary School Management. N=60**

| Statement | SA (f)(%) | A (f)(%) | U (f)(%) | D (f)(%) | SD (f)(%) |
|---|---|---|---|---|---|
| a. Marriage hinders active participation of women in managed positions | 0(0%) | 0(0%) | 2(3%) | 40(67%) | 18(30%) |
| b. Parenting hinders active participation of women in management positions | 47(78%) | 13(22%) | 0(0%) | 9(15%) | 0(0%) |
| c. Domestic work hinders active participation of women in management positions | 18(30%) | 33(55%) | 0(0%) | 9(15%) | 0(0%) |
| d. Dual responsibility for woman hinders them from taking up management positions | 27(45%) | 24(40%) | 0(0%) | 9(15%) | 0(0%) |

**Key:** SA- Strongly Agree; A- Agree; U- undecided; D- Disagree; SD- Strongly Disagree.

The respondents were also asked to indicate whether marriage hinders active participation in management position. Table 8 shows that 40(67%) of female teachers disagreed with the statement that marriage hinders active participation of women in secondary school management. Eighteen (30%) of female teachers strongly disagreed that marriage hinders active participation of women management. Forty seven (78%) strongly agreed with the statement that parenting hinders active participation of women in secondary school management. Forty seven (78%) female teachers strongly agreed with the statement that parenting hinders active participation while 13(22%) agreed with the same statement. This was because of the fact that women have to go for maternity leave thus making them to break for some period of time affects their management roles. Domestic work also hinders women's active participation of women in management position. Thirty three (55%) of the female teachers agreed with the above statement while 18(30%) strongly agreed that domestic work hinders active participation of women in management of secondary schools in Migwani Sub County. The findings also showed that the split between work and family obligations adversely affected women`s performance in management. It was noted that 27(45%) of the respondents strongly agreed with the statement that domestic work hinders active participation of women in management.

The results agree  with the findings of Greyvenstien (1996) who supported that a woman's place is assumed to be restricted to the home where she is a wife, child

bearer and homemaker whereas men are taken to be breadwinners and provided for family units. From the interview findings, the Sub County Director TSC in response he cited that marriage and family is considered first priorities and that school management would break up families hence one would take up the responsibilities after their children were fully grown up.

## 4.7 Personal Interests Influences Active Participation of Women in Secondary School Management

In a questionnaire principals were asked whether female teachers apply for management posts whenever they are advertised.Their responses were as summarized in Table 9.

**TABLE 9: Principal Responses on Whether Women Apply for Management Positions Whenever Advertised. N=20**

| Statement | Frequency (f) | Percentage (%) |
|---|---|---|
| Yes | 6 | 30% |
| No | 14 | 70% |
| Nil response | 0 | 0% |
| **Totals** | **20** | **100%** |

Table 9 shows that 14 (70%) principals were of the opinion that female teachers are not willing to apply for management posts whenever they are advertised while only 6 (30%) were of the opinion that female were willing to apply. The findings reveal that majority, that is, 14(70%) of principals were of the opinion that female teachers do not apply for management posts whenever they are advertised.

Female teachers were asked in a questionnaire to give their opinions as to whether female teachers do apply for management positions when advertised. Their responses were as indicated by Table 10

**Table 10: Female Teachers Responses on Whether Women Apply for Management Positions Whenever Advertised. N=60**

| Statement | Frequency (f) | Percentage (%) |
|-----------|:-------------:|:--------------:|
| Yes | 19 | 32% |
| No | 40 | 67% |
| Nil response | 1 | 1% |
| **Total** | **60** | **100%** |

Table 10 shows that 40(67%) of the female teachers responded as no. This means that majority of the female teachers do not apply for these positions. On the other hand, 19(32%) of the female teachers gave a yes answer. This shows that some female teachers though the minority have shown interest in management positions.

**Reasons as to Why Women Lack Interest in Management Positions**

Principals were asked in questionnaires to indicate whether they strongly agreed, agreed undecided, disagreed, or strongly disagreed with reasons on personal interests that discourage women from participating in education management. The responses were as indicated in Table 11 and 12.

**TABLE 11: Reasons as to Why Female Teachers Lack Interest in Management Positions of Secondary Schools as Indicated by Female Teachers N=60**

| Reasons | SA (F)(%) | A (F)(%) | U (F)(%) | D (F)(%) | SD (F)(%) |
|---|---|---|---|---|---|
| a). Fear of being transferred | 45(75%) | 9(15%) | 4(6% ) | 1(2%) | 1(2%) |
| b). staying in school compound | 51(85%) | 9(15%) | 0(0%) | 0(0%) | 0(0.5) |
| c). Compulsory in-service courses and seminars | 45(75%) | 9 (15%) | 4(6%) | 1(2%) | 1(2%) |

Table 11 shows that 45(75%) female teachers strongly agreed, that female teachers are discouraged from participating in educational management because of fear of being transferred. Forty five (75%) of the female teachers strongly agreed that compulsory in-service courses and seminars greatly discourage women from actively participating in secondary school management. Women are reluctant to attend seminars and tours especially those which take more than one day. This is because of their domestic roles which demand a lot of time. They therefore have no time for seminars and tours. Their spouses do not like them spending out or coming home late. Fifty one (85%) of female teachers strongly agreed that the policy that requires principals to stay in school compound discouraged women from participating in educational management.

Interview findings on personal interest in management positions the sub county director TSC said that many female teachers shy away from responsibilities and thus they do not apply for the positions once advertised and this affected them as they progress in their careers. They fear being transferred on promotion.

**TABLE 12: Reasons as to Why Female Teachers Lack Interest in Management of Secondary Schools as Indicated by the Principals N=20**

|  | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Statement | (F)(%) | (F)(%) | (F)(%) | (F)(%) | (F)(%) |
| a). Fear of being transferred | 14(70%) | 6(30%) | 0(0%) | 0(0%) | 0(0%) |
| b). Staying in school compound | 12(60%) | 3(15%) | 1(5%) | 2(10%) | 0(0%) |
| c).Compulsory in-service courses and seminars | 10(60%) | 6(30%) | 0(0%) | 2(10%) | 0(0%) |

**Key:** SA- Strongly, Agree; A- Agree; U- undecided; D- Disagree; SD- Strongly Disagree.

From Table 12, 10(68%) principals strongly agreed that transfer policy discouraged women from participating in educational management while 5(32) agreed, that women are reluctant to take up promotions to management posts because they usually come with transfers. Transfers tend to separate couples and women would rather turn down promotions than be transferred. This policy implies that a teacher should be ready to work in any district in Kenya. Women are the most disadvantaged whenever they are transferred because they have to move with their children. Whenever transferred to hardship areas, women and children suffer the most because no one wants to accompany them there and this may split the family. This is the most important policy among the policies that discourage women from participating in educational management.

Nine (62%) principals strongly agreed that the policy that requires principals to stay in school compound discouraged women from participating in educational management, 3(20%) agreed, 1(5%) were undecided while 2(13%) disagreed. Potential female principals were uncomfortable with this policy. Staying in school compound meant that female principals staying separate from their spouses who may be staying elsewhere. Women are reluctant to take up promotions that would make them stay away from their spouses.

Eight (55%) principals strongly agreed that compulsory in-service courses for principals discouraged potential female principal from management, 5(33%) of them agreed, 1(6%) disagreed, while 1(6%) strongly disagreed with the statement. Women are reluctant to attend in-service courses especially residential ones. Such courses make women to stay away from their families. Their spouses are against this especially if they are held in restaurants. The study revealed that women were reluctant to take up headship posts as headship is too demanding in terms of time. The study also revealed that majority of female teachers do not apply for management posts whenever they are advertised. This is especially so for headship positions. Women had a negative attitude towards holding management positions in education. A combination of factors like unfavorable school policies, culture that undermines women and too much domestic work make women have a negative attitude towards education management.

This study finding agrees with a study carried out by Wanjama (2002) who found out that women do not show interest in management positions in management of education. Lack of time and lack of support from spouses make women to lose interest in educational management. The study revealed that female teachers were uncomfortable with meetings taking place in hotels and restaurants as their spouses were against it. Furthermore women were reluctant to take up headship positions because they feared being transferred. In most cases, promotion to headship positions comes with transfer. Women prefer staying with their spouses and avoid transfers which may separate them; hence they do not like principalship. The policy that requires principals to stay in the school compounds discouraged many potential female principals from applying for headship positions. Staying in school compound means female principals staying away from their spouses who could be working elsewhere. Most husbands would like their spouses to stay with them at their place of work or at home. Hence women were reluctant to apply for or take up headship positions.

## 4.8: Level of Implementation of the Affirmative Action and Active Participation of Female Principals in Migwani Sub County

Principals and female teachers were asked to state the extent of the level of implementation of the affirmative action.

**Table 13: Responses by Principals on the Level of Implementation of Affirmative Action in Secondary School Management N=20**

| Statement | VLE f(%) | LE f(%) | U f(%) | SE f(%) | VSE f(%) |
|---|---|---|---|---|---|
| a. Recruitment of new teachers is done in consideration of affirmative action | 0(0%) | 0(0%) | 6(10%) | 10(1%) | 44(73%) |
| b. Promotion of teachers is based on active participation of women in secondary school Management | 0(0%) | 0(0%) | 6(10%) | 10(1%) | 44(73%) |
| c. Appointment of HODS is based on affirmative active | 0(0%) | 0(0%) | 0(0%) | 12(20%) | 4(80%) |
| d. Appointment is based to management positions is based on the third rule gender representation | 0(0%) | 10(17%) | 3(5%) | 17(28%) | 30(40%) |

Key VLE=Very Large Extent, LE=Large Extent, U=Unsure, SE=Small Extent, VSE=Very Small Extent

Analysis in 13 shows that the level of implementation of the affirmative action on the recruitment on new teachers in the sub county is said to be at a small extent by 14(70%), at very small extent by 5(25%) while 1(5%) of the principals were undecided. On the promotion of teachers to management position the level of implementation of affirmative action is said to be at small extent by 16(80%) and

at very small extent by 3(15%) , while 1(5%) was undecided. When it comes to the appointment of HODs the level of implementation of affirmative action was rated to be small extent by 14(70%) and at very small extent by 6(30%) of the principals. On appointment to management positions the level of implementation of affirmative action is rated as small extent by 12(60%) and at very small extent by 6(30%) of the principals. 2(10%) of the principals were undecided.

**Table 14: Responses by Female Teachers on the Level of Implementation of Affirmative Action in Secondary School Management N=60**

| Statement | VLE f (%) | LE f (%) | U f(% ) | SE f (%) | VSE f (%) |
|---|---|---|---|---|---|
| a) Recruitment of new teachers is done in consideration of affirmative action | 0(0%) | 0(0%) | 0(0%) | 15(25%) | 45(75%) |
| b) Promotion of teachers is based on Active participation of women in secondary school management | 0(0%) | 0(0%) | 6(10%) | 10(1%) | 44(73%) |
| c) Appointment of HODS is based on affirmative action | 0(0%) | 0(0%) | 0(0%) | 12(20%) | 4(80%) |
| d) Appointment to management positions is based on the third rule gender representation | 0(0%) | 10(17%) | 3(5%) | 17(28%) | 30(40%) |

Analysis in table 14 shows that the level of implementation of the affirmative action on the recruitment on new teachers in the sub county is said to be at a very

small extent by 45(75%) of the female teachers and at small extent by 15(25%) of the female teachers.

On the promotion of teachers to management position the level of implementation of affirmative action is said to be at very small extent by 44(73%) of the female teachers and at small extent by 10(17%), while 6(10%)of the respodents were undecided. When it comes to the appointment of HODs the level of implementation of affirmative action was rated to be very small extent by 48(80%) and at small extent by 12(20%) of the female teachers. On appointment to management positions the level of implementation of affirmative action is rated as very small extent by 30(40%) and at small extent by 20(33%) of the female teachers. Ten (17%) of the female teachers rated the performance of female principals to be at a large extent. From the interview finding the sub County director TSC acknowledged that the policy on affirmative action was there but not well implemented. He claimed that there was political interference and the role of the sponsor which highly influenced the appointment of teachers into management positions. This to some extent has interfered with the implementation of the affirmative action in the sub County thus discouraging many female teachers from aspire ring for management positions.

## 4.9 Rating of female principals by principals and female teachers in Migwani Sub County.

Principals and female teachers were asked to rate the level of active participation of women principals in secondary school management in Migwani sub county. Their responses are as in the table below.

**Table 15: Responses of Principals on the Performance of Female Principals**

| Statement | VH<br>f (%) | H<br>f (%) | U<br>f(%) | L<br>f (%) | VL<br>f (%) |
|---|---|---|---|---|---|
| a). Policy Making | 10(50%) | 6(30%) | 4(20%) | 0(0%) | 0(0% |
| b).Planning teachers and learning activities | 14(70%) | 3(15%) | 3(15%) | 0(0%) | 0(0%) |
| c).Management of finances and other resources | 16(80%) | 4(20%) | 0(%) | 0(%) | 0(0%) |
| d).Directing and advising personnel/stakeholder | 16(80%) | 4(20%) | 0(0%) | 0(0%) | 0(0% ) |

Key: VH=Very High, H=High, U=Unsure, L=Low, VL=Very Low.

According to the analysis Table 15, out of 20 respondents 10(50%) principals rated female principals in terms of policy making is very high, 6(30%) of the principals rated them as high while 4(20%) of them were unsure. On planning for teaching and learning activities, female principals were rated as very high by

14(70%), high by 3(15%), while the rest were unsure which was 3(15%). When it comes to managements of finances and other resources, female principals were rated as very high by 16(80%) of the respondents, rated high by 4(20%) of the respondents. When it comes to directing and advising of personnel/ stakeholders female principals were rated as very high by 16(80%) while 4(20) of the respondents rated them as high. On monitoring and evaluation of school projects and programs female principals were rated as very high by 6(30%), high by 4(20%), and very low by 10(50%) of the respondents.

**Table16: Responses of Female Teachers on the Performance of Female Principals**

| Statement | VH f (%) | H f (%) | U f(%) | L f (%) | VL f (%) |
|---|---|---|---|---|---|
| a). Policy Making | 47(78%) | 13(22%) | 0(0 | 0(0%) | 0(0%) |
| b).Planning teaching and learning activities | 50(83%) | 8(13%) | 2(4%) | 0(0%) | 0(0%) |
| c).Management of finances and other resources | 55(92%) | 5(8%) | 0(0%) | 0(0%) | 0(0%) |
| d).Directing and advising personnel/ stakeholders | 35(58%) | 20(33%) | 1(2%) | 4(7%) | 0(0%) |
| d).Monitoring and evaluating school projects and programmes | 45(75%) | 15(25%) | 0(0%) | 0(0%) | 0(%) |

Key: VH=Very High, H=High, U=Unsure, L=Low, VL=Very Low.

According to the analysis Table 16, out of 60 respondents 47(28%) female teachers rated female principals in terms of policy making as very high while 13(22%) of the respondents rated them as high. On planning for teaching and learning activities, female principals were rated as very high by 50(83%) of the respondents, high by 8(13%) of the respondents, while the rest 2(4%) of the respondents were unsure. When it came to managements of finances and other resources, female principals were rated as very high by 55(92%) of the female teachers and high by 5(8%) of the female teachers. When it came to directing and advising of personnel/ stakeholders female principals were rated as very high by 35(58%) of the respondents while 20(33) rated them as high. One (2%) of the respondents was unsure and 4(7%) of the respondents rated them as low in the directing and advising of personnel/stakeholders. On monitoring and evaluation of school projects and programs female principals were rated as very high by 45(75%) of the female teachers and high by 15(25%) of the female teachers. This was an indication that most of the respondent were in agreement that female principals are good managers and they appreciate the work done by female principals.

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.1: Introduction**

The purpose of this study was to investigate factors influencing active participation of women in secondary school management in Migwani Sub County. This chapter presents discussion of the findings, conclusion, recommendations and suggestions for further research.

**5.2 Summary**

Contained in this section is a summary of the findings presented under various subheadings as per the research objectives.

## 5.2.1 Gender Stereotyping and Active Participation of Women in Secondary School Management

Research findings show that gender stereotyping affects women`s active participation in secondary school management in Migwani Sub County negatively. Findings show that discouragement from spouses takes the lead followed by the believe that leadership is masculine and the least was discouragement from colleagues. As a result therefore, few women are found to be actively involved in management of secondary schools in Migwani Sub County.

The principals' supervisory roles mean that they are required to be in school for long hours. Principals are supposed to be in school early and to leave school late in

order to supervise all programs in the school. They are also to be in school over the weekends. In fact, for boarding schools they are supposed to stay in the school compounds so that they are always available and answerable in case of anything.

## 5.2.2 Family Responsibilities and Active Participation of Women in Secondary School Management

Research findings show that active participation of women is greatly influenced by family responsibilities such as parenting, domestic work, dual responsibilities and marriage in that order. Women find it difficult to balance their domestic roles, professional roles and school management work. They would rather concentrate on family roles which they feel are more important. This has resulted to very few women actively participating in management positions in secondary schools in Migwani Sub County.

Domestic chores take too much time that most women cannot get time for school headship. Principals were usually forced to attend many meetings with students, parents and ministry officials. Some meetings were even scheduled on weekends. Sometimes meetings even went beyond the normal working hours.

### 5.2.3 Personal Interests Influences Active Participation of Women in Secondary School Management

Findings show that majority of female teachers do not apply for management positions when advertised. Reasons being fear of being transferred staying in school compound, and attending of compulsory in serving sources and seminars which may also interfere with it daily life. Lack of interest in management of education by women was found to be negatively influencing their participation.

### 5.2.4 Level of Implementation of the Affirmative Action in the Appointment of Secondary School Management in Migwani Sub-County.

Research findings indicate that the level of implementation of affirmative action is very low in the appointment of secondary school managers. This according to research findings has been interfered with by other factors such as the political interests, interest of the sponsor and those of the local community.

The findings of this research indicate that majority of secondary schools have not implemented the policy on affirmative action. Majority of the principals, 27 (93%) indicated that the level of implementation of the policy was very low in the Sub County. The study revealed that the government policy which requires that a third of education managers should be women has not been implemented by all schools in Migwani Sub County. This was because majority of secondary schools had

male principal and male deputies even in co-educational schools which require representation of both male and female in administration. The research findings are consistent with Okojie (1996) who concluded that affirmative action can increase the participation of women in educational management. This has not been achieved in most of the counties in Kenya and especially in Migwani Sub County of Kitui County.

## 5.2.5 Performance of Women Principals as Rated by Both Principals and Female Teachers

The findings of the study revealed that Women perform very highly in management of resources and in directing personnel. They are rated as very low policy making. Women education managers act as role models and mentors for women. The study also revealed that there are few women education managers to act as role models for women. It is also revealed that, though there are few women principals in Migwani Sub County, they are competent in management roles. This can serve as role models to female teachers and can motive more women to get interest in participating in educational management. When women see fellow women participating in educational management, they may be encouraged to participate in management too. They may gain self confidence in management. They may realize that women are as competent as men and this helps to discard the traditional belief that women are inferior to men.

**5.3 Conclusion**

Based on the findings of the study the following conclusions were made.

It was found that gender stereotyping highly influenced active participation of women in management of secondary schools in Migwani Sub County. Majority of the respondents agreed that management is stereotyped to be masculine hence very few women participate in management positions. It is therefore concluded that, unless gender stereotyping issues are dealt with appropriately the number of women actively participating in secondary school education management is unlikely to increase.

It was also noted that family responsibilities negatively influence active participation in secondary school management. Most of the respondents agreed that parenting and child barring hinder active participation of women in management thus few women are found in management position in secondary schools. The most affected are women between the age of 30 to 40 years old. Study findings show that most of the female principals are above forty years. As a result of this, it is concluded that most women, especially those in their early marriages and child bearing age are hardly involved in management. In conclusion therefore, outdated culture that deems women as the only people responsible for all family chaos, baby care among others should be avoided. Otherwise the

number of women participating actively in education management may not increase.

Personal interest in management has also been found to affect active participation of women in management of secondary schools. This is because of fear of being transferred on promotion, staying in school compound especially in boarding school as well as attending seminars and workshops. These according to many women may lead to separation of families. Again many spouses are against their wives being promoted for similar reasons. As result very few women are interested in management position and they do not apply for such once they are advertised. The government should therefore amend some of these policies that discourage women from participating actively in secondary school management. Otherwise their number may not increase.

Low level of the implementation of the affirmative action in the sub county was found to largely discourage many female teachers from applying management positions. This was so because of fear of being turned down. It has been observed that there is a lot of discrimination and biasness when it comes to appointment and promotion into management positions. As result there are few women in management position in Migwani Sub County. Unless this is implemented fully the number of women participating in secondary school management may not shoot n Migwani Sub County.

## 5.4 Recommendations

The study findings indicated that number of women actively participating in educational management of secondary schools in Migwani Sub County is low. This reflects the situation in the County level and the Country at large. There is need therefore to increase this number so as to have more women actively participating in educational management in the country. As a result, the following recommendations were given to remedy the situation.

Teachers Service Commission should encourage female teachers to apply for vacant management posts whenever they are advertised. The Government of Kenya should use appropriate forums to advise men to support and encourage their spouses to participate in education management. The Government of Kenya and schools should review school policies, practices and procedures that hinder or discourage women from participating in educational management. The Government of Kenya should ensure that the policy that requires that one third of the management positions in education are held by women is implemented.

The Government of Kenya should come up with more affirmative action policies at the school and college levels and ensure that they are implemented. This will increase the participation of women in schools and colleges. The educated women will then qualify to participate in educational management. The Government of Kenya should revise the policy that requires that one third of education managers

to be women upwards from one third to half. The Ministry of Education Science and Technology should introduce incentives like recognition certificates for women who participate in education management.

The Ministry of Education Science and Technology should promote more female teachers who will act as role models and mentors for other women in the realm of academia. The government and the church should work together and ensure that members of the society are enlightened and encouraged to discard traditional beliefs that women are inferior to men and that domestic work and taking care of children are women roles. Members of the society should be made to understand that women are as competent as men in education management.

The government should sensitize citizens on the need to appoint more women to management positions in education whenever an opportunity arises. The Government should sensitize religious organizations on the need to stop discrimination based on religion and sex in nomination of women to serve on educational management as principals. The government should make provision for political goodwill for female leadership in education as stated in the constitution of Kenya.· Affirmative action to be put in place in order to correct gender imbalance and to guarantee women opportunities for participation in secondary school management positions and policy making.

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# APPENDICES

## APPENDIX I: TRANSMITAL LETTER

**SOUTH EASTERN KENYA UNIVERSITY**
**P.O. BOX 170,**
**KITUI.**
**20<sup>TH</sup> OCT, 2014.**

**Dear Respondents,**

I am a post graduate student at South Eastern Kenya University pursuing a masters of Education Degree in Educational administration and planning. As part of the requirements for this degree, I am carrying out a research on factors influencing active participation of women in secondary school management in Migwani Sub-County, Kitui County, Kenya. You have been sampled for the study and selected as a respondent for the purpose of this study.

Kindly answer the questions as truthfully as possible.
Results of this study will be used for academic purposes only. I do therefore request for your cooperation and support for the success of this study. Any information collected will be treated with utmost confidentiality.

**Yours Faithfully,**

**Jacqualine Munanie Mutunga**

## APPENDIX 11: QUESTIONNAIRE FOR PRINCIPALS

The factors influencing active participation of women in secondary school management in Migwani Sub-County, Kitui County, Kenya

**SECTION A: DEMOGRAPHIC DATA FOR PRINCIPALS**

(Instructions- tick where appropriate)

1.What is your gender?

      Female [ ]

      Male [ ]

2 .What is your religious affiliation?

      Christians [ ]

      Muslims [ ]

3. What is your headship experience?

less than 5 years   [ ]

      5-10 years       [ ]

      More than 10 years [ ]

      No response      [ ]

4. What is your professional qualification?

  Diploma [ ]       Degree [ ]       Masters [ ]

**5.** Indicate the category of your school as below.

    Boys - {boarding}   {day}   {mixed day/boarding}

    Girls-  {boarding}   {day}   {mixed day/boarding}

    Mixed- {boarding}  {day}   {mixed day/boarding}

6. Indicate your school size.

  Single stream [ ]       Double stream [ ]       Triple stream [ ]

**Section B.**

7. State the number of male and female heads of department in your school

    Male [  ]

    Female [  ]

8. The following statements relate ways in which gender stereotyping influences active participation of women in secondary school management.

 Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), And Strongly Disagree (SD).

Please rate the options according to your opinion

| Statement on Gender Stereotyping | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Management is stereotyped as masculine | | | | | |
| Discouragement from male colleagues make women not take up management positions | | | | | |
| Women are discriminated in promotion to management positions | | | | | |
| Discouragement from spouses make women not to take up management positions | | | | | |

9. What is your opinion regarding the statement that family responsibilities affect women's active participation in secondary school management? Below are some family responsibilities. Rate the according to your opinion.

 Key- Strongly Agree [SA], Agree [ A ], Undecided [U], Disagree [D] , Strongly Disagree [SD]

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Marriage hinders active participation of women in management positions | | | | | |
| Parenting hinders active participation of women in management positions | | | | | |
| Home care hinders active participation of women in management positions | | | | | |

10. Do women teachers have interest in applying for management positions whenever advertised?

yes [  ]

no [  ]

11. The following reasons relating to women's lack of interest in management positions.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), And Strongly Disagree (SD). Please rate the options according to your opinion

| Reasons for lack of interest in management positions | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Fear to face criticism in management discourage women from management positions | | | | | |
| Low self esteem discourage women from management positions | | | | | |
| Lack of assertiveness discourage women from management positions | | | | | |
| Fear of responsibility challenges discourage women from management positions | | | | | |
| Poor emotional balance discourage women from management positions | | | | | |

12. Below are statements relating to the level of implementation of the affirmative action in relation to recruitment, the promotion and appointment of female teachers to management positions in secondary school management.

Key 1=Very Large Extent, 2=Large Extent, 3=Unknown, 4=Small Extent, 5=Very Small Extent

Please rate the options according to your opinion

| Statements on level of implementation of affirmative action | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Recruitment of new teachers is done in consideration of the affirmative action | | | | | |
| Promotion of teachers is based on the third rule gender representation | | | | | |
| Appointment of HODS is based on affirmative action | | | | | |
| Appointment to management positions is based on the third rule gender representation | | | | | |

13. The following statements relate to active participation of women in secondary school management in Migwani sub-county.

Very Active (VA), Active (A), Unsure (U), Inactive (D), And Very Inactive (VI).Please Rate the options according to your opinion

| Statements | VA | A | U | L | VL |
|---|---|---|---|---|---|
| Policy Making | | | | | |
| Planning | | | | | |
| Policy Implementation | | | | | |
| Supervision of Curriculum | | | | | |
| Directing Staff | | | | | |
| Advising Stakeholders | | | | | |
| Monitoring and Evaluation | | | | | |

**APPENDIX III: QUESTIONNAIRE FOR FEMALE TEACHERS**

The factors influencing active participation of women in secondary school management in Migwani Sub-County, Kitui County, Kenya

**SECTION A: DEMOGRAPHIC DATA FOR FEMALE TEACHERS**

Instructions

Please fill in the appropriate answer in the space or tick (√) in the space provided

1. Age

   50 and above ( ) 49-45 ( )   44-40 ( )   39-35 ( )   34-30 ( )

2. Marital Status

   Single ( )   Married ( )   Separated ( )   Divorced ( )   Other ( )

3. What is your professional qualification?

   Masters Level ( )   Graduate ( )   Diploma ( )

4. For how long have you been teaching?

   16yrs and above ( )   6-15yrs ( )   0-5yrs ( )

5. What is your present designation?

   Deputy Head teacher ( )   Department head ( )   Assistant teacher ( )

6. How long have you been in this school?

   15yrs and above ( )   6-14yr ( )   12yrs and below ( )

**Section B.**

7. State the number of male and female heads of department in your school

    Male [   ]

    Female [   ]

8. The following statements relate ways in which gender stereotyping influences active participation of women in secondary school management.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), And Strongly Disagree (SD).

Please rate the options according to your opinion

| Statement on Gender Stereotyping | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Management is stereotyped as masculine | | | | | |
| Discouragement from male colleagues make women not take up management positions | | | | | |
| Women are discriminated in promotion to management positions | | | | | |
| Discouragement from spouses make women not to take up management positions | | | | | |

9. What is your opinion regarding the statement that family responsibilities affect women's active participation in secondary school management? Below are some family responsibilities. Rate the according to your opinion.

Key- Strongly Agree [SA], Agree [ A ], Undecided [U],  Disagree [D] , Strongly Disagree [SD]

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| Family Responsibilities | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Marriage hinders active participation of women in management positions | | | | | |
| Parenting hinders active participation of women in management positions | | | | | |
| Domestic work hinders active participation of women in management positions | | | | | |

10. Do women teachers apply for management positions whenever advertised?

    Yes [  ]

     No [  ]

11. The following reasons relate to women's lack of interest in management positions.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), And Strongly Disagree (SD). Please rate the options according to your opinion

| Reasons for lack of interest in management positions | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Fear to face criticism in management discourage women from management positions | | | | | |
| Low self esteem discourage women from management positions | | | | | |
| Lack of assertiveness discourage women from management positions | | | | | |
| Fear of responsibility challenges discourage women from management positions | | | | | |
| Poor emotional balance discourage women from management positions | | | | | |

 12. Below are statements relating to the level of implementation of the affirmative action in relation to recruitment, the promotion and appointment of female teachers to management positions in secondary school management.

Key 1=Very Large Extent, 2=Large Extent, 3=Unknown, 4=Small Extent, 5=Very Small Extent

Please rate the options according to your opinion

| Statements on level of implementation of affirmative action | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Recruitment of new teachers is done in consideration of the affirmative action | | | | | |
| Promotion of teachers is based on the third rule gender representation | | | | | |
| Appointment of HODS is based on affirmative action | | | | | |
| Appointment to management positions is based on the third rule gender representation | | | | | |

13. The following statements relate to active participation of women in secondary school management in Migwani sub-county.

Very Active (VA), Active (A), Unsure (U), Inactive (D), And Very Inactive (VI) .Please Rate the options according to your opinion

| Statements | VA | A | U | I | VI |
|---|---|---|---|---|---|
| Policy Making | | | | | |
| Planning | | | | | |
| Policy Implementation | | | | | |
| Supervision of Curriculum | | | | | |
| Directing Staff | | | | | |
| Advising Stakeholders | | | | | |
| Monitoring and Evaluation | | | | | |

**APPENDIX IV-INTERVIEW GUIDE**

An Interview Schedule for Deputy county director TSC(staffing officer)

All information will be kept confident

What is your marital status? Do you think this status affects your career development?

1. What is your Educational qualification?
2. How does one qualify to be a principal in this sub-county?
3. Do you think there is a criteria required in the appointments of teachers into administrative
4. Positions in the sub-county?
5. In your opinion, how does gender stereotyping influence active participation of women in
6. Secondary school management in your sub county?
7. Do family responsibilities influence active participation of women in secondary school

    management?
8. Do female teachers apply for management positions when advertised?
9. How does personal interest influence active participation of women in secondary school

    Management in your sub county?
10. What is the level of the implementation of affirmative action in your Sub County
11. In your opinion, do you think affirmative action can improve participation of women in secondary school management as leaders?