

**ASSESSMENT OF THE CHALLENGES AND PERCEPTION OF WOMEN  
PARTICIPATION IN THE MANAGEMENT OF SECONDARY SCHOOL EDUCATION  
BASED ON GOVERNMENT POLICIES IN MAKUENI COUNTY, KENYA**

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## DECLARATION

I, the undersigned, declare that this proposal is my original work achieved from my personal reading and toil of my work, research and personal thought. To the best of my knowledge this work has never been submitted to any other college or university by anybody else for any academic credit. All information from other sources has been duly acknowledged.

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## **ABSTRACT**

Women have for a long time been marginalized in matters of participation in leadership roles especially in learning institutions. The purpose of this study was to assess the extent of women participation in the management of secondary schools education in Makueni County. The objectives of the study were to determine the policies and guidelines that govern appointment of the public secondary schools management, the perception of education stakeholders on the efficiency and effectiveness of women leadership and the challenges women leaders face in school management. The study used survey design in which the principals, Heads of Departments (HoDs), teachers and students were targeted. The study also targeted Quality Assurance and Standards Officers (QASO). Stratified and random sampling method was used to select 36 principals, 3 QASOs, 24 HODs, 60 teachers and 48 students (prefects). The Data were collected using questionnaires and interview guides. Data were analysed both qualitatively and quantitatively. The study established that there were policies and guidelines which guided the appointments of secondary school principals. However, these policies and guidelines were not enforced and therefore the appointments were marred by corruption and lack of procedures in the appointments. The study revealed that women have leadership qualities just as men. Some of the challenges which the women leaders faced included balancing between family and work besides facing resistance from some male counterparts. The research recommends that the government through the Teachers Service Commission enforce these policies and guidelines to ensure that only those deserving get the appointments. The policy on the affirmative action should be enforced to ensure that more women are appointed to be principals of secondary schools. The government through the Teachers Service Commission should sensitize women to offer themselves for appointment in leadership positions. Stringent rules should be put in place to punish those refusing to take orders from their seniors just because they are female leaders.

## **DEDICATION**

I dedicate this study to my mother Veronica Wanjari Njuguna who gave me basic education. She has continuously encouraged me to further my education. She has been a source of inspiration and always prayed for me.

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## TABLE OF CONTENTS

DECLARATION.....	ii
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
ABBREVIATIONS AND ACRONYMS.....	xii
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Problem.....	1
1.2 Statement of the Problem.....	4
1.4 Research Questions.....	5
1.3 Scope and Delimitation of the Study.....	5
1.5 Significance of the Study.....	6
1.6 Theoretical Framework.....	7
1.7 Feminist Theory.....	8
1.8 Conceptual Framework.....	9
1.9 Operational Definition of Key Terms.....	12
<b>CHAPTER TWO.....</b>	<b>14</b>
<b>LITERATURE REVIEW.....</b>	<b>14</b>
2.1 Introduction.....	14
2.2 Policies and Regulations/ Guidelines of the Government.....	16

2.3 Perception of Education Stakeholders on the Efficiency and Effectiveness of Women Leadership .....	18
2.4 Challenges women face in school management.....	21
2.5 Visible contributions that can be attributed to effective leadership and management of female heads.....	25
2.6 Summary of Review of Related Literature on Women Leadership .....	28
<b>CHAPTER THREE</b> .....	<b>31</b>
<b>DESIGN AND METHODOLOGY</b> .....	<b>31</b>
3.1 Introduction .....	31
3.2 Research Design.....	31
3.3 Target Population .....	32
3.4 Sample and Sampling Procedures .....	32
3.4.1 Sample.....	32
3.5 Sampling Procedures.....	33
3.5.1 Simple Random Sampling.....	33
3.5.2 Stratified Sampling.....	33
3.5.3 Purposeful Sampling .....	33
3.6 Data Collection Instruments.....	34
3.7 Questionnaires for participants in the study .....	34
3.7.1 Interview Guide for Teachers and Education Officers.....	36
3.8 Validity and Reliability of instruments .....	36
3.8.1 Validity.....	36
3.8.2 Reliability .....	37
3.9 Data Collection Procedures .....	38
<b>CHAPTER FOUR</b> .....	<b>40</b>
<b>ANALYSIS AND PRESENTATION OF FINDINGS</b> .....	<b>40</b>

4.0 Introduction .....	40
4.1 Respondents’ Demographic Information .....	40
4.2 Distribution of Respondents by Gender .....	41
4.3 Distribution of Respondentsby Class .....	45
4.4 Distribution Respondents by Age.....	45
4.6 Level of Education of respondents .....	47
4.7 Teaching Experience of Respondents .....	48
4.8 Experience as a Principal in School Administration .....	49
4.9 There are clear Policies and guidelines that govern appointment of the public secondary schools’ management in Makueni County .....	50
4.10 Awareness of Policies that are used to Promote Principals.....	53
4.11 There is Fairness in Appointment Policies in the New Constitution .....	54
4.12 Policies Used in Favour of Promotion of Women .....	55
4.13 Policy on Promotion of Women should be revised.....	56
4.14 Perception of Education Stakeholders on Efficiency and Effectiveness of Women Leadership in Schools .....	58
4.15 Challenges Faced by Women Leaders in School Management in Male Dominated Environment .....	63
4.16Visible Contributions that can be Attributed to Effective Leadership and Management of Female Heads .....	66
<b>CHAPTER FIVE</b> .....	69
<b>SUMMARY CONCLUSIONS AND RECOMMENDATIONS</b> .....	69
5.0 Summary .....	69
5.1 Conclusions .....	71
5.2 Recommendations .....	72
5.3 Recommendations for Further Studies .....	73
<b>REFERENCES</b> .....	74



APPENDICES ..... 78

APPENDIX 1 ..... 78

APPENDIX 2 ..... 85

APPENDIX 3 ..... 91

APPENDIX 4 ..... 97

APPENDIX 5 ..... 106

APPENDIX 6 ..... 113

APPENDIX 7 ..... 117

APPENDIX 8 ..... 120

## **LIST OF TABLES**

Table 1: Summary of the sample of participants in the study.....	34
Table 2: Awareness of Policies that are used to Promote Principals.....	53
Table 3: Policy on appointments in new constitution fair .....	54
Table 4: Ranking of Leadership Qualities of Women.....	59
Table 5: Preferred Gender of Principals .....	63
Table 6: Opinions on how administrative Difficulties can be solved.....	66
Table 7: Distinct Contribution of Female Heads.....	68

## LIST OF FIGURES

Figure 1: Challenges Facing Women Participation in Leadership.....	11
Figure 2: Distribution of Respondents by Gender.....	43
Figure 3: Distribution of Respondents by Class .....	47
Figure 4: Distribution of Respondents by Age .....	48
Figure 5: Distribution of Students by Age.....	49
Figure 6: Level of respondents' Education .....	50
Figure 7: Teaching Experience of Respondents .....	51
Figure 8: Experience as a Principal in School Administration .....	52
Figure 9: Distribution of policies for appointment of school principals .....	53
Figure 10: Policies Used in Favour of promotion of Women.....	56
Figure 11: Policy on Promotion of Women should be revised.....	57
Figure 12: Perception that Woman has Leadership Qualities.....	59
Figure 13: Leadership Qualities in Women.....	61
Figure 14: Reliability of women leadership.....	62
Figure 15: School Administration Encountered Difficulty in School Management .....	65
Figure 16: Female Teachers have Distinct Contributions to Effective Leadership and Management.....	67

## **ABBREVIATIONS AND ACRONYMS**

CEO- Chief Executive Officer

DEO -District Education Officer

DQUASO - District Quality Assurance and Standards Officer

HOD - Head of Department

MOE - Ministry of Education

MOGCD - Ministry of Gender and Community Development

ZQUASO- Zonal Quality Assurance and Standards Officer

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Problem

At the core of development is the human person who possesses a dignity different from, all other created things. This is based on the fact that the human person (man and woman) is created in the image and likeness of God. However, the over- emphasis on differences between women and men has been there for a long time. This has degraded the noble call for respect for human dignity. As a result, full development of the human person has been hampered. For any meaningful development, the human dignity of the human person should be central. The truth of the matter is that human societies need both women and men at their best, for their roles are complementary and they lead to mutual cohesion and stability. With the current world view, families are endangered; consequently, societies and development only remain a speculated ideal that is never achieved, Maina (1995).

In addition to this, the new Constitution of Kenya Ch. 4, art.27, is very clear on the need for equality and freedom from discrimination. The concern in this study is reflected in the three clauses of this article as stipulated below.

No. 3 states, 'Women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres.'

No. 6 says, 'To give full effect to the realization of the rights guaranteed under this article, the State shall take affirmative action programmes and policies designed to redress any disadvantage suffered by individuals or groups because of past discrimination.'

Finally, no. 8 states, 'In addition to the measures contemplated in clause(6), the State shall take legislative and other measures to implement the principle that not more than two-thirds of the members of the elective or appointive bodies shall be of the same gender.'

The point here is that both biblical and political (which can also be termed secular) perspectives on human being, in relation to being and responsibility, are very clear and straight forward. However, this is not the societal perception. For instance, Maina (1995), asserted that in the contemporary society, there is a great emphasis on the male gender characteristics over the female ones. This leads to differential treatment between them. As a result of this, there has been a creation of world views, where men and women are viewed as very different in as far as their potentials, capabilities, general contributions and participation to development, are concerned. Throughout the world, it is notable from a general point of view, that women are underrepresented at the secondary leadership level.

As such, gender roles have been created on the basis of this world view, making them stereotyped. Stereotyping has been perpetuated through use of myths to justify the differential gender assignments. However, as much as it is not wrong to identify roles with different sexes, if this does not foster mutuality and complementation of roles, then development remains unrealized. (Maina,1995).

Coleman (2001) further argued that, the scarcity of women in the role of secondary schools' leadership is a phenomenon worldwide. He notes that, while women make up at least one- half of secondary school teachers, they are the minority in secondary administrative positions. This is an international pattern and it is supported by statistics from New Zealand, Australia, the United States, the United Kingdom, Germany, Central America, India and Africa. For example, a survey on the women leaders in the professional workforce in Uganda undertaken in 1997 indicated that only 13.5% of the workers were women. This included teaching and government services. 6.4% were in business, 3.2% were in clerical positions, 1.9% in technical occupations, while 75% were

classified as housewives. In a ministerial seminar on education and sports, it was noted that the Ugandan government is still committed to creating an enabling environment for a full participation of women in leadership and other development areas. The representation was, however, still male dominated. This was shown in staff lists for the Ministry of Education issued in 2005 which indicated that while the ministry at that time was headed by a woman, men still dominated the higher levels of management and leadership. All in all, it is of paramount importance to note that about 30% of the total positions were occupied by women. Out of 98 positions, only 24 of them at the level of senior education officer and above were occupied by women. This is what should be improved and an increased representation of women in all sectors encouraged.(Ministry of Gender and Community Development, 1998).

Alston (2005) stipulates that regardless of ethnic background, women leaders tend to demonstrate a strong sense of efficacy and dedicate themselves to the care of children. He further says that women leaders practice survival skills, use collaboration that is more relational and consensus building, and demonstrate a belief in God. Loder (2005), argues that most women leaders face the act of juggling the competing roles of leader, wife, mother, caretaker of aging parents, etc.

Ayeli (2007) stipulates that the main purpose of any public service globally is to promote a general welfare of the citizens of that specific country. Therefore, the assumption here is that in order to promote the general welfare of the citizens, the public sector should be managed effectively, efficiently and economically by all regardless of gender disparity. Furthermore, what should be put in place are public service management performance systems in order to allow an institution to achieve a shared vision of purpose and the aims

of the organization. This is the most important thing to do regardless of who is to do it. While it is clear that women leaders demonstrate difference in regard to class, sexuality, and ethnicity, they also hold authority and power enriched by education and attitudes towards empowerment.

## **1.2 Statement of the Problem**

The African culture has ignored women for a long time when it comes to participation in leadership roles especially in learning institutions. Acceptance of the fact that, 'what men can do, women can do even better,' has been slow although a lot of debate has been going on (Maina, 1995). Few studies exist on minority women leaders whereas no study has been done since the inception of the new constitution to evaluate women participation in the management of secondary schools. For instance, in a study carried out by De La Rey (2005), women portrayed democratic participatory leadership. The same view was highlighted by Tedrow (1999) who portrayed women as good team builders in their relational styles of leadership. At the same time, modernity poses many challenges to the traditional norms of leadership and demands new approaches to school management. It is important to investigate the participation of women's leadership in the management of secondary schools.

The new constitution of Kenya gives at least a third opportunity to women participation in leadership. This study therefore assessed the participation of women as well as challenges, perceptions and effectiveness, as per government policies and guidelines in secondary schools leadership within a cultural background which is male dominated. It also gave recommendations on the approach leadership should be given to ensure proper



representation of women. In addition to that, it highlighted the qualities that women leaders have that can be looked upon as the strength of a woman in nation building.

Therefore, in this study, the researcher seeks to investigate on participation of women leadership in secondary school management in Kenya. The researcher places special attention to the existing policies, possible contribution of women in secondary school leadership and the challenges women face. The underlying concern of the researcher was the fact there are very few women principals in Kenya secondary schools.

#### **1.4 Research Questions**

The study was guided by the following research questions.

1. What are the policies and guidelines that govern appointment of the public secondary schools management in Makueni County?
2. What is the perception of education stakeholders on the efficiency and effectiveness of women leadership in secondary schools in Makueni County?
3. What challenges do women leaders face in school management considering the fact that they are leading schools in male dominated environment?
4. Are there practical contributions that can be attributed to effective leadership and management of female heads of secondary schools in Makueni County?

#### **1.3 Scope and Delimitation of the Study**

The study was carried out among educationists; with principals being the main target of this study. However, education officers such as the District Education Officers, District Quality Assurance and Standards Officers, Zonal Quality Assurance and Standards Officers, Heads of Departments, and prefects participated in this study. Their involvement was for the sole purpose of data provision which the study depends on.

Makueni County is located in Eastern Province of the republic of Kenya, about 250 kilometres from Nairobi, the capital city. This County borders Machakos County in the North, Voi County in the South, Kajiado in the West and Kitui County in the East. There are 9 districts in the county with 266 public secondary schools. Due to the vastness of the country with forty seven counties, the time given for the study and the cost implications, the study limited itself to Makueni County where some educational officers, principals, HODs and prefects were involved. The issues highlighted in this study were on the participation of women in relation to leadership in secondary schools.

Themes such as leadership, gender, cultural background, role conflict, women empowerment, education level, societal attitudes towards women leadership and other related factors were dealt with in this study. The researcher's choice of these themes was due to the fact that most of the studies done concentrated on leadership and management in general. Therefore, it was hoped that these themes gave a better picture of gender and how it affects them in leadership especially in a male dominated society.

### **1.5 Significance of the Study**

The study will be of benefit to the Ministry of Education (MOE) which is charged with the responsibility of appointing head teachers for secondary schools. It will provide them with some criteria to use in appointing the principals. The study will also be of significant importance to District Education Officers (DEOs), who recommend teachers for promotion. It will provide them with an awareness of the importance of gender balance in secondary schools' leadership. Thirdly, it will be beneficial to teachers by providing them with information about the difficulties and challenges encountered by female head teachers in leadership responsibilities. This will help them to endeavor to support and

assist their female leaders. The study will also give them an insight of what is expected of them when promoted to these positions.

The suggestions given will be beneficial to educationalists. They will be a reawakening call so that they may see the need to develop manuals. These manuals will act as a guide on the criteria to be used in appointing leaders in secondary schools. Other manuals will be used in the induction of newly appointed heads in leadership positions. As a result, this will lead to the development of policies on how leaders should be appointed and trained in secondary schools. Moreover, it will be a useful guide to other researchers interested in this field of study, thus, it will provide them with knowledge, methodology and techniques for further research in leadership in other levels of learning. With this in mind, the study will be beneficial to the Ministry of Education (MOE) which has the responsibility to give policy directives on women participation in leadership, the Teachers Service Commission (TSC), which carries out promotions of teachers, and school heads, which facilitate the appointment of HODs and prefects. Recommendations from this study will be beneficial to educationists as a wake-up call so as to involve more women in leadership. The Gender Ministry may also use the findings to evaluate women involvement especially in the education sector.

## **1.6 Theoretical Framework**

The research was guided by the Feminist Theory which proposes that female and male teachers needed the same qualities in a leader regardless of their gender. The theory expresses the desire for principals to be good communicators, good listeners, and people endowed with knowledge of the curriculum and instructions. They should also be personal problem solvers and people who share power and credit, as well as being seekers of

varieties of input (Summer & Hudson, 1998). The feminist theory strengthened the contention that in the 1990's, characteristics that were traditionally attributed to women's ways of leading were also desirable and inherent in male administration as well.

Grogan (2000), argues that if we deem gender as a valid way of looking at leadership, women's voice and experience is important and there is need to draw from them. It is for this reason that in order to carry out this study, the researcher found the feminist theory most appropriate to ground the study.

### **1.7 Feminist Theory**

Feminist Theory is an extension of feminism in both theoretical and philosophical discourse. It aims at understanding the nature of gender inequality. It examines women's social roles, experiences and feminist politics in a variety of fields such as sociology, communication, education, among others (Weedon, 1997).

The Feminist Theory not only provides a critique of social relations but also focuses on analyzing gender inequality ,and the promotion of women's rights, interests and issues. Feminist researchers embrace two key tenets: the condition of women in the society and, the assumption that women generally experience subordination in the society. The latter forms the foundation of the theory .In the feminist theory, the themes explored include discrimination, oppression, patriarchy, stereotypes, among others. The Feminist Theory has two important advantages that are helpful to this study. The first one is that it is a useful ways of looking at history, culture and society. The second is that the theory is often insightful and is a good way of looking at the past in terms of historical, cultural and

social perspectives. However, the leading disadvantage of it is that, it often presupposes that it knows what truly women are.

The key issues addressed by feminism are gender inequality, women subjugation, subordination and domination. It also examines all structures of domination based on gender ability and disability, among other issues that affect women. Gender asymmetry, that is, designation of women and issues associated with women is another key concern. This makes the theory most appropriate for this study.

Some of the areas this theory applies to education is that leadership in schools, teaching personnel and other workers should portray gender balance. The theory connects well with this study which evaluates the facts that are discussable about women. Women leadership has not been, over the years, given an equal opportunity to thrive as compared to that of men.

This theory relates well with the conceptual framework where the structure for leadership offers opportunities for all, in all areas, whether social or political. The institutional climate is all that is needed in terms of shared information, participation, accountability and voice, among other important aspects in leadership in any organization. The rights and obligations over resources, abilities, and capabilities possessed by the individuals or those that are collective are also deemed important for any leadership.

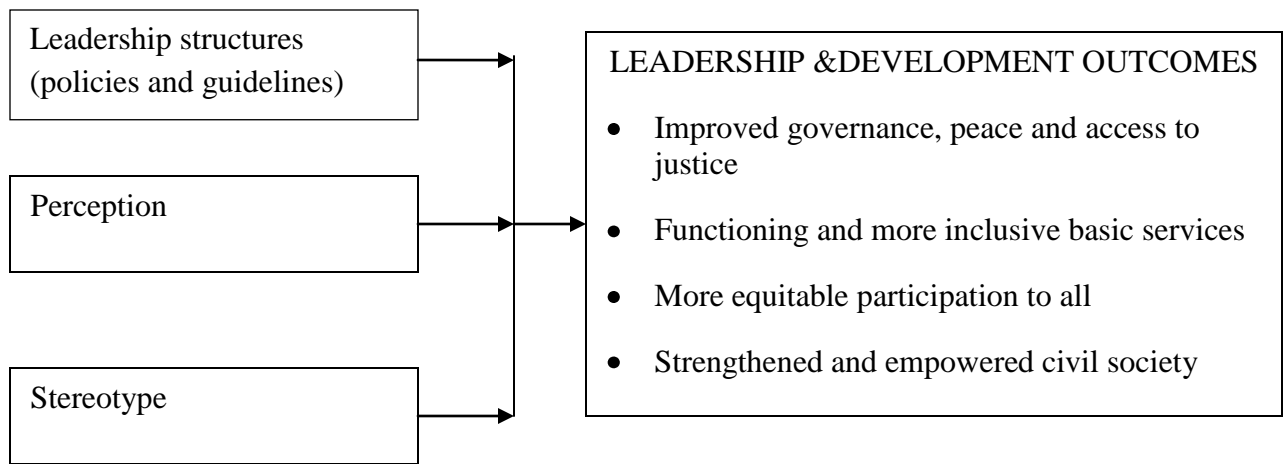
## **1.8 Conceptual Framework**

In every society that is sensitive of its members' participation in economic, political and social development, it is important to be aware that female and male roles are complimentary. Contribution of both is vital, for it brings about richness, variety and fullness. When opportunity is given to both, there is a balanced institutional climate. A

sense of integrity is also experienced through participation, accountability, sharing information and capacity building within the organization.

The fact that females act in a different manner as compared to their male counterparts, is a clear indication that both should be given a chance to exercise their capabilities. Both sexes should also be allowed to utilize what they have in terms of material, socio-psychological and human resources in order to enrich the organizations they belong to. Therefore, when the two interact in their complementary roles, they become a voice to reckon with and the organization is balanced and its identity is built. Social and political competition becomes a healthy phenomenon when both are involved. Both genders grow in openness and their conflict is easily resolved in the organizational structure. As a result, there is improved governance, peace and access to justice for all. Leadership is shared and therefore, all feel a sense of participation in service delivery. In the long run, members of the society feel equal in the building of a healthy and balanced organization.

However, the participation of women in leadership of secondary schools has been described as minimal. This study sought to describe how the policies and guidelines, the perception of women with regard to leadership and the stereotype by men that women should not be leaders has influenced the participation of women in secondary school leadership.



**Figure 1.1: Challenges facing women participation in leadership in public secondary schools**

## **1.9 Operational Definition of Key Terms**

**Authority:** Ability to influence other people towards achieving institutional goals and objectives. In this case, the school in which the principal is mandated to lead.

**Empowerment:** The expansion of opportunities and capabilities of women to participate in, negotiate with, influence, control and hold accountable institutions that affect their lives.

**Gender:** These are socially constructed roles given to men and women, boys and girls.

**Leader:** One who positively influences others towards the achievement of organizational goals and objectives.

**Leadership:** Okumbe (1999) defines leadership as a process of influencing other people to work towards achieving set goals and objectives. He also sees it as a human factor that binds people together and motivates them towards goals by transforming the group's potential into reality. It is a process by which an agent induces a subordinate to behave in a desired manner; a form of personal social control by means of direct interaction between leader and follower.

**Manager:** A person who has supervisory responsibility of planning, organizing, coordinating and motivating the school community in order to achieve the school objectives and goals.

**Management:** It is about changing behavior and making things happen. It is about developing people, working with them, reaching objectives and achieving results.



**Participation:** This term will be taken to mean: input, contribution, involvement.

**Woman:** The study takes the term to mean female adult who is usually considered by the society as the weaker sex.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter will look at previous researches and studies related to this research study. The literature review will be thematically organized. These themes will be trying to understand the research questions. Okumbe (1999) defines leadership as a process of influencing other people to work towards achieving the objectives and goals of an organization. He continues to say that it is the human factor that binds a group together and motivates it towards goals by transforming the group's potential to reality. This scholar defines leadership style as that particular behavior applied by a leader to motivate her/his subordinates to achieve the objectives of the organization, identified as points of continuum.

Okumbe (1999) discusses some of these styles as follows: Democratic leaderships the participative or the consultative leadership whereby power and authority are decentralized and decisions are made through consultation. In this study, it refers to the situation where the principal involves the teachers, the supportive staff, the prefect's body, the students and all other stakeholders (Okumbe, 1999). Autocratic leadership is a situation where a principal does not involve the teachers, students and other stakeholders in decision making. Any form of dialogue is not welcome as the principal imposes things on the other stakeholders without expecting them to question anything.

Grove & Montgomery (2000) define leaders as people who provide vision and meaning for an institution and embody the ideals towards which the organization strives. The assertion here is that leaders are alike, regardless of their gender. However, these scholars

point out the skepticism that arises when women lead. In many instances, gender, more than age, experience or competence, determines the position or role one is assigned.

Kelly (1997) asserts that women and men operate in the work environment in different ways based upon genetic or biological differences, communication styles and to some extent, the characteristic of a particular field chosen. This scholar continues to argue that in today's world, the leadership culture seems to change women's leadership styles and also the unique capabilities women contribute to the work environment. In his study on women leaders in the military, he discovered that women and men tend to lead in different ways and make different contributions to the organization. Each style, he notes, contributes to diversity, offering unique capabilities essential to holistic organizational effectiveness with the understanding that gender may in fact play a big role in leadership style. A review of leader characteristics current experts consider essential to highly effective organizations and comparison with women leaders' styles is in order. Locking of men and women into one style of leadership and behavior prevents effectiveness in the workplace.

Kiamba (2008) highlights the concept of leadership, which has historically carried the notion of masculinity and the belief that men make better leaders than women. This is still common today. Although the number of women leaders has increased, they are often named as an afterthought.

Haggard (2002) reveals that the societal conventions regarding gender and leadership excluded women traditionally, and top leadership was viewed as a masculine domain. He further argues that the cultural construction of leadership in itself instigates differences, and is only being transformed or contested as women gain access to leadership positions.

Haggard (2002) says that in Africa, men lead and women follow. In Africa for instance, it is not unusual to find a man literally walking ahead of a woman especially in a rural setting. Different reasons may be advanced for this act but ultimately, it illustrates the deeply held notion of leadership as masculine (Ngcongong, 1993, in Grant, 2005).

De La Rey (2005) asserts that there was a time when leaders were believed to be born with certain leadership traits. However, in recent times, that trend of thinking has changed and therefore today, the assumption is that leadership can be taught through leadership training programs. He further lists the traits commonly associated with leadership like task completion, effective communication skills, responsibility, problem solving, originality, decision making, action taking, vision, self-awareness, confidence, experience and power.

Thus De La Rey (2005) confirms that it is possible to develop the above traits in any individual regardless of gender even in male dominated societies including Africa. It is important to note that male leadership and leadership styles predominate, and are regarded as the more acceptable forms of leadership.

## **2.2 Policies and Regulations/ Guidelines of the Government**

Narayan D. (2005), stipulates that the empowerment of women has internationally been widely acknowledged as one of the most important goals that is aimed at bringing development. However, the methods for measuring and of tracking changes in the levels of empowerment are not well established. This highlights the need to discuss key issues that need to be addressed in order to measure women's empowerment empirically and

also highlight points on which important progress has been made as well as challenges that remain.

The essence of women's empowerment does not imply that all empowerments in the position of women must be brought about through the action of women alone, or that it is the responsibility of individual women to empower themselves (Narayan, 2005). The ample justification is for governments and organizations to promote policies that strengthen gender equality through various means which include legal, political, social and economic reforms. There should also be intervention that gives women access to resources.

According to Narayan (2005) it is clear that the role of gender in development cannot be understood without first understanding the socio-cultural, political and economic contexts in which development takes place. He notes that women's empowerment has been identified as essential commitment in the development goals of national governments and international agencies with an overview indicating a consensus, regarding the definition of women's empowerment. Many writers characterize this as the enhancement of women's ability to make strategic life choices.

The same scholar states that, significant progress has been made in providing useful guidance to those who want to track changes in women's empowerment as a critical component in the achievement of human rights and the Millennium Development Goals. Arguments based on human rights considerations have been important in establishing that women's empowerment must involve standards that lie outside localized gender systems. The World Bank empirical research has established that women's empowerment has multiple dimensions which do not necessarily evolve simultaneously. Furthermore, the

path to empowerment for women may be through individual behavior, normative change, or collective action.

In a document presented by Leah K. 2008, the Government of Kenya insisted on gender policies and guidelines and issued the following:

- National policy on gender and development was established in the year 2000.
- Presidential directive on 30% Affirmative Action for women was issued.
- In 1996, the government established the women's bureau in the department of social services.
- Gender commission was established to play oversight role over public institutions in general management.
- In 2006, the head of public service asked all ministries and state corporations to appoint gender officers and establish gender units.
- From July 2009, there existed clear guidelines and all ministries formulated specific gender policies to guide programmes and gender responsive activities from top to district level.

In line with the above policies, it is clear that the government is in support of gender balance in leadership in all sectors.

### **2.3 Perception of Education Stakeholders on the Efficiency and Effectiveness of Women Leadership**

According to Kelly (1997), it is evident that those occupying leadership positions tend to share characteristics and preferences and restrict participation or put great pressure

upon those who are dissimilar. The same scholar also reveals that most people including women, either with self-select for the career field, adapt behavioral orientation or change to career fields in which their preferences may be more fully realized. The question the scholar poses is whether successful women simply clone men's leadership styles or whether there are distinct differences in leadership styles for men and women.

Tannen (1990), in his study on communication, concludes that in our society women and men communicate differently and misunderstanding can easily occur. This has a great impact in the workplace. Leadership authority tends to be masculine which places females at a disadvantage (Tannen, 1990). Many leadership attributes reported as essential for leaders of today and in future are characteristics shared by women and some at which they excel. Current and future leadership requires strategic vision, effective communication and organizational structures amenable to negotiation and consensus, and the ability to synthesize data. Women excel at these.

Kelly (1970) stipulates that self-selection and adaptation are factors common to leadership in male dominated environments- factors which ultimately hamper creativity and may even play a role communicating mixed signals to men on issues which can escalate to harassment. The question the scholar raises is whether this means that men and women are unable to successfully work together, to communicate effectively, and contribute equally to the work place due to limited flexibility and homogeneity.

Summer and Hudson (1998), assert that in educational administration during the 1990's, women are still under represented, although majority of the teachers are females. Criswell & Betz (1995), noted that 66% of the teaching force is female while only 12% is in leadership in high school level. A research done on school

administration by Growe & Montgomery (2000), reveals fears of placement of women in leadership positions as baseless. This research found out that schools that are managed by female principals are better managed and on average perform better than those managed by their male counterparts. The study found out that the quality of students learning and professional performance of teachers is high. This again was confirmed by Aladejana (2005) in her study regarding female representation in leadership positions in educational administration in South West Nigeria. She noted that the difference may only be in the leadership styles of women versus those of men.

Eagly & Johnson, citing De La Rey (2005), note that there is enough evidence to suggest that women lead differently from men. They cited the example that women portray a more participatory approach, are more democratic, allow for power and information sharing, are more nurturing than men, are more sensitive, focus on relationships and enable others to make contributions through delegation (Rey, 2005; Growe & Montgomery, 2000; Tedrow, 1999). Other characteristics that were noted were such as team building coalitions and advancing individual and community development as constructs that women display in their relational styles (Tedrow, 1999). Women were also seen as better in conflict management, for having better listening skills and show more tolerance and empathy. Although women and men do have different leadership styles, that does not mean that one is dominant over the other. The observation is that the differences in leadership styles are partly due to the way men view leadership as leading and women see it as facilitating (Growe & Montgomery, 2000). These scholars assert that in the contemporary society, it



is more desirable if leaders could portray more of the traits associated with women in the work environments.

Tedrow (1999) reveals that, it is sad in some situations, where accepting women as leaders is problematic and therefore it is possible to overlook their positive leadership traits and view them as weaknesses. It is a sad fact therefore to note that the stereotypes of how women lead have made it difficult for them to access or even stay in leadership positions. This scholar continues to argue that women who display more relational styles of leading are likely to be marginalized within their organizations and viewed as 'outsiders'. For those women who seem to make it as leaders, they seem to conform to the strong male culture of leading in the work place. As indicated by Growe & Montgomery (2000), since female leaders see gender as a hindrance, they are compelled to lead the way men do, as it is considered the norm. In their view, utilizing men's methods of leadership is not only the easiest way for a woman to be hired for any position of leadership, but is the most successful method of attracting promotion and recognition.

#### **2.4 Challenges women face in school management**

Schwartz et al. (1983), stipulates that gender classification implies a person's sense of belonging to a particular sex that is, being either male or female. This consciousness either imposed or realized, is what is called gender identity. According to Encyclopedia of Sociology, gender means or refers to feminine or masculine attributes and social roles. Hence, gender is socially constructed by the society through the process of socialization. This brings out the difference between gender and sex, where sex is biologically determined while gender is socially constructed.

The society has a major role in determining gender roles. From the time a child is born, the society gives it a name that denotes its gender. For instance, a girl grows to reason like a woman, where she practices talking using women's language. Indeed, the society expects the child to identify with the mother or with the father, if it is a girl or a boy respectively. This leads to self-consciousness of one's gender as Schwartz et.al. (1983) put it. Gender identity is the sameness, unity and persistence of one's individuality as male, female or ambivalent especially as it is experienced in self awareness and behavior.

Gender identity is enhanced by the roles that one is given to perform, thus, through these roles, the self-consciousness is constantly revealed. What the child is or the child is socialized to, becomes a norm that is passed from one generation to the next.

The major purpose of the gender roles is to prepare a child for adulthood responsibilities. The girl child is all along prepared for her reproductive and rearing roles. Schwartz ET. al. (1983), further notes that gender roles are everything a person says and does to indicate to others or to self, the degree that one is either male or female or ambivalent. It includes but it's not restricted to sexual arousal and response. Gender role is the public expression of gender identity and it is the private experience of one, either as male or female.

According to Walter (1970), defined roles do not necessarily protect us from role confusion. How many times can you remember when you have been clearly aware of several well defined roles except that a couple of them were quite opposite from one another? If a provocative selection that follows a person's total role obligations is

excessively demanding, since it is impossible to avoid role strain, it is likely that some mechanisms will be developed to reduce it.

Technically, every person in the society has an important role to play. However, some people may feel that they do not have any acceptable or important societal role whatsoever. They feel left out of the role networks of the society or community for meaningful institutionalized roles are not readily available for them. Walter (1970) stipulates that, people, in their own perspective, may be deprived of their social worth.

Society therefore, constructs the gender concept, identifies gender roles as men's or women's duties, and socializes its members into these roles. The fact is that if God has gifted and called a woman to lead, teach or preach, then He will make a way for her to fulfill that calling. The obstacle arises because of the structure that oppresses women using certain gifts in certain ways, not because of the woman herself (Schwartz et. al. 1983).

Kelley (1997) addresses the powerful gender diversity we all bring to any work place, whether as CEOs, in management, in sales and marketing or in other areas of the larger work force.

Kelly (1997) describes gender differences as evident before birth and throughout childhood. The research revealed that young girls spend lots of time talking to other children and nearly as much talking to them. On the other hand, young boys, 68% of their spoken words were understandable one syllable sounds like "uh" and "mmm". Therefore, she argues that basic dissimilarities continue through posing real challenges in female or male dialogue.

These differences therefore determine how men and women in leadership positions differ and thus how to communicate, discuss issues, make personal presentations and relate successfully in a male dominated environment is important. Again, Kelly (1997), notes that, although there is considerable debate towards nature and nurture issues, biological sex differences are accepted as factual. The differences are in perception, interaction and in leadership styles.

According to Colman et al. (1981), in their study of hormones and biological dissimilarities, men and women experience the world differently based upon hormones without a denial that culture has a part to play. They resolutely stated that men and women seem to experience the world differently, not merely because of the ways they were brought up in it, but because they feel it with a different sensitivity of touch, hear it with different aural responses, and puzzle out its problems with different cells in their brains. It is believed that the basis of the differences is the hormones that play a role far greater than simply contributing to external sexual characteristics.

Smith (1994), states that the brain produces hormones and acts upon the same hormones which are found in the brain where the thinking gland is situated. The sex hormones, Smith (1994) arguments have been found in parts of the brain, inferring true genetic differences in brain functioning. This functioning is then reinforced and magnified by the cultural institutions, but it is genetically based. It is part of our biological inheritance, mediated by hormones.

Smith (1994) speaks of a phenomenon describing differences in the female brain which is more symmetrically organized and less highly structured, with ability to shift between and use the two hemispheres differently. In fact, there's also evidence not yet

confirmed that male and female brains may be somewhat differently structured; with two cerebral hemispheres being more specialized and less well interconnected in males than in female. Other studies have revealed male and female variation in brain processing using magnetic resonance imaging. They noted that women used both sides of their brain to process rhyming as compared to men. Another study revealed that men tended to use only the left half of the brain during a word processing (solving word games) while women, during the task ,drew from both hemispheres.

It is therefore clear that connections in the male brain are different from those of their female counterparts. The conclusion therefore can be drawn that since hormone development is a function of genetics, evidence seems to point a genetic difference, which may affect the way a person interacts with his or her surroundings. The rapid transition from left to right brain functions is assigned to females, and it tends to have implications on leadership behavior, communication patterns and skills.

## **2.5 Visible contributions that can be attributed to effective leadership and management of female heads**

Aldag & Stearns (1991) asserts that leadership is both a process and a property. The process of leadership is the usefulness of non-coercive influence to direct and coordinate the activities of the members of an organized group towards the achievement of the group's objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are perceived to be successful to influence others.

Leadership therefore is not only a quality or characteristic of a person but also what that person does. Again, leadership is not limited to managers or superiors but may be possessed by anyone in a group.

The belief that leadership can make a difference is evidenced by the turnover at the top of major organizations. A survey of the Fortune 500 companies found out that almost 60% had changed their Chief Executive Officers over and over again between 1976-1985 periods. On average, CEOs remained in their positions for only six years. The fact is that there are leaders throughout the organization, not just at the top. All of them must be concerned with the performance and satisfaction of their subjects.

Leadership can be frustrating structured tasks in that separation of superiors and subordinates, bureaucratic constraints, and other factors can sometimes handcuff the leader. The hierarchical structure of schools as organizations necessitates a hierarchical type of leadership.

Other reports revealed that, women worry about the contractions between acceptable feminine behaviour and the requirements of powerful positions. Women in leadership positions- even those in male dominated contexts are acutely aware of the narrow path they must tread on to rewards in these roles. They must also have a sense of competence and positive impact and the opportunity to empower others. These rewards, they say, help compensate for the heavy demands and the caution demanded by the contradictory expectations associated with their leadership roles. On another conference in France and Norway on a changed social

structure, the reactions expressed illustrated that context could make all the difference in women leadership experience.

The Norwegian women expressed joy and a sense of efficacy in their leadership roles; the French women on the other hand spoke of the difficulties, conflicts, loneliness and marginality. These differing experiences appeared linked to sharp contrasts in these women's perceptions of their acceptance as leaders. In Norway, with its long and deeply- rooted history of women's involvement in political leadership, women in such positions felt a strong sense of legitimacy in their leadership roles. In France, where women's leadership was relatively new and rare, that sense of legitimacy was absent, and women were called upon to prove themselves repeatedly.

Research has since made it abundantly clear that context makes a critical difference in the ease with which women can access leadership positions. Context also determines women's effectiveness in these positions, and the difficulties they encounter. Women face most resistance in their leadership and influence in roles that are male dominated and characterized as masculine. As social attitudes have shifted to define fewer arenas as masculine, acceptance of women as leaders in the other arenas has grown.

In the United States of America, it is no longer surprising or incongruous to see a woman as the principal of a public high school or even the manager of a corporate department. The same scholars assert that there are ways for both organizations and individuals to support women leaders. They should also support progress towards a social structure in which women leadership is common place,

even in context currently defined as masculine. Established leaders can also endorse and legitimize women who seek or attain leadership roles.

Opinion leaders can cultivate sensitivity to the possibility that they publicly critique male and female leaders. As individuals, we can examine our own criticism on women leaders for telltale signs that we are expecting the impossible—imposing the double bind of contradictor expectations. A trickle of women overcome the barriers, it should become normal to see them holding leadership roles in contexts currently considered masculine. That very “normalcy” will moderate public perceptions of gender and leadership, gently reshaping the social structure that has conditioned these perceptions. These significant changes in women’s access to leadership roles over the past few decades are necessary, but still insufficient, prelude to a society in which women and men can claim a fair share of the challenges and opportunities associated with leadership.

## **2.6 Summary of Review of Related Literature on Women Leadership**

Many studies on women administrators in educational institutions highlight some of the common reasons for their under representation (Tyre 1995, Shakeshaft 1989). One of the most common and well known barriers to career advancement is that of the selection process used by most companies. As indicated previously, the pool of women that are qualified for promotion to executive positions is quite small and therefore women simply cannot be promoted. According to Burke and Nelson (2000), 82% of firms stated that lack of general management skills and line experience was a major contributing factoring their decisions not to promote women. However, another study finds some firms



have a large pool of qualified women and simply do not consider them for the position (Burke, et al., 2000). Another rationale is that existing top management positions are held by men who tend to promote other men who are similar to themselves (Van Vianen & Fischer, 2002).

For many women, in addition to the roles they hold in their companies, they remain the primary caretakers for their families (Hughes, Ginnett, & Curphy, 2009). As the time constraints and demands of a job become more important upon, promotion forces many women to choose between family and career. According to Jack and Suzy Welch (2007), very few women CEOs and women executives have children due to the effect it would have on their career. Conversely, many women have voluntarily left their jobs due to family decisions (Baxter, 2000; Wallace, 2008). While a decreasing number of women are taking pregnancy or childcare leaves, 32% of women still leave their jobs once they have children. Also, once a woman has children she is much more reluctant to travel and work long hours due to her responsibilities at home further hindering her promotion likelihood (Woodard, 2007; Hewlett, 2002; Lyons & McArthur, 2005).

These barriers to women participation in leadership are summarized as:

- Negative perceptions of women in leadership.
- Distinct differences in the way women lead as compared to men.
- Traditional attributes associated with men as authoritative, decisive, controlling, and unemotional which are more respected by most potential employers in education rather than employing a more decentralized approach to leadership that involves the principal as a facilitator of a shared vision and shared decision-making.

- Series of myths facilitate under representation of women in administration.
- Lack of support from teachers and the community as a whole.
- Negative views of female administrators held by peers, parents, and employees of both sexes. This assertion is strengthened by Gupton & Slick (1995), who quoted a female elementary principal saying that even after women attained administrative positions, they did not afford the status or respect that their male counterparts were being given.

The attitudes which teachers have towards women administrators, within the school environment may have direct effect on how well the female principals perform their duties as leaders. These attitudes also may have deterrent effects to more women seeking the administrative positions.

Recent studies and contemporary theories of leadership indicate that the characteristics of the styles of leadership being used by women are becoming more dominant models of leadership (Gupton & Slick, 1995). Thus, collaborative and participatory leadership styles are being embraced and valued. The question is, has the attitude toward women secondary school administrators improved or how is leadership perceived in the Kenyan context, especially in Makueni County which is culturally and historically a male dominated society?

## **CHAPTER THREE**

### **DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology that was adopted by the researcher in order to reach the sample population, collect and analyze data so as to answer the research questions. It consists of the research design, target population, sample and sampling procedures that was used, data collection instruments and their administration to the respondents and the data analysis procedures that was used.

#### **3.2 Research Design**

The study used a survey design which obtained the characteristics of the phenomenon, beliefs and perceptions needed for the study. Descriptive survey design was used in quantitative approach to carry out this study because of its appropriateness in establishing relationships between variables and facilitating the collection of information for determining the population parameter (McMillan & Schumacher, 2001). Survey design was used because it allowed for sampling, and the researcher used the findings from the sample to generalize about the target population. Since there were many secondary schools with many principals in Makueni County, a representative sample was used and then generalized results were used to cover the entire population. This approach tends to be based on programme activity rather than programme outcome (Ogula, 1998). This study used questionnaires and interview guides which were intended to bring out the real occurrence in schools as regards to the role played by professional female principals in providing leadership with effective professional skills so that they can contribute towards education in a manner that representation of both gender is felt and recognised.

### **3.3 Target Population**

According to data obtained from Makueni County Education Office, the following data was obtained: 266 principals of public secondary schools, 9 education officials who are involved in implementing government policies on promotion activities in which the secondary school principals were involved, 1648 teachers, 420 HODs and 54773 students, inclusive of prefects, were targeted by the study.

### **3.4 Sample and Sampling Procedures**

#### **3.4.1 Sample**

The sample consisted of 30, 11%, public secondary schools in the county drawn from the current districts namely: Mbooni East, Mbooni West and Makueni. Thirty six (36) schools were selected from the three sampled districts for good representation. The researcher then purposively selected four (4) heads of students' council, giving the study total of forty eight (48) students. Sixty (60) teachers drawn from the five departments namely; science, humanities, technical, mathematics and languages were selected. It was found that in some schools; especially the newly established schools did not have more than one HoD. Among the total number of twenty four (24) HoDs, the researcher interviewed one (1) Head of Department (HoD) in charge of Academic Affairs from each school who was purposefully selected. The study further interviewed twelve (12) principals who were automatically chosen from the twelve (12) secondary schools in the sample in each district. The study finally interviewed one education official from each of the nine districts, where in some schools, the District Education Officer (DEO) or District Quality

Assurance and Standards Officer (DQASO) were conveniently selected. This constituted a total of three (3) education officials. The total sample of the study was 147 respondents.

### **3.5 Sampling Procedures**

#### **3.5.1 Simple Random Sampling**

Simple random sampling was used to obtain the twelve (12) schools and (60) teachers who participated in the study.

#### **3.5.2 Stratified Sampling**

This is a procedure that is used to classify the population being studied into distinct classifications (strata). In this study, this procedure was used to stratify the subjects into male and female in order to ensure equal representation of the views from both sexes. An equal number of male and female respondents were targeted particularly that of the 48 students' council and the 60 teachers.

#### **3.5.3 Purposeful Sampling**

Purposeful sampling is a procedure through which a subject is deliberately selected for being perceived to hold the crucial information being sought by the researcher. This procedure was used to select Heads of Departments (HODs) specifically those in charge of academic programs, principals, District Quality Assurance and Standards Officers, and Education Officers in the districts under focus.

**Table 2: Summary of the sample of participants in the study**

<b>Study</b>	<b>Sampling procedure</b>	<b>Population</b>	<b>Actual</b>	<b>Percentage</b>
<b>Participant</b>			<b>Sample</b>	<b>(%)</b>
Schools	Stratified and Simple Random	266	12	4.5
HoDs	Simple Random	72	24	33.3
Teachers	Simple Random	182	60	32.9
Principals	Purposeful Random	36	12	33.3
DEOs/DQASOs	Purposeful Random	9	3	30.0
Prefects	Simple Random	305	48	14.2

### **3.6 Data Collection Instruments**

The research was conducted using questionnaires for the education officers, principals, HODs, teachers and prefects. The interview guides for the DEOs/ DQASOs and principals were used to collect data for the study.

### **3.7 Questionnaires for participants in the study**

Structured questionnaires were developed to collect data from the respondent. This permitted use of standard questions ensured uniform procedures, provided enough time for subjects to think about their responses, and was easy to score. They were used because majority of the population under study could read and write, save for the professional development activities were assisted by enumerators who were trained on the ground. All the questionnaires for the participants were thematically arranged as stipulated below:

The questionnaires for education officers and principals – Section A consisted of demographic information, Section B was about policies used in appointing school

principals in order to ensure gender balance representation in the education sector in the management of secondary schools. Section C covered the qualities women leaders possess that enables them be recruited to manage secondary schools in Makueni County. Section D was on how leadership is perceived by women in learning institutions. Section E covered the challenges that female leaders face in school management in the secondary schools in Makueni County and finally, Section F was on how the existing status quo on female leadership practices can be changed in order to improve and balance management in the secondary schools in Makueni County.

The HODs/ teachers questionnaires – Section A consisted of demographic information, Section B was on the policies that are used in appointing school principals in order to balance gender in leadership in secondary schools in Makueni County. Section C was based on the qualities women leaders have that are useful in their leadership practices in the management of secondary schools in Makueni County. Section D was based on the perceptions they have towards women leaders in the running of institution in Makueni County. Section E covered the challenges that hinder effective school management for the secondary school by female principals in Makueni County. Finally, Section F was on contributions of female heads attributed to effective leadership and management.

The questionnaires for prefects – Section A consisted of demographic information. Section B sought responses on policies used in appointing school principals in order to ensure gender balanced representation in the education sector in the management of secondary schools in Makueni County. Section C was based on the qualities possessed by women that the government should consider in recruiting them in leadership positions in secondary schools in Makueni County. Section D, were items to find out how students

perceive women leaders in secondary schools. In Section E, there were items to find out the challenges women leaders face in school management in the schools they are leading.

### **3.7.1 Interview Guide for Teachers and Education Officers**

This was an oral administration of an in-depth interview which entailed face to face encounter with the respondent. The interview entailed probing the interviewee until no further information was left out on the subject under investigation. This interview guide included the different sections that reflected on the themes in the research questions. Section A consisted of demographic information, Section B was based on the policies used in appointing school principals in order to ensure gender balance representation in the education sector in the management of secondary schools in Makueni County. Section C, was on qualities women principals possess which the government should consider when recruiting female principals in secondary schools of Makueni County. Section D was on how professional development activities for secondary school principals were evaluated to ensure quality in the county. Section E was based on the relationship between leadership and gender in secondary school management in Makueni County. Section F covered the challenges that hinder effective secondary school management by female principals in secondary schools in Makueni County, and finally, Section G was on how the existing professional development practices can be enhanced in order to improve teacher effectiveness in secondary schools management in Makueni County.

### **3.8 Validity and Reliability of instruments**

#### **3.8.1 Validity**

Before the data collection began, instruments were administered to the sample population for validation. To ensure validity of the instrument, the researcher reviewed the instrument



with peers and other specialists in the subject especially in research. This was helpful in examination of the content and the degree to which the instruments gathered the information intended.

### **3.8.2 Reliability**

Berthoud (2000), states that a reliability index of a minimum of 0.6 is satisfactory for any research instrument, while Bramble and Mason (1997) instruments state that a reliability index of 0.5 and above can be used to collect data. In this study, a coefficient index of 0.7 and above was satisfactory. The instruments were pilot tested on ten prefects, four Heads of Department, two principals and two education officials from two of the selected schools in the two districts and from one of the divisions in the districts under focus. These schools and the respondents from the schools, and education officials were not included in the sample for the main study.

The purpose of pre-testing was to ensure that items in the questionnaires were stated clearly and had the same meaning to all respondents. This provided a trial run for the data collection.

The researcher used the test re-test method in the pilot study whereby the ten prefects and the four HoDs filled the questionnaires while the principals and education officials got interviewed. After a period of one week, the same instruments were re-administered to the same respondents. After the pilot study, quantitative items from the two sets of data for prefects, Heads of Departments (HoDs), principals and education officials were analysed and correlated by the use of SPSS version 10. The reliability for Qualitative items was determined through and through peers and research and subject experts.

### **3.9 Data Collection Procedures**

After getting clearance by the Catholic University of Eastern Africa and a research permit from the National Council for Science and Technology, the researcher sought further clearance from the District Commissioner and District Education Officers whose districts' schools and respondents were involved in the study. The researcher personally went to the schools and collected data through the administration of questionnaires, carrying out the interviews and observations to solicit information from the respective respondents.

### **3.10 Data Analysis Procedure**

After the collection of raw data, the researcher sorted out and edited, and organised the data in order to get rid of those questionnaires that were not completely filled. The researcher categorized all the instruments to ease the data analysis process... Therefore the questionnaires for prefects were treated separately from those for HoDs, and interview guides for principals and education officials.

In this study, descriptive statistics were used in the analysis of quantitative data. The program SPSS version 10 was used to define the different quantitative variables. The variables were defined in all items in the questionnaire. After the data were entered on the variable view dialogue section of the program, the researcher moved to the data view dialogue box of the SPSS and entered the data that allowed generation of frequencies and percentages.

These frequencies and percentages were then transferred from the SPSS program to Microsoft word program for analysis and interpretation. The research analysed the data in the most logical and meaningful way and relevant comments made appropriately. The

analysed data were used to summarise findings and to describe the population sample through the use of various techniques such as the tables, graphs and charts.

Qualitative data were derived from the open ended questions in the questionnaires, the interview guides, observation guides and from document analysis guides. The qualitative data was then analysed manually by developing themes under which respective information from qualitative items on the questionnaires were placed.

After careful analysis, the data were presented using different techniques as was deemed appropriate such as narrations, explanations and discussions in qualitative data. On the basis of the analysis, conclusions and recommendations were drawn at the end of the study.

### **3.11 Ethical Considerations**

The researchers sort permission from the Ministry of Education to be allowed to collect data. Further the DEOs gave us permission of entry into their districts for the same study. The researcher also sort consent with the principals who allowed the interaction with the students and teachers. The researcher also explained clearly the purpose of the exercise to the participants prior to the commencement of the research.

## **CHAPTER FOUR**

### **ANALYSIS AND PRESENTATION OF FINDINGS**

#### **4.0 Introduction**

In this chapter the research has analyzed and interpreted data pertaining to various aspects of the research subject in the research area. First, policies and guidelines that govern appointment of the public secondary schools management as well as the perception of education stakeholders on the efficiency and effectiveness of women leadership in secondary schools have been presented. Others include challenges faced by women leaders in school management in male dominated environment and the visible contributions that can be attributed to effective leadership and management of female heads of secondary schools in Kenya. The chapter consists of presentation, discussion and interpretation of empirical findings by the researcher from the respondents of the study namely; principals, Heads of Departments, teachers, students and Quality Assurance and Standards Officer.

The questionnaire return rate of principals was 100% (36 out of 36), teachers was 86.7% (52 out of 60), HODs was 83% (20 out of 24), students was 87.5% (42 out of 48) while for DQASO/DEO was 30% (1 out of 3). This gave an average rate of return of 86.4% which was adequate for generalization of the findings.

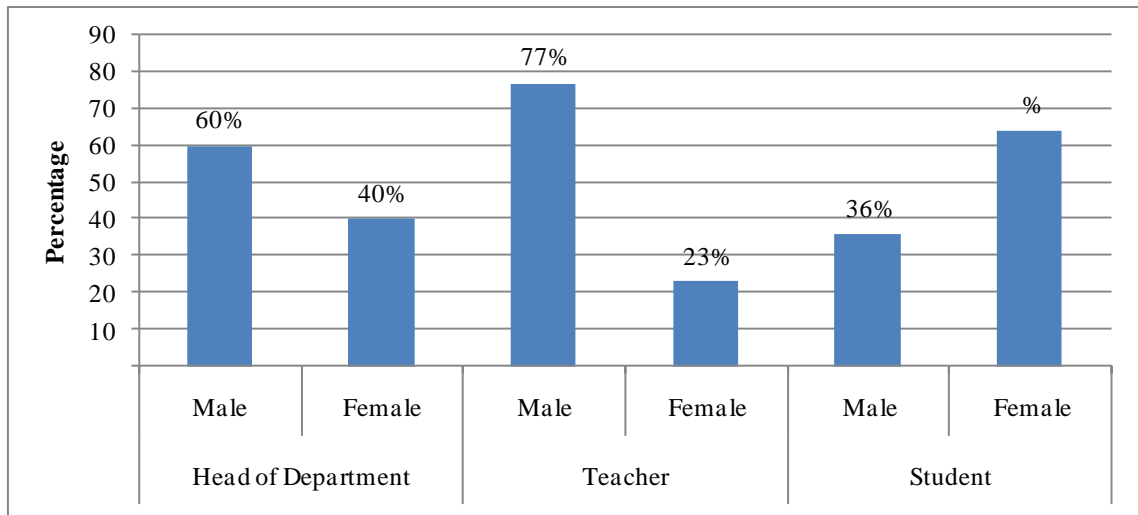
#### **4.1 Respondents' Demographic Information**

In this section the study presents information on the respondent's background information such as gender, age, level of education, experience as teachers and principals. The findings of the study are presented in the subsequent sections.

## **4.2 Distribution of Respondents by Gender**

Respondents were asked to indicate their gender. According to the findings of the study presented in Figure 2, while majority of the teacher and Head of Department respondents (60% and 77% respectively) are male, majority of the student respondents (64%) are female. The study shows that the female representation is lower than that of men both as teachers and as heads of departments. These findings contradict the view by Coleman (2001) that globally, women make up at least one half of secondary school teachers and wondered why women were minority in the secondary school administration administrative positions. In Makueni therefore, minimal representation of women in administration of secondary schools could be explained by their low number in the teaching profession in the county.

The limited representation of women in the teaching profession also supports the findings of a study by the Ministry of Gender and Community Development (1998) on women leaders in professional workforce in Uganda which found that only 13.5% of workers were women.



**Figure 2: Distribution of Respondents by Gender**

As to what they thought about the gender balance in the leadership of secondary schools, five of the respondents indicated that there was gender imbalance as they stated that the graph favored the male. The DQASO respondent also indicated that the gender balance was biased towards men. However, the respondents indicated that there was improvement as there were now more appointments of women in the recent past. There are now more women principals. This was however not enough as the appointments were still skewed in favour of men.

Asked whether there was balance in shared leadership in management of secondary schools in relation to gender, all the respondents except two indicated that there was no balance as the leadership was male dominated. However, respondents indicated that the percentage of women was slowly rising. Asked to state their feelings, respondents indicated that it is unfair since all people need equal appointments. One of the principals

indicated that there were few women seeking to be appointed as principals as compared to men.

On what should be done to improve on the balance, the DQASO stated that the balance can be improved by encouraging women leadership. Two principal respondents indicated that the women can be encouraged to take up leadership positions through seminars, workshops and capacity building. One respondent indicated that the male dominance should be reduced by giving the school management positions to women to develop women leaders. Two respondents indicated that by enforcing the policy on appointment of principals, more women will be appointed to leadership.

The respondents stated that what was important in leadership was competence and performance. Three of the respondents stated that experience was key in leadership and therefore ought to be considered in appointing the principals. Respondents indicated that leaders ought to be initiative flexible, approachable, patient and a good public relation. Respondents indicated that the leaders must have integrity and self-discipline. The QASO stated that the most important in leadership was vision, commitment and diligence.

The respondents were asked to state whether they considered women leaders less effective than men principals. All the respondents stated that the women principals were not less effective as according to some respondents, women principals were equally effective as men. One principal observed that in fact women principals were more effective than men principals.

Respondents were asked to give their opinion on women principals in secondary schools. Five respondents indicated that the women principals are honest and hardworking compared to their male counterparts. One of the respondent indicated that women principals have a challenge because apart from their leadership role in school, they are wives and mothers at home. According to QASO, women principals work harder than male counterparts.

Asked whether more women should be given more opportunities for principals than they are holding today, all the respondents except one indicated that indeed more opportunities should be given female head than they are holding today.

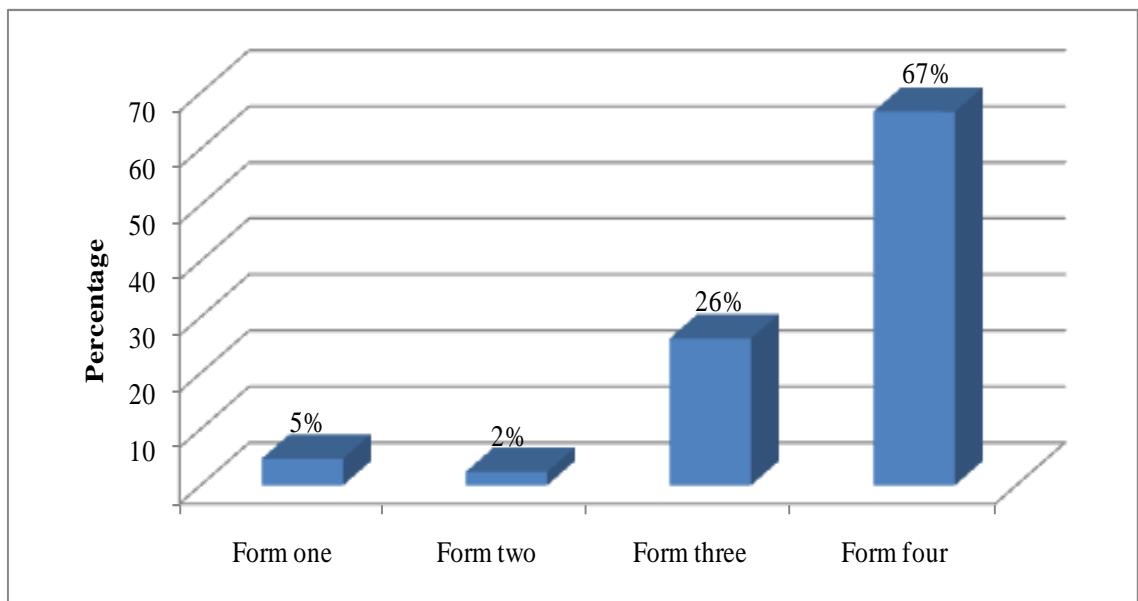
The study sought to establish the challenges the women principals faced in relation to leadership and gender. The study revealed that women in leadership meet several challenges. One major challenge was the fact that some women did not believe in themselves, while stereotyping from men who believed that women could not make good leaders. The study established that women were faced by a challenge of balancing between work and family which strain them hence affecting their work as principals. Interviews with the QASO revealed that the worst challenge was male patronage.

Respondents were asked to state whether in their opinion the female leaders in secondary schools will survive the test of time. All the respondents except one indicated that indeed the female leaders in secondary school will survive. Respondents indicated that this was possible with respect and support from the male counterparts and also the education office.



### 4.3 Distribution of Respondents by Class

The study sought to establish the classes of the student respondents. According to the findings of the study presented in Figure 3, 67% of the respondents were in fourth form while 26% were in form three. The results show that the representation of the lower classes (forms 1 and 2) was very minimal. This may be interpreted to mean that the prefects are mainly drawn from forms three and four.

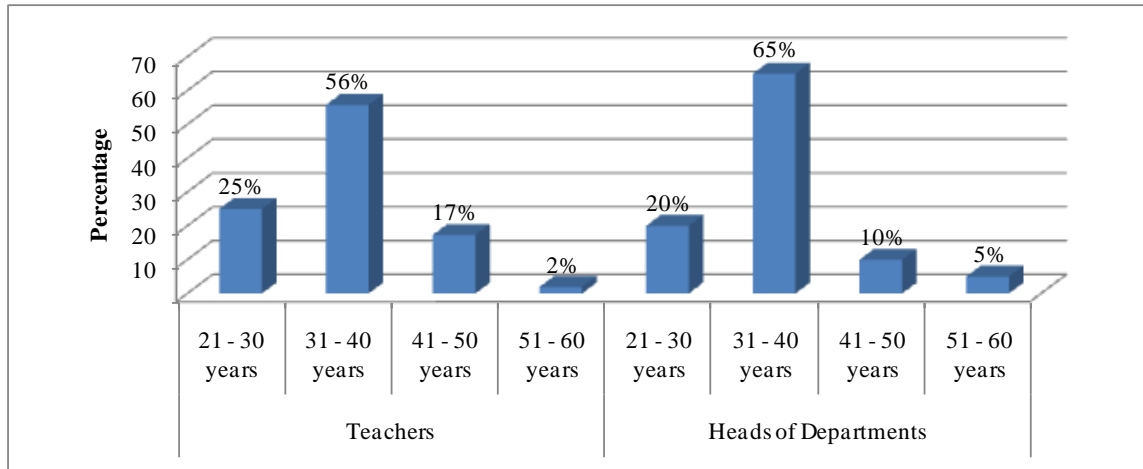


**Figure 3: Distribution of Respondents by Class**

### 4.4 Distribution Respondents by Age

Respondents were asked to indicate their ages. The results of the study in Figure 4 show that most of the teacher and head of department respondents (56% and 65%) are in the age bracket of 31 and 40 years. The results also show that 25% of the teacher respondents are in the age bracket of 21 and 30 years while 20% head of departments are

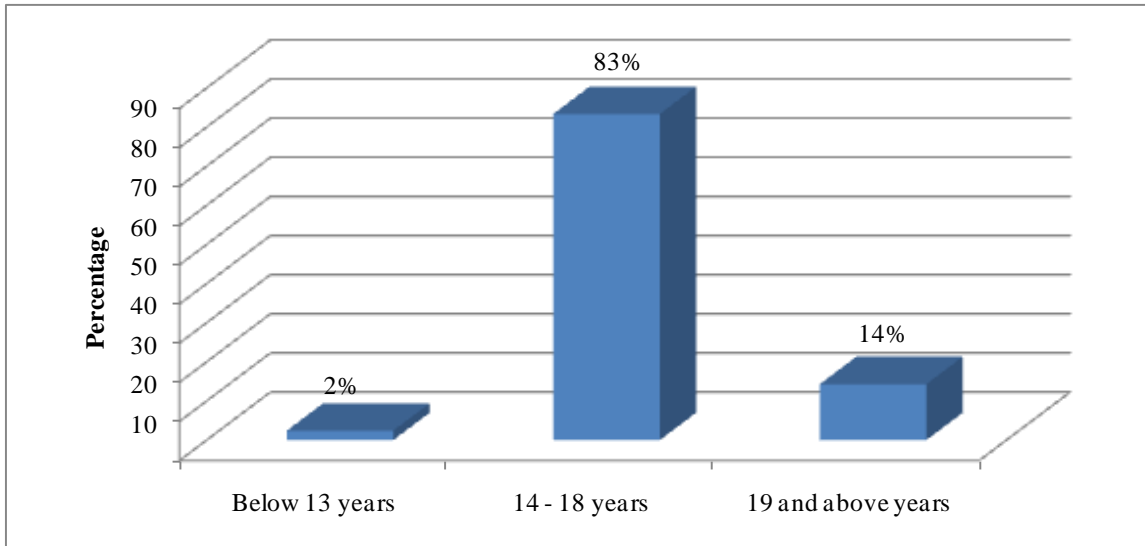
in the same age category. The study findings may be interpreted that the respondents are in their middle age.



**Figure 4: Distribution of Respondents by Age**

#### **4.5 Distribution of Students by Age**

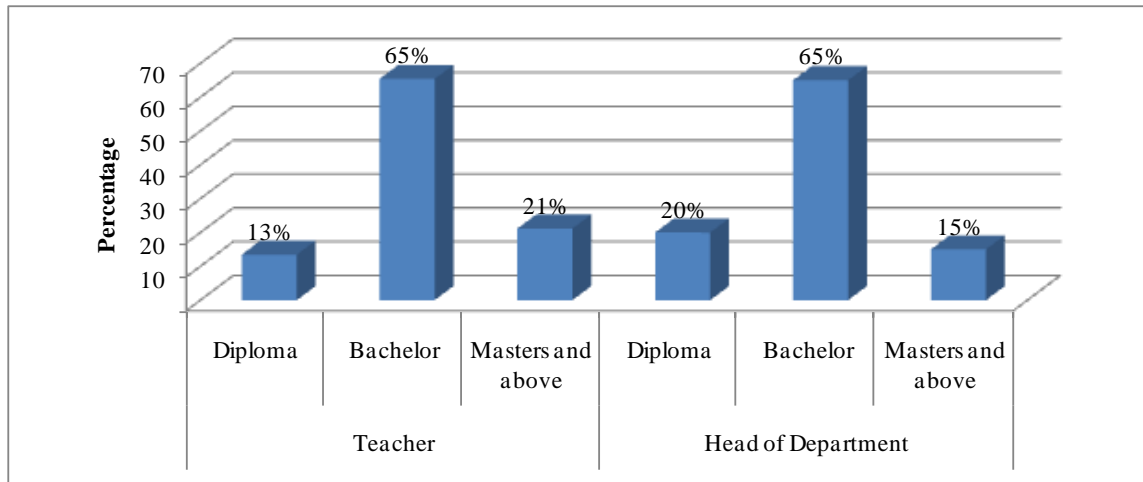
The study findings in Figure 5 show that 83% of the student respondents are in the age bracket of 14 and 18 years while 14% are aged 19 years and above. These findings show that the teachers and head teacher respondents are mainly in their middle age. The representation of those approaching retirement was very minimal (2% and 5% respectively). These findings mean that the Teachers Service Commission in Makueni County is practicing good succession management as the current workforce is young and therefore still have longer teaching career.



**Figure 5: Distribution of Students by Age**

#### **4.6 Level of Education of respondents**

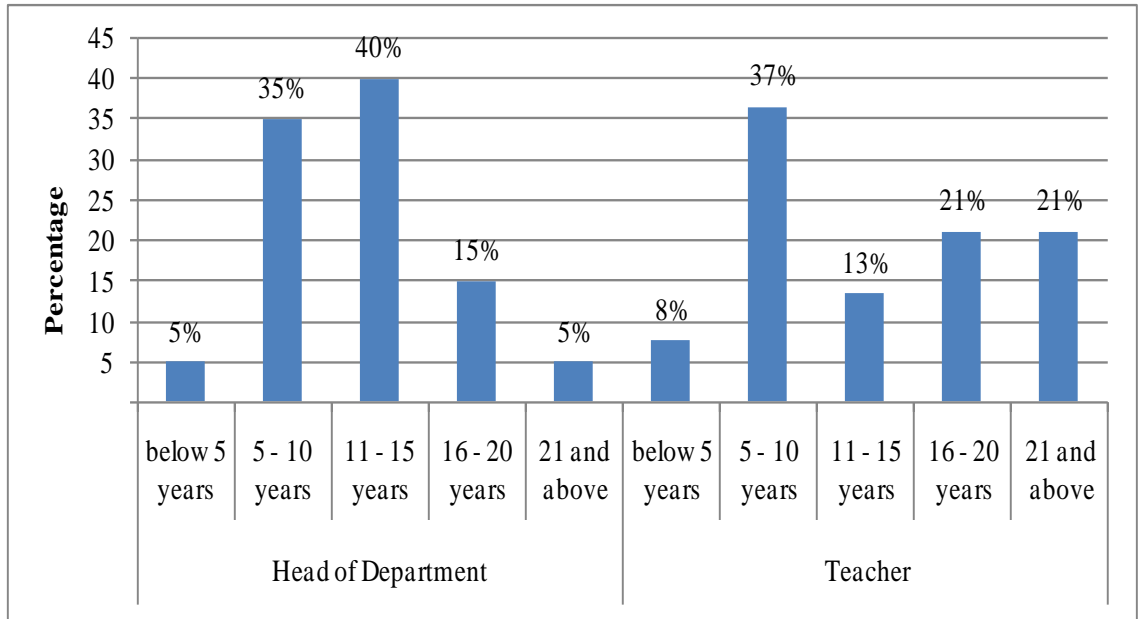
The teacher and head of department respondents were asked to indicate their level of education. The results show that majority of the respondents had bachelors degree while about 20% have master and above. The findings may be interpreted to mean that the teachers are well educated.



**Figure 6: Level of respondents' Education**

#### **4.7 Teaching Experience of Respondents**

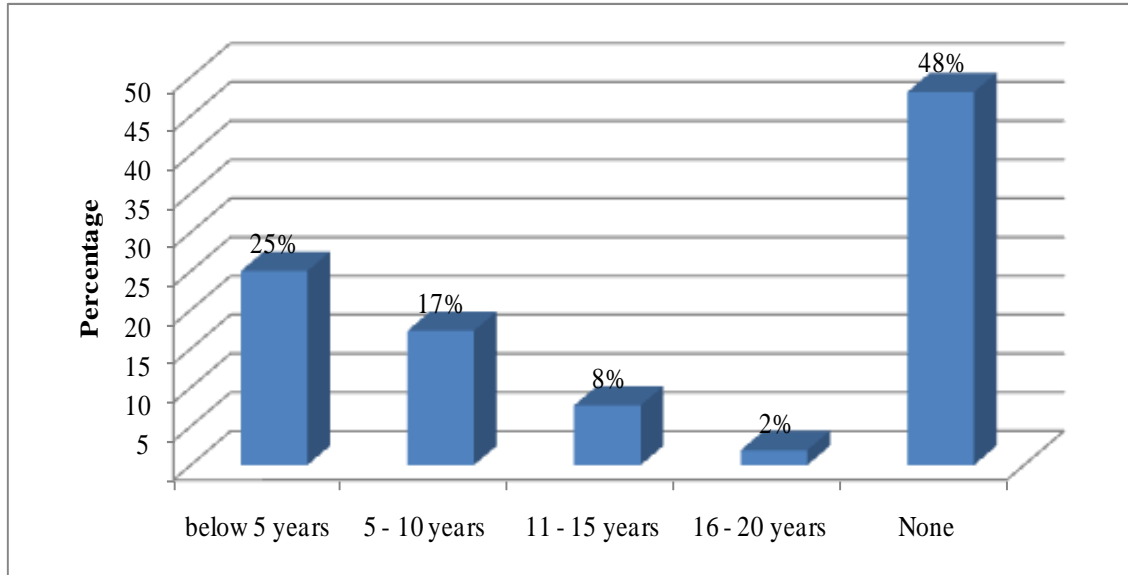
The study sought to establish how long the respondents have been teaching. The results presented in Figure 7 show that 35% of the head of department respondents have been teaching for between 5 and 10 years while 40% have been teaching for between 11 and 15 years. The results further show that 37% of the teacher respondents have been teaching for between 5 and 10 years. The findings of the study may be interpreted to mean that most of the respondents have been teaching for not less than 5 years.



**Figure 7: Teaching Experience of Respondents**

#### **4.8 Experience as a Principal in School Administration**

Respondents were asked to indicate how long they have been principals. According to the findings of the study presented in Figure 8, most of the respondents (48%) have never been principals. The results show that 25% of the respondents have been principals for less than 5 years while 17% have been principals for between 5 and 17 years. The study findings may be interpreted that most of the principals have been in the institutions long enough (for over 5 years) and therefore understand the challenges facing the women in leadership.



**Figure 8: Experience as a Principal in School Administration**

#### **4.9 There are clear Policies and guidelines that govern appointment of the public secondary schools’ management in Makueni County**

Interviews were conducted to the secondary school principals and Quality Assurance and Standards Officers. The findings revealed that 14 principals and one QASO responded to the interview. The study established that most of the principals were appointed between the years 2007 and 2012.

As to whether there were clear policies used in appointment of school principals, most of the principal respondents (8) stated that there were no clear policies for appointing school principals. The results revealed that five respondents indicated that there were indeed policies used for appointing school principals. They however, noted that the policies are not well developed. The DQASO respondent stated that there existed clear policies for appointment of school principals. Asked to explain their answers, one of the

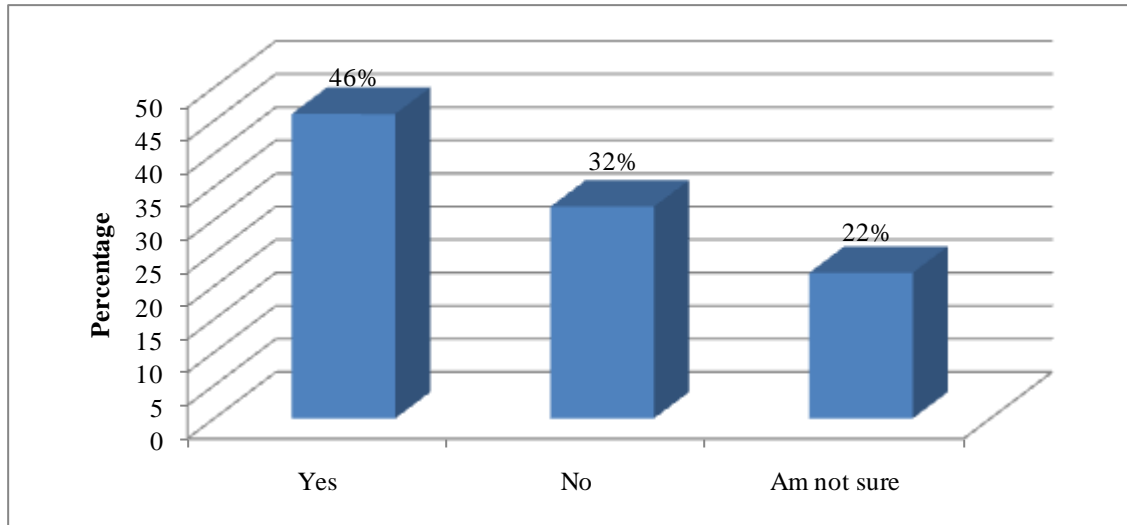
principals explained that despite the policies being in place, they were not strictly adhered to as they were violated at will. Another principal indicated that those appointing decided on what qualifications they were looking for, for instance in some cases, the competencies were not considered. Two of the respondents however indicated that the policy guideline provide for the qualification requirement that should be followed including possession of bachelors degree, be in the job group M and above and have the training, and competence in the education sector. One respondent indicated that the policy requirement is that interviews be carried out before the appointments. Respondents also indicated that for fairness, those appointing should look at the experiences and qualifications. One of the respondents indicated that the appointing process is marred by corruption. The DQASO respondent indicated that the enforcement of the policy is the problem.

The teachers and heads of departments respondents were asked to indicate whether there were clear policies for the appointment of school principals. The findings of the study presented in Figure 8 show that 46% of the respondents indicated that the policy was indeed clear. The results show that according to 32% of the respondents, the existing policy on appointment of principals was not clear. The results from in-depth interview with principals established that the appointing authority did not use any clear policies in the appointment process of principals. Further, the interview results revealed that five principals indicated that even though there were policies, they were not well developed. According to Quality Assurance and Standards Officer however, it was revealed that there were clear policies for the appointment of principals. Seven respondents in the study established that there are clearly set policies as stipulated by the Ministry of Education and

the Teachers Service Commission. Four respondents explained that the policy is clear on one's qualification. They further stated that for one to be appointed one had to go through an interview process.

Four respondents however, explained that they have never come across any documentation of a formal platform like seminars, workshops or conferences where these policies were clearly communicated. Two respondents indicated that the appointment of secondary school principals was characterized by corruption, nepotism and tribalism which had watered down the requirements of the appointment process. These findings were echoed by two principals who indicated that the appointments lacked transparency and full of corruption. Three principals explained that the appointments were in most cases done on the basis of who knows who. They also explained that the appointments are sometimes politically influenced. Three principal respondents explained that the appointments in most cases are not done on merit. These findings implicate that since most often women are not politically aligned or able to influence such decision, they are mostly not appointed to principalship.





**Figure 9: Distribution of policies for appointment of school principals**

#### **4.10 Awareness of Policies that are used to Promote Principals**

The students respondents were asked to indicate whether they were aware of the policies that are followed in the promotion of principals of secondary schools in Kenya. The findings in Table 2 show that 64.2% of the respondents are not aware on the policy while only 35.7% of the students were aware of the existence of the policy.

**Table 2: Awareness of Policies that are used to Promote Principals**

Aware of Principals' promotion policies	Frequency	Percent
Yes	15	35.7
No	27	64.2
<b>Total</b>	<b>42</b>	<b>100.0</b>

#### 4.11 There is Fairness in Appointment Policies in the New Constitution

The study sought to determine whether the provision in the new constitution is more than two third son gender principle was being observed in appointment of the promotion of teachers to principalship. According to the results presented in Table 3, majority of the student respondents (73.8%) indicated that the constitutional provisions were indeed fair. Respondents explained that the policy was important because it provided women with the opportunity to leadership. Respondents indicated that the provision in the new constitution was fair because it provided women with the platform to participate in matters of management.

**Table 3: Policy on appointments in new constitution fair**

<b>Policy on appointments in new constitution fair</b>	<b>Frequency</b>	<b>Percent</b>
Yes	31	73.8
No	8	19.1
Not sure	3	7.1
<b>Total</b>	<b>42</b>	<b>100</b>

The study sought to establish the opinion about at least one third representation of both gender, and particularly the women in leadership in secondary schools. One respondent indicated that not more than two thirds gender principle was a good initiative that had influenced positively noting that the district had surpassed the one third marks when it comes to women leadership. Another respondent indicated that though good, the

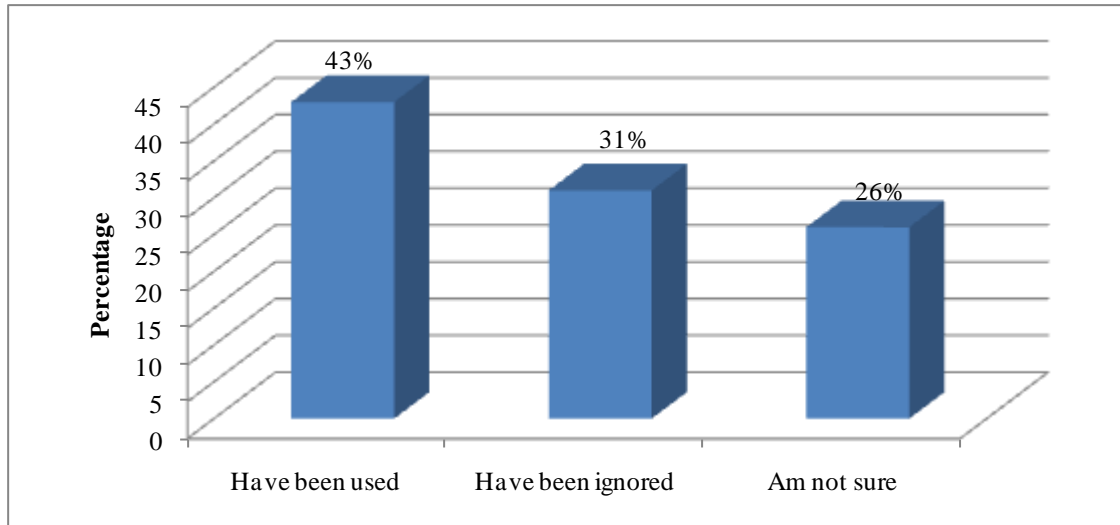
one third representations was not enough to bridge the gap existing between men and women in respective leadership portfolios and suggested that it be increased to 50%.

Respondents stated that to improve the women leadership in secondary schools, more women needed to take up positions of leadership. Respondents indicated that the women leaders themselves should set a standard of performance and realize that it is this performance that will help change the attitudes and perceptions that have been in the society about women.

#### **4.12 Policies Used in Favour of Promotion of Women**

The teachers and Head of Department respondents were asked to indicate whether the policies were used in favour of women or they were ignored. According to the findings presented in Figure 10, 43% of the respondents indicated that the policies were used in favour of women while 31% of the respondents indicated that the policies were ignored. The findings of the study may be interpreted to mean that to some extent, the policy was used to favour the women leaders.

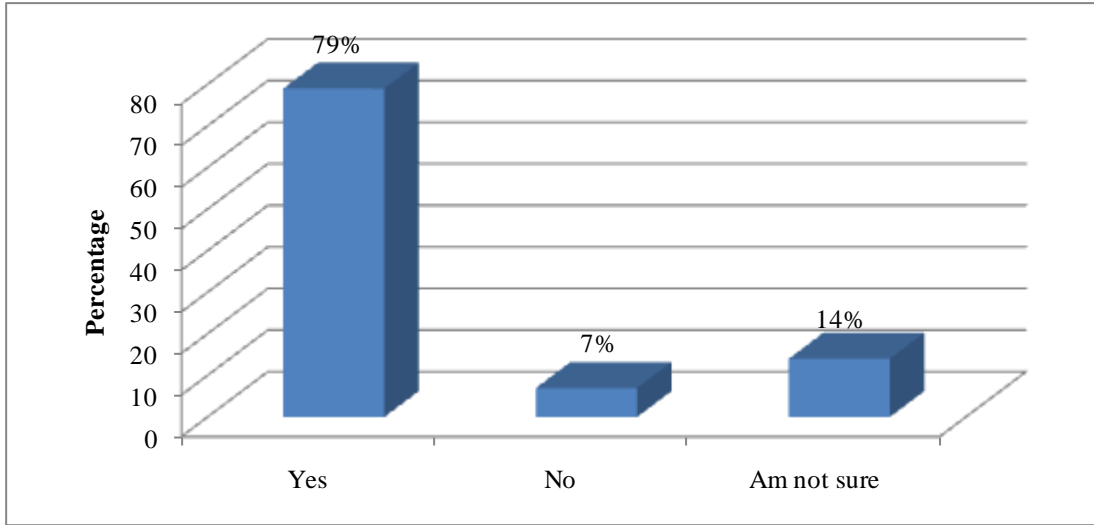
The principal respondents indicated that there has been improvement in the appointments as in the new appointments; women are considered more than before. Most principals however indicated that men have dominated the principalship.



**Figure 10: Policies Used in Favour of promotion of Women**

#### **4.13 Policy on Promotion of Women should be revised**

The teacher and Head of Department respondents were asked to indicate whether the policy should be revised. The findings of the study presented in Figure 11 show that 79% of the respondents indicated that the policy should indeed be revised. Asked to explain their answers, five respondents indicated that the policy on promotion need to be looked into so as to ensure there is equality for all the qualified teachers without biasness in the process. The respondents further explained that the policy need to be revised so that those who qualify are never left out during the process of promoting teachers/principals.



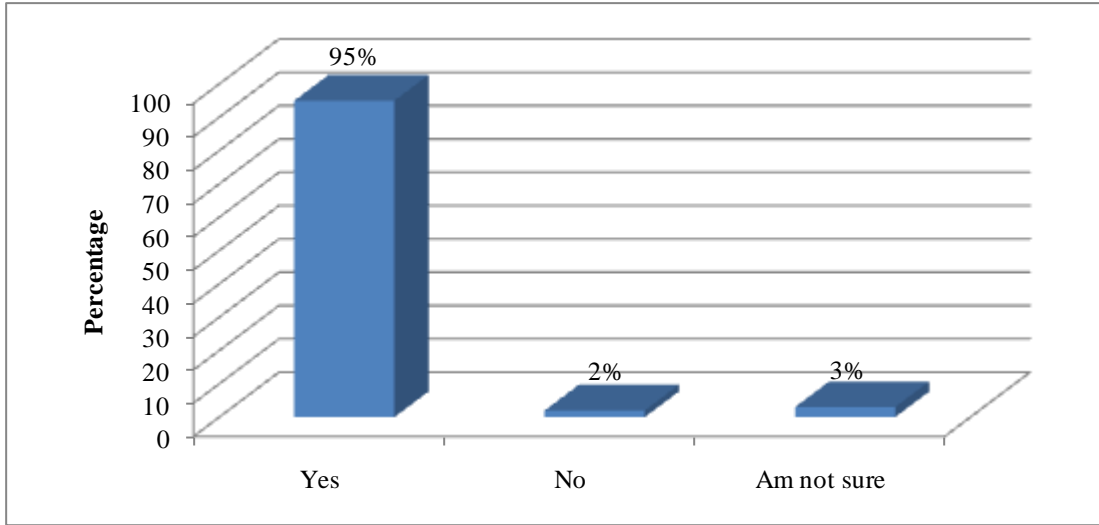
**Figure 11: Policy on Promotion of Women should be revised**

The respondents were asked to indicate what they considered most important for them if the policy was to be revised. Six respondents indicated that were the policy to be revised, they proposed that the performance records of the candidates ought to be given top most priority during the process of appointment or promotion. Three respondents gave their first priority to the improvement of the human resource management skills and ability to motivate the staff and the students of the candidates should be considered as a requirement. Four respondents felt that the policy should address the gender equality in the promotion and appointment of principals as every person should be given equal opportunity. At the same time, four respondents indicated that one of the factors that should be considered is the experience in terms of years of service.

#### **4.14 Perception of Education Stakeholders on Efficiency and Effectiveness of Women Leadership in Schools**

In this section the study sought to determine the perception of education stakeholders on efficiency and effectiveness of women leadership in secondary schools. The findings are presented in the subsequent sections. The study sought to establish whether the respondents believed that the women had the leadership qualities. The findings of the study in Figure 11 show that 95% of the respondents believe that the women have the leadership qualities. Only 2% of the respondents do not believe that women have the leadership qualities.

Asked to explain their answers, nine respondents indicated that the women like men, had everything it takes to be leaders as they are equal to men given chance. The study findings revealed that according to three respondents, women have leadership qualities as they are good managers at home, churches and women groups. They also indicated that women are sober and orderly in organization. The respondents indicated that some of the best performing institutions including high schools in Kenya are run by women. Some of the leadership qualities listed by five respondents included patience, considerate, tolerant, savvy and decisive. These findings agree with the views by Alston (2005) that women leaders tend to demonstrate a strong sense of efficacy and dedicate themselves to care of children. The findings cement Alston's view that women leaders practice survival skills and use collaboration as a leadership style that is more relational and consensus building.



**Figure 12: Perception that Woman has Leadership Qualities**

**Table 4: Ranked Leadership Qualities of Women**

Rank	Qualities	Frequency
1	Responsibility	33
2	Integrity	29
3	Vision	21
4	Effective communication skills	16
5	Action taken	12
6	Decision making	11
7	Problem solving	9
8	Confidence	7
9	Authority and power	6

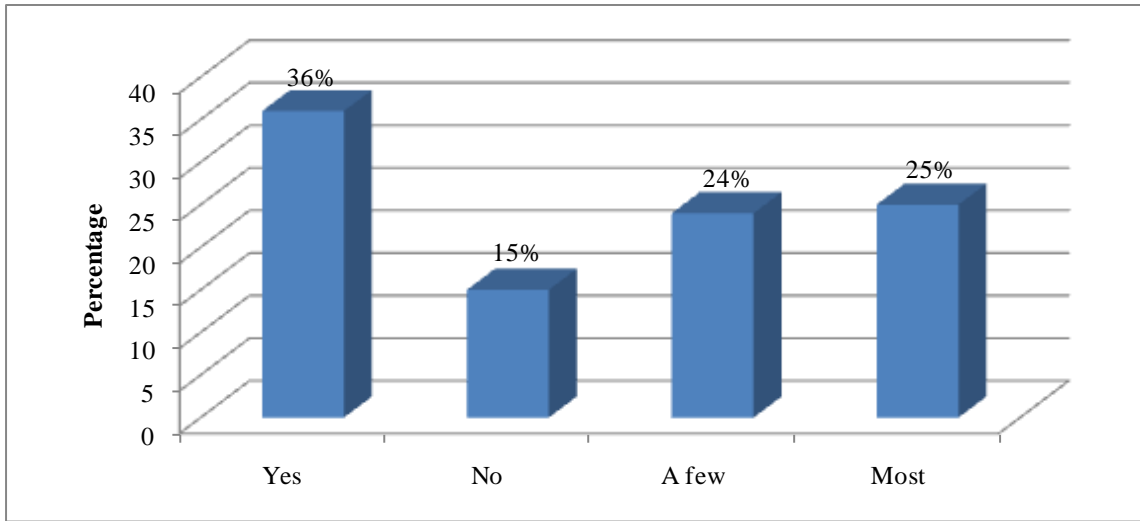
In Table 4 above, respondents were asked to rank the leadership qualities possessed by women in order of importance. According to the results presented in Table 4, responsibility was ranked number one by the respondents followed by integrity. Respondents indicated that the women were visionary at number three and that they had effective communication skills. Respondents were asked to indicate whether the women possessed all the 9 qualities. The results of the study presented in Figure 13 show that 36%

of the respondents indicated that the women possess all the qualities. The results show that 25% indicated that the women possessed most of the qualities while according to 24% of the respondents, the women possessed only a few of the qualities.

Asked to explain their answers, four respondents explained that women are just like men and therefore have the abilities just like men given the opportunity. The study findings also show that three respondents indicated that even though most women have good leadership qualities, they do not have the confidence to discharge their duties effectively so most of the qualities are overshadowed. The findings revealed that four respondents indicated that some women see themselves as lesser human beings and therefore cannot perform like men.

These findings of the study may be interpreted to mean that the women just like men have the leadership qualities and can therefore occupy any leadership position. These findings agree with Grole and Montgomery (2000) who in his study noted that leaders are alike regardless of the gender of the leader. The women should therefore be granted an equal opportunity to provide leadership just as their male counterparts provided they have the right qualification.





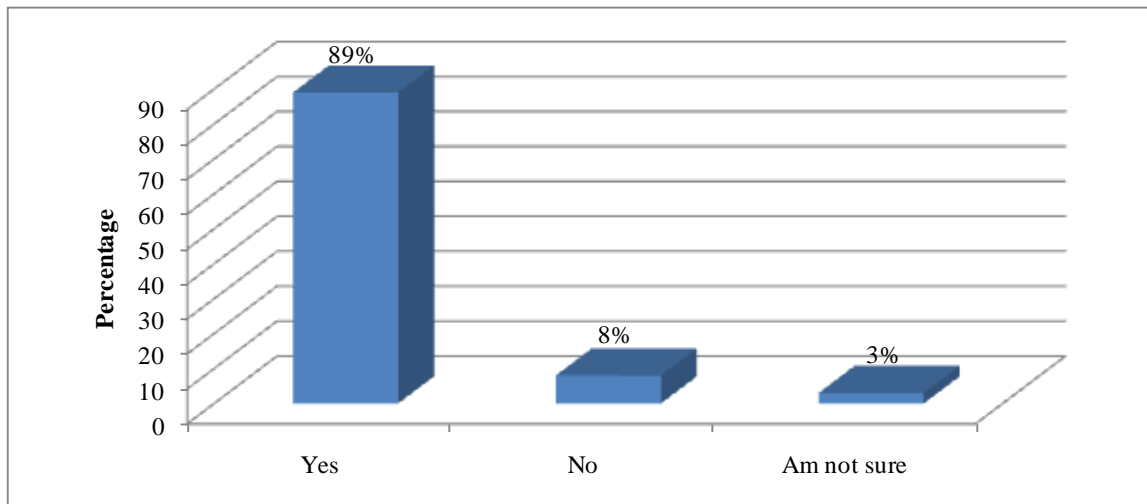
**Figure 13: Leadership Qualities in Women**

Respondents were asked to indicate whether the women leaders were reliable as school managers. According to the results of the study presented in Figure 14, 89% of the respondents indicated that indeed the women leaders were reliable as school managers.

Asked to explain their answers, respondents indicated that women were more accountable in the resource management as they would be more transparent in how they have spent the resources. The results show that three women indicated that in most cases the women have not been found in corrupt deals and have therefore a sense of responsibility. The results show that three respondents indicated that the women have three qualities which make them reliable, that are confident, responsible and good decision makers. The respondents indicated that women are good planners and problem solvers. The findings of the study may be interpreted to mean that women are reliable managers.

The findings of the study once more agree with the views of Grove and Montgomery (2000) who noted that the women have the qualities of a leader. However,

Grove and Montgomery added that the skepticism arises when women lead despite them perceived as reliable because on many occasions, gender has always determined the position or role one was assigned as opposed to his or her age, experience or competencies.



**Figure 14: Reliability of women leadership**

The study in Table 4 sought to establish the kind of principal in terms of gender that was most preferred by the student respondents. The study findings presented in Table 5 show that majority of the respondents indicated that they would prefer any gender for a principal. The results further show that 16.7% would prefer female principals while 14.3% prefer male principals.

Asked to explain their answers, five respondents indicated that the choice of who becomes the principal was not for the students but the government. Three respondents however explained that provided they had the right qualification, they had no problem. Five student respondents indicated that what is important is ones possession of abilities

and one's availability. This study finding is a clear indication that female principals are not likely to be employed not because of their qualifications and capability but because of unwritten promotion criteria that discriminate against them. This is because most students are not bothered by who becomes the principal.

**Table 5: Preferred Gender of Principals**

<b>Preferred gender of principals</b>	<b>Frequency</b>	<b>Percent</b>
Female	7	16.7
Male	6	14.3
Any gender	29	69.0
<b>Total</b>	<b>42</b>	<b>100.0</b>

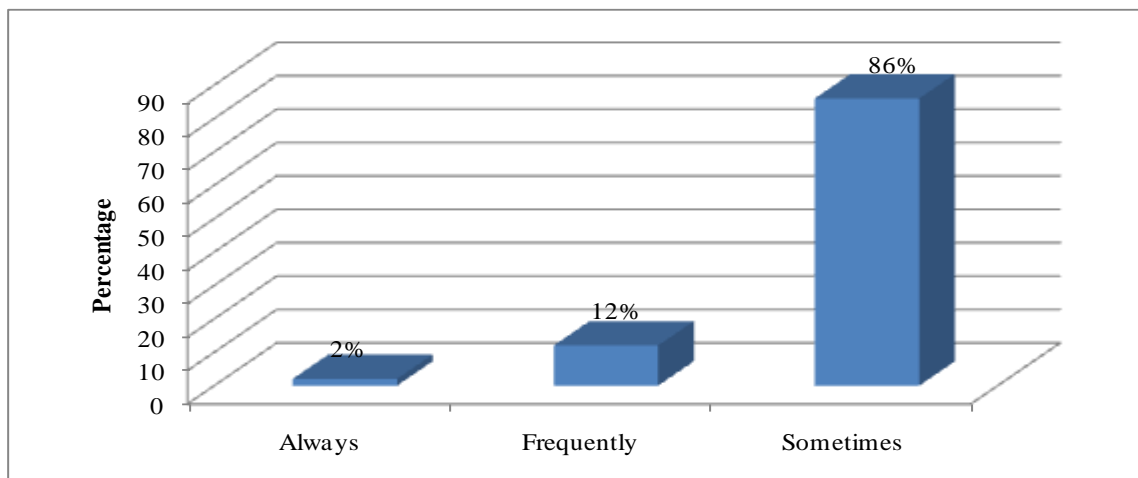
#### **4.15 Challenges Faced by Women Leaders in School Management in Male**

##### **Dominated Environment**

In this section, the study sought to determine the challenges that the women in leadership faced in the management of schools which are male dominated. The findings of the study are presented as follows: The respondents were asked to indicate whether the school administration had encountered difficulties in leading others. According to majority of the respondents (86%), the administration encountered problems only occasionally. The respondents indicated that some of the problems encountered included, indiscipline cases. The study findings revealed that according to eleven respondents, most women especially the young women are more tied to family duties such that they have little time to pay attention to other duties. The respondents indicated that women leaders were sometimes

undermined by those working with them such as some Board of Governors were unsupportive. The results revealed that some women principals face resistance from some male teachers who see them as women and not as their superior and therefore refuse to take orders and disciplinary actions. The respondents indicated that some teachers failed to take their duties accordingly. Respondents also cited lack of teaching and learning resources in the school.

Asked whether the difficulties faced were from individuals or the government, all the respondents indicated that they were from both the individuals and the government. The results of the study support other studies that indicate most women leaders face the act of juggling the competing roles of leader, wife mother and caretaker of aging parents. The study findings that the women leaders faced resistance from some leaders such as the BOG, confirm the views of Tedrow (1999) who argued that in some situations, accepting women as leaders has been problematic and most often than not, the positive leadership traits of the woman leader are viewed as weakness. The study also agrees with Tedrow opinion that stereotyping of how women lead, have made it difficult for the women to access or even stay in leadership position.



### Figure 15: School Administration Encountered Difficulty in School Management

Respondents were asked to indicate whether the difficulties could be resolved. The results presented in Table 5 show that according to all the HOD respondents, the difficulties can be resolved. The results show that majority of the student respondents (95%) and teacher respondents (69%) indicated that the administrative difficulties can be solved. Asked how this was possible, respondents indicated that if there is good management, the problem can be solved. Respondents indicated that the difficulties could be solved by sensitization through seminars and workshops. They also indicated that by education through the media of successful women, the problem of stereotype could be changed. The study revealed that three respondents indicated that by having the right government policies in place, it was possible to solve some of the difficulties especially those by the government.

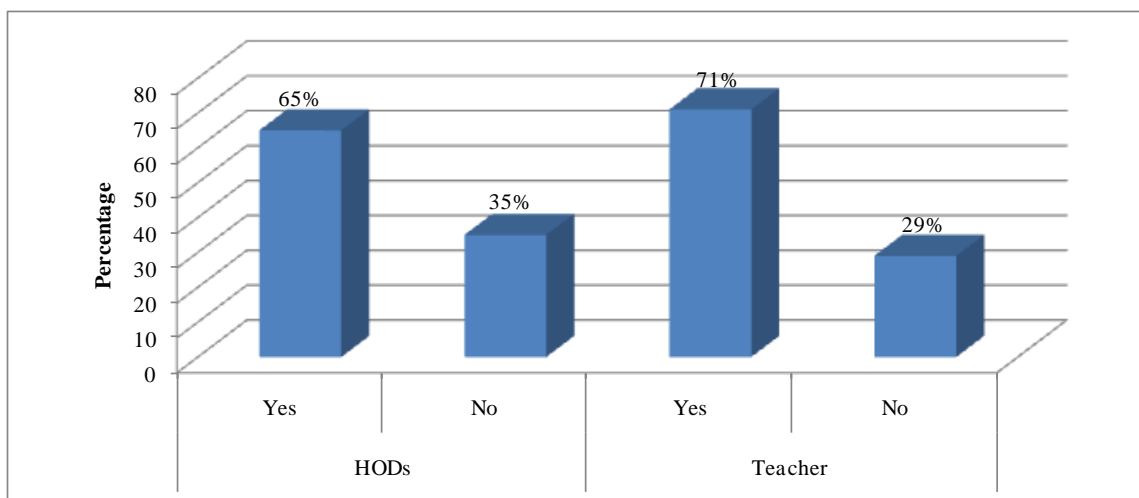
**Table 6: Opinions on how administrative Difficulties can be solved**

<b>Respondent category</b>	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
HODs	Yes	20	100
	No	0	0
	<b>Sub-total</b>	<b>20</b>	<b>100</b>
Teachers	Yes	36	69
	No	16	31
	<b>Sub-total</b>	<b>52</b>	<b>100</b>

Students	Yes	40	95
	No	2	5
	<b>Sub-total</b>	<b>42</b>	<b>100</b>

#### **4.16 Visible Contributions that can be Attributed to Effective Leadership and Management of Female Heads**

In this section the study sought to determine whether there were visible contributions that could be attributed to effective leadership and management of female heads. The findings are presented as follows: The HOD and teacher respondents were asked to indicate whether there were any distinct contributions by the female heads on effective leadership and management in the schools they have taught. The findings of the study presented in Figure 15 show that majority of the HOD and the teacher respondents (65% and 71% respectively) indicated that indeed there were distinct contribution by the female heads on effective leadership and management. The results show that few of the respondents (35% HODs and 29% teachers) indicated that there were no distinctive contributions by the female heads. The findings of the study may be interpreted that the contributions of the female heads are distinct and can be recognized by majority of the teachers.



**Figure 16: Female Teachers have Distinct Contributions to Effective Leadership and Management**

Respondents were asked to indicate that extent to which they agreed with the statements with regard to the contribution of the female heads with regard to the effective leadership and management in the institutions. According to the findings of the study presented in Table 6, majority of the HOD and teacher respondents (65% and 69% respectively) agreed with the statement that female leadership leads to reduction in cases of fraud. The results further show that most of the HOD and teacher respondents (50% and 63% respectively) indicated that with the female as the head, there is affective management of projects. The results show that according to 65% HOD respondents and 67% teacher respondents, the female leaders improve the performance of the schools. The results show that 50% of HOD respondents and 50% teacher respondents indicated that that with the female as the heads, the transition of students increases. Finally the results show that most of the HODs and teacher respondents (50% and 50% respectively) indicated that with the leaderships of female as head, the indiscipline cases have declined. These findings show clearly that the contributions attributed to female heads are clear.

The Principals explained that the contributions of the female heads were evident as very few of the schools headed by females have reported strikes or indiscipline cases unlike those headed by male heads. The results show that according to three principals, the female headed schools produce better performance than those headed by male counterparts. These findings were echoed by the DQASO who indicated that most of the female headed schools performed better than those headed by their male counterparts. The respondents also indicated that female headed schools are more cohesive which they attributed to the accommodative nature of the female heads as they give a hearing to the needy cases of the students.

**Table 7: Distinct Contribution of Female Heads**

	HOD					Teachers						
	SA	A	N	D	SD	Total	SA	A	N	D	SD	Total
	(%)	(%)	(%)	(%)	(%)		(%)	(%)	(%)	(%)	(%)	
There has been a reduction in cases of fraud	25	40	20	10	5	100	23	52	17	6	2	100
The projects are managed effectively	15	35	30	10	10	100	19	48	15	10	8	100
There has been improved performance	20	45	20	10	5	100	17	48	19	10	6	100
The transition rate of students has increased	15	35	35	15	0	100	15	35	35	15	0	100
The indiscipline cases in the school have declined	10	40	30	15	5	100	10	40	30	15	5	100



## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

This chapter summarizes the findings and makes conclusions based on the research questions of the study. The chapter also contains recommendations based on the findings for the challenges facing female principals in appointment and management of secondary schools in Makueni County.

#### **5.0 Summary**

The purpose of the study was to assess the women participation in the management of secondary school education in Makueni County. The study focused on the policies and guidelines governing appointments, perception of education stakeholders on women leadership, challenges faced by women leaders in management of schools and to find out the visible contributions for effective leadership and management by female heads in Makueni County.

The study was a descriptive survey and naturalistic design. The respondents in the study were 12 principals, 3DQASO/DEO, 20 Heads of Departments, 52 teachers and 42 students. The research instruments included questionnaire and interview guides.

The first research question of the study on the policy guidelines governing the appointments of the public secondary school management found out the. The study established that most student respondents (64%) were not aware of the existing policies for the promotion of the principals. The findings revealed that 69% of the student respondents did not mind the gender of the principals. Majority of the student respondents (74%) think that the policy in the new constitution which requires that not more than two

third of the appointments be from the same gender should be respected. The question as to whether the policies for appointing school principals were clear, 46% of the respondents indicated that the policy was clear. However, 32% felt that the policies for appointment were not clear. The clarity was in the areas of qualification, experience and performance. The respondents indicated that the appointments were characterized by corruption as only those who were known, were given the opportunity. There was no transparency in the appointments according to the respondents. The study established that the policy favoured women in appointments as was indicated by 43% of the respondents. However, 32% of the respondents indicated that the policy that favoured the women was ignored. Majority of the respondents 79% stated that the policy needed revision to ensure equity in the appointments.

The women were believed to be having the leadership qualities as was indicated by 95% of the respondents. Ranked number one quality possessed by the women was responsibility followed by integrity and vision third. However, only 36% of the respondents believe that the women possessed all the leadership qualities (responsibility, integrity, vision, effective communications skills, action taken, decision making, problem solving, confidence and authority and power). The study revealed that 89% of the respondents believe that women leaders were reliable. According to the respondents, women were more effective than male principals. Respondents however indicated that women principals are honest and hardworking compared to their male counterparts.

On the challenges faced by women leaders in management of schools, 86% of the respondents indicated that the school administration encountered problems only occasionally. The problems were in the forms of indiscipline. The other challenge was the

balance between family commitments and the leadership duties especially for the young women. The women leaders also faced resistance from some male counterparts who feel that they cannot be led by a woman. However, majority of the respondents (84%) felt that the difficulties could be resolved.

Respondents noted that there was gender disparity in favor of male principals. Respondents however noted that there was improvement in terms of appointment of women to leadership but this is still not enough is being done to bridge the gap. It was also suggested that more women need to offer themselves for leadership positions.

Respondents indicated that female heads performed exceptionally as their schools performed better (65% HOD and 67% teacher) besides having few cases of indiscipline (50%). The study also established that the schools enjoyed friendly environments as the female heads better addressed the needy cases in the schools.

## **5.1 Conclusions**

The study established that there were policies and guidelines which guided the appointments of secondary school principals. However, these policies and guidelines were not enforced and therefore the appointments were marred by corruption and lack of procedures in the appointments. Those who did not deserve got appointments while those deserving with the qualifications missed out the appointment. The study further established that the policy that favored women it was sometimes ignored. The respondents therefore believed that the policy needed revision.

The women are believed to have the leadership qualities just as men. Some of the best qualities depicted by women included responsibility, integrity and vision in that

order. The women are believed to possess just some of the leadership with only a few believed to possess all the qualities. It was however believed that women leaders were reliable as managers.

Some of the challenges which the women leaders faced included balancing between family and work. The women leaders also faced resistance from some male counterparts who see them as women and feel that women should not be leaders and therefore refuse to take orders from them or disciplinary action. However the difficulties can be resolved through sensitization through seminars and workshops.

The contributions of the female heads were evidenced in the areas of better performance, increased transition rate of the students, few indiscipline cases, minimum frauds and better management of the projects.

## **5.2 Recommendations**

The study established that there were policies and guidelines for the appointment of principals. However, these policies were not enforced as in some cases they were not followed. The study therefore recommends that the government through the Teachers Service Commission should enforce these policies and guidelines to ensure that only those deserving get the appointments.

The study further recommends that the policy on the affirmative action in favour of women appointment to managerial positions be enforced to ensure that more women are appointed to be principals of secondary schools.

The study established that there were just a few women offering themselves for appointment into management positions. The study recommends that the government

through the Teachers Service Commission should organize capacity building programs for women to sensitize and encourage them to seize appointment opportunities in leadership positions.

The study established that one of the challenges that the women leaders faced was the resistance by their male teachers who looked down upon the women principals. The study recommends that stringent rules be put in place to punish those refusing to take orders from their seniors just because they are female.

### **5.3 Recommendations for Further Studies**

The study recommends the following for further studies:

- i) Considering that the study was done in Makueni County only, the researcher recommends that similar studies be replicated in other parts of the country.
- ii) Further studies should be carried out on the limitation of the current policies and guidelines in enforcing appointment of women leaders
- iii) This study focused on policies of appointment and perception. Further studies should be carried out on other factors which affect the appointment of women to leadership in secondary schools such as culture, level of education among others.

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**APPENDICES**

**APPENDIX 1**

**QUESTIONNAIRES FOR TEACHERS**

CATHOLIC UNIVERSITY OF EASTERN AFRICA  
FACULTY OF EDUCATION  
DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION

Dear Colleagues,

I am a student at the Catholic University of Eastern Africa, Nairobi, Kenya, carrying out a research on the participation of women’s leadership in the management of secondary schools in Makueni County. Kindly answer the questionnaire below to aid this study.

Your honesty will be greatly appreciated.

Note that the information availed in this questionnaire will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you in advance for your honest responses.

Yours sincerely,

Esther WacheraNjuguna (Sr)

**SECTION A: DEMOGRAPHIC INFORMATION**

Please use a tick ( ) where necessary. In case the question requires an explanation, kindly use the space provided after the question.

- 1) Name of school.....
- 2) Gender    Male ( )  
                  Female ( )
- 3) Age category of the respondent in years  
    Below 20 ( ) 21-30 ( )    31- 40 ( )    51-60 ( )    above 61 ( )

4) Level of education

Diploma ( )

Bachelors ( )

Masters and above ( )

Others ( ) Please specify-----

5) Years of teaching experience

5-10 ( )

11-15 ( )

16-20 ( )

21 and above ( )

6) Years of being a principal

Below 5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21-30 ( ) Above 31 ( ) None ( )

**SECTION B: Items to find out whether there are well stipulated policies on promotion to principalship especially in favour of women.**

i) According to you, as an educationalist, are there clear policies for the appointment of school principals?

Yes ( ) No ( ) Not sure ( )

ii) Kindly provide evidence/ reason for your response in 7(i) above

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iii) If the policies are there, have they been used in favour of women leaders or have they been ignored?

Have been used ( )

Have been ignored ( )

Am not sure ( )

7) i) Do you think that these policies should be revised?

Yes ( ) No ( ) Not sure ( )

ii) Please give reason(s) for your response in 7 (i) above.

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(iii) If the policies were to be revised, what do you think should be considered as most important?-----

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**SECTION C: Items to find out the qualities possessed by women.**

8) (i) Do you believe that women have leadership qualities?

Yes ( ) No ( ) Not sure ( )

(ii) Kindly explain your answer in 8 (i) above.

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9) (i) In the list of qualities possessed by women leaders below, rank them in order of importance.

Confidence ( )

Responsibility ( )

- Integrity ( )
- Problem solving ( )
- Decision making ( )
- Vision ( )
- Effective communication skills ( )
- Action taking ( )
- Authority and power ( )

10) (ii) Do you think women possess all the qualities in 9 (i) above.  
 Yes ( ) No ( ) A few ( ) Most ( )

(iii) Kindly defend your answer in 11(ii) above

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**SECTION D: Items to find out the perception of teachers on female principals as they execute their responsibility roles in secondary schools.**

11) (i) Do you think a woman leader is reliable as a manager of a school?  
 Yes ( ) No ( )

(ii) If yes, please state what makes them reliable.

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(iii) If no, kindly give a reason.

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**SECTION E: Items to find out the challenges women principals face in running secondary schools and how they can be solved.**

12) (i) Has the school administration encountered any difficulties in leading others in your school?

Always ( ) Frequently ( ) Sometimes ( ) Never ( )

(ii) Please mention some of the difficulties faced if any.

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(iii) Are the difficulties from the individuals within the school or the government through the ministry of education, or both?

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(iv) Please state some of the difficulties caused by individuals within the school and the government.

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13) (i) Do you think these difficulties can be resolved?

Easy ( ) Not easy ( ) very hard ( )

(ii) If easy, please state how they can be solved.

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(iii) If no, kindly give reasons why they cannot be solved.

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**Section F: Contributions of Female heads attributed to effective leadership and management**

14) Have there been distinct contributions of the female heads with regard to effective leadership and management in any of the schools you have taught?

Yes ( ) No ( )

15) What extent would you agree with the following on contributions of the female heads which you may attribute to effective leadership and management? This is on a scale of 1 to 5 where:

1 = Strongly agree

2 = Agree

3 = Neutral

4 = Disagree

5 = Strongly disagree

	1	2	3	4	5
There has been a reduction in cases of fraud	( )	( )	( )	( )	( )
The projects are managed effectively	( )	( )	( )	( )	( )

There has been improved performance ( ) ( ) ( ) ( ) ( )

The transition rate of students has increased ( ) ( ) ( ) ( ) ( )

The indiscipline cases in the school have declined ( ) ( ) ( ) ( ) ( )



## **APPENDIX 2**

### **QUESTIONNAIRES FOR PRINCIPALS**

CATHOLIC UNIVERSITY OF EASTERN AFRICA

FACULTY OF EDUCATION

DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION

Dear Colleagues,

I am a student at the Catholic University of Eastern Africa, Nairobi, Kenya, carrying out a research on the participation of women's leadership in the management of secondary schools in Makueni County. Kindly answer the questionnaire below to aid this study.

I request that you answer each question honestly and precisely.

Note that the information availed in this questionnaire will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your honest responses.

Yours sincerely,

Esther WacheraNjuguna (Sr)

**SECTION A: DEMOGRAPHIC INFORMATION (ADJUST TO REFELCT THE TARGET STUDY OBJECT)**

Please use a tick ( ) where necessary. In case the question requires an explanation, kindly use the space provided after the question to write your answer.

1) Name of school.....

2) Gender    Male    ( )  
                  Female ( )

3) Age category of the respondent in years  
    Below 20 ( ) 21-30 ( )    31- 40 ( )    51-60 ( )    above 61 ( )

4) Level of education  
                  Diploma    ( )  
                  Bachelor    ( )  
                  Masters and above ( )  
                  Others    ( ) Please specify-----

5) Years of teaching experience  
                  5-10    ( )  
  11-15 ( )  
                  16-20 ( )  
                  21 and above ( )

6) Years of being a principal  
                  Below 5 ( )    6-10 ( )    11-15 ( )    16-20 ( )    25-30 ( )    Above 31 ( )

**SECTION B: Items to find out whether there are well stipulated policies on promotion to principalship especially in favour of women.**

7(i) Are there clear policies for the appointment of school principals?

Yes ( ) No ( ) Not sure ( )

ii) Kindly provide evidence/ reason for your response in 7 (i) above

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iii) If the policies are there, have they been used in favour of women leaders or have they been ignored?

Have been used ( )

Have been ignored ( )

Am not sure ( )

8(i) Do you think these policies should be revised?

Yes ( ) No ( ) Not sure ( )

(ii) Please give reason(s) for your response in 19 (i) above.

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(iii) If the policies were to be revised, what do you think should be considered most important?

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9(i) Do you believe that women have leadership qualities?

Yes ( ) No ( ) Not sure ( )

(ii) Kindly explain your answer in 20 (i) above.

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**SECTION C: Items to find out about the qualities possessed by women**

7) (i) In the list of qualities possessed by women leaders below, rank them in order of importance.

Confidence ( )

Responsibility ( )

Integrity ( )

Problem solving ( )

Decision making ( )

Vision ( )

Effective communication skills ( )

Action taking ( )

Authority and power ( )

8) (ii) Do you think women possess all the qualities in 9 (i) above.

Yes ( ) No ( ) A few ( ) Most ( )

(iii) Kindly defend your answer in 11(ii) above

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**SECTION D: Items to find out principals' perception of women principals as they execute their responsibility roles in secondary schools.**

9) (i) Do you think a woman leader is reliable as a manager of a school?  
Yes ( ) No ( )

(ii) If yes, please state what makes them reliable.

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(iii) If no, kindly give a reason.

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**SECTION E: Items to find out the challenges women principals face in running secondary schools and how they can be solved.**

13 (i) Has the school administration encountered any difficulties in leading others in your secondary school?  
Always ( ) frequently ( ) Sometimes ( )

(ii) Please mention some of the difficulties faced if any.

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(iii) Are the difficulties from the individuals within the school or the government through the ministry of education or both?

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(iv) Please state some of the difficulties caused by individuals within the school and the government.

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14) (i) Do you think these difficulties can be resolved?

Easy ( )    No easy ( )    Very hard ( )

(ii) If easy, please state how they can be solved.

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(iii) If no, kindly give reasons why they cannot be solved.

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**APPENDIX 3**

**QUESTIONNAIRES FOR DISTRICT EDUCATION OFFICERS**

CATHOLIC UNIVERSITY OF EASTERN AFRICA

FACULTY OF EDUCATION

DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION

Dear sir/madam,

I am a student at the Catholic University of Eastern Africa, Nairobi, Kenya, carrying out a research on the participation of women's leadership in the management of secondary schools in Makueni County. Kindly answer the questionnaires below to aid this study.

Your honesty will be highly appreciated.

Note that information provided in this questionnaire will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your honest responses.

Yours sincerely,

Esther WacheraNjuguna (Sr)

**SECTION A: DEMOGRAPHIC INFORMATION**

Please use a tick ( ) where necessary. In case the question requires an explanation, kindly use the space provided after the question.

16) Name of the district-----

17) Gender    Male    ( )  
                  Female ( )

18) Age category of the respondents in years  
      Below 20 ( ) 21-30 ( )    31- 40 ( )    51-60 ( )    above 61 ( )

19) Level of education  
                  Diploma    ( )  
                  Bachelor    ( )  
                  Masters and above ( )  
                  Others    ( ) Please specify-----

20) Years of teaching experience  
                  5-10    ( )  
  11-15 ( )  
                  16-20 ( )  
                  21 and above ( )

21) Years of being a principal if any  
      Below 5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 25-30 ( ) Above 31 ( )

22) What made you to leave the principalship position?  
      Promotion ( ) Further studies ( ) Was tiresome ( )



**SECTION B: Items to find out whether there are well stipulated policies on promotion to principalship especially in favour of women.**

23) i) Are there clear policies for the appointment of school principals?

Yes ( ) No ( ) Not sure ( )

ii) Kindly provide evidence/ reason(s) for your response in 8 (i) above

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iii) If the policies are there, have they been used in favour of women leaders or have they been ignored?

Have been used ( )

Have been ignored ( )

Am not sure ( )

24) i) Do you think that these policies should be revised?

Yes ( ) No ( ) Not sure ( )

ii) Please give reason(s) for your response in 19 (i) above.

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(iii) If the policies were to be revised, as an officer, what do you think should be considered most important?-----  
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**SECTION C: Items to find out about the qualities possessed by women.**

25) (i) Do you believe that women have leadership qualities?

Yes ( ) No ( ) Not sure ( )

(ii) Kindly explain your answer in 10 (i) above.

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26) (i) In the list of qualities possessed by women leaders below, rank them in order of importance.

Confidence ( )

Responsibility ( )

Integrity ( )

Problem solving ( )

Decision making ( )

Vision ( )

Effective communication skills ( )

Action taking ( )

Authority and power ( )

27) (ii) Do you think women possess all the qualities in 11 (i) above.

Yes ( ) No ( ) A few ( ) Most ( )

(iii) Kindly defend your answer in 12 (ii) above

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**SECTION D: Items to find out the perception of women principals by DQASOs as they execute their responsibility roles in secondary schools.**

28) (i) Do you think a woman leader can reliable as a manager of a school?

Yes ( ) No ( )

(ii) If yes, please state what makes them reliable.

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(iii) If no, kindly give a reason.

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**SECTION E: Items to find out the challenges women principals face in running secondary schools and they can be solved.**

14 (i) Has the school administration encountered any difficulties in leading others in your secondary school?

Always ( ) Frequently ( ) Sometimes ( )

(ii) Please mention some of the difficulties faced if any.

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(iii) Are the difficulties from the individuals within the school or the government through the ministry of education or both?

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(iv). Please state some of the difficulties caused by individuals within the school and the government.

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15) (i) Do you think these difficulties can be resolved?

Easy ( )    Not easy ( )    Very hard ( )

(ii) If easy, please state how they can be solved.

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(iii) If no, kindly give reasons why they cannot be solved.

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**APPENDIX 4**

**QUESTIONNAIRES FOR HEADS OF DEPARTMENT**

CATHOLIC UNIVERSITY OF EASTERN AFRICA

FACULTY OF EDUCATION

DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION

Dear sir/madam,

I am a student at the Catholic University of Eastern Africa, Nairobi, Kenya, carrying out a research on participation of women's leadership in management of secondary schools in Makueni County. Kindly answer the questionnaires below to aid this study.

Your honesty in providing responses will be greatly appreciated.

Note that information provided in this questionnaire will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your honest responses.

Yours sincerely,

Esther WacheraNjuguna (Sr)

**SECTION A: DEMOGRAPHIC INFORMATION**

Please use a tick ( ) where necessary. In case the question requires an explanation, kindly use the space provided after the question.

1) Name of school-----

2) Gender    Male    ( )

                  Female ( )

3) Age category of the respondent in years

Below 20 ( ) 21-30 ( )    31- 40 ( )    51-60 ( )    above 61 ( )

4) Level of education

                  Diploma    ( )

                  Bachelor    ( )

                  Masters and above ( )

                  Others    ( ) Please specify-----

5) Years of teaching experience

                  5-10    ( )

                  11-15 ( )

16-20 ( )

21 and above ( )

**SECTION B: Items to find out whether there are well stipulated policies on promotion to principalship especially in favour of women.**

6) (i) According to you, as an educationalist, are there clear policies for the appointment of school principals?

Yes ( ) No ( ) Not sure ( )

ii) Kindly provide evidence/ reason for your response in 6(i) above

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(iii) If the policies are there, have they been used in favour of women leaders or have they been ignored?

Have been used ( )

Have been ignored ( )

Am not sure ( )

7) i) Do you think that these policies should be revised?

Yes ( ) No ( ) Not sure ( )

ii) Please give reason(s) for your response in 7 (i) above.

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(iii) If the policies were to be revised, what do you think should be considered most important?-----

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**SECTION C: Items to find out the qualities possessed by women.**

8) (i) Do you believe that women have leadership qualities?

Yes ( ) No ( ) Not sure ( )

(ii) Kindly explain your answer in 8 (i) above.

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9) (i) In the list of qualities possessed by women leaders below, rank them in order of importance.

Confidence ( )

Responsibility ( )

Integrity ( )

Problem solving ( )

Decision making ( )

Vision ( )

Effective communication skills ( )

Action taking ( )

Authority and power ( )

10) (ii) Do you think women possess all the qualities in 9 (i) above.

Yes ( ) No ( ) A few ( ) Most ( )

(iii) Kindly defend your answer in 11(ii) above

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**SECTION D: Items to find out the perception of women principals by the HODs as they execute their responsibility roles in secondary schools.**

11)(i) Do you think a woman leader is reliable as a manager of a school?

Yes ( ) No ( )

(ii) If yes, please state what makes them reliable.

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(iii) If no, kindly give a reason.

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**SECTION E: Items to find out the challenges women principals face in running secondary schools and how they can be solved.**

12)(i) Has the school administration encountered any difficulties in leading others in your secondary school?

Always ( ) Frequently ( ) Sometimes ( )

(ii) Please mention some of the difficulties faced if any.

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(iii) Are the difficulties from the individuals within the school or the government through the ministry of education or both?

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(iv) Please state some of the difficulties caused by individuals within the school and the government.

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13) (i) Do you think these difficulties can be resolved?

Yes ( ) No ( )

(ii) If yes, please state how they can be solved.

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(iii) If no, kindly give reasons why they cannot be solved.

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**Section F: Contributions of Female heads attributed to effective leadership and management**

29) Have there been distinct contributions of the female heads with regard to effective leadership and management in any of the schools you have taught?

Yes ( ) No ( )

30) What extent would you agree with the following on contributions of the female heads which you may attribute to effective leadership and management? This is on a scale of 1 to 5 where:

1 = Strongly agree

2 = Agree

3 = Neutral

4 = Disagree

5 = Strongly disagree

	1	2	3	4	5
There has been a reduction in cases of fraud	( )	( )	( )	( )	( )
The projects are managed effectively	( )	( )	( )	( )	( )
There has been improved performance	( )	( )	( )	( )	( )
The transition rate of students has increased	( )	( )	( )	( )	( )
The indiscipline cases in the school have declined	( )	( )	( )	( )	( )

**APPENDIX 5**

**QUESTIONNAIRES FOR PREFECTS**

CATHOLIC UNIVERSITY OF EASTERN AFRICA

FACULTY OF EDUCATION

DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION

Dear student,

I am a student at the Catholic University of Eastern Africa, Nairobi, Kenya, carrying out a research on participation of women's leadership in management of secondary schools in Makueni County. Kindly answer the questionnaires below to aid this study.

Your honest responses will be greatly appreciated.

Note that the information provided in this questionnaire will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you in advance for your honest responses.

Yours sincerely,

Esther WacheraNjuguna (Sr)

**SECTION A: DEMOGRAPHIC INFORMATION**

Please use a tick ( ) where necessary. In case the question requires an explanation, kindly use the space provided after the question.

1) Name of school-----

2) Gender: Female ( )

Male ( )

3) Class / Form: One ( ) Two ( ) Three ( ) Four ( )

4) Age: below 13 ( )

14-18 ( )

19 and above ( )

**SECTION B: Items designed to find out the suggestions on policies used in appointing school principals in order to ensure gender balance in the management of secondary schools.**

1) Are you aware of the policies that are followed in the promotion of principals of secondary schools in Kenya?

Yes ( ) No ( )

2) i) What kind of a principal would you prefer in your school?

Female ( ) Male ( ) Any gender ( )

ii) Give reasons for your answer in 2 (i) above.

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3) (i) Do you think the policies in the new constitution about one third representation of women in leadership positions is fair?

Yes ( ) No ( ) Not sure ( )

(ii) If yes, why do you think that way?

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(iii) If no, kindly explain the reason.

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**SECTION C: Items to find out the qualities of a good woman principal.**

4) (i) Do you believe that women have leadership qualities?

Yes ( ) No ( ) Not sure ( )



(ii) Kindly explain your answer in 4 (i) above.

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5) (i) In the list of qualities possessed by women leaders below, rank them in order of importance.

Confidence ( )

Responsibility ( )

Integrity ( )

Problem solving ( )

Decision making ( )

Vision ( )

Effective communication skills ( )

Action taking ( )

Authority and power ( )

6) (ii) Do you think women possess all the qualities in 5 (i) above.

Yes ( ) No ( ) A few ( ) Most ( )

(iii) Kindly defend your answer in 11(ii) above

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**SECTION D: Items to find out how students perceive women leaders in secondary schools.**

7) (i) Do you think a woman leader is reliable as a manager of a school?

Yes ( ) No ( )

(ii) If yes, please state what makes them reliable.

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(iii) If no, kindly give a reason.

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**SECTION E: Items to find out the challenges women leaders face in school management considering that they are leading schools in a male dominated environment.**

8) (i) Has the school administration encountered any difficulties in leading others in secondary schools?

Always ( )      Frequently ( )      Sometimes ( )

(ii) Please mention some of the difficulties faced if any.

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(iii) Are the difficulties from the individuals within the school or the government through the ministry of education or both?

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(iv) Please state some of the difficulties caused by individuals, e.g, students, within the school and the government.

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13) (i) Do you think these difficulties can be resolved?

Yes ( ) No ( )

(ii) If yes, please state how they can be solved.

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(iii) If no, kindly give reasons why they cannot be solved.

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**APPENDIX 6**

**INTERVIEW GUIDE FOR PRINCIPALS**

1. What is your designation?

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2. How long have you been a teacher?

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3. When were you appointed as a principal?

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4. According to your experience, would you say that there are clear policies used in appointing school principals?

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(i) Explain your opinion in 5(i) above

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(ii) What do you feel about gender balance in the leadership of secondary schools in Makeni County?

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5. (i) Do you think there is a balance in shared leadership in the management of secondary schools in relation to gender?

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(ii) If there is no balance, what is your feeling about it?

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(iii) If there is a balance what, do you think is the reason?

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(iv) What can be done to improve on this balance?

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6. According to you, what is key in leadership?

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7. Do you consider women principals as less effective than men principals?

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8. (i) What is your opinion on women principals in secondary schools?

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(ii) Should more opportunities be given to female heads than they are holding today?

Yes ( )      No ( )      Not sure ( )

9. What challenges do you think women principals face in relation to leadership and gender?

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10. Do you think the female leaders in secondary schools will survive the test of time?

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11. What is your opinion about the one third representations of women in leadership, especially in secondary schools?

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12. What else do you wish to say about women leadership in secondary schools?

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13. What evidence is there to show the contributions attributed to female heads?

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**APPENDIX 7**

**INTERVIEW GUIDE FOR QUALITY ASSURANCE OFFICERS**

1) What is your designation?

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2) How long have you been a teacher?

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3) When were you appointed as a quality assurance officer?

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4) According to your experience, would you say that there are clear policies used in appointing school principals?

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(i) Explain your opinion in 5(i) above

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5) What do you feel about gender balance in leadership in secondary schools in Makueni County?

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6) (i) Do you think there is a balance in the management of secondary school leadership in relation to gender?

Yes ( )                      No ( )                      Not sure ( )

(ii) If there is no balance, what is you think about it?

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(iii) If there is balance, what do you think is the reason?

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(iv) What can be done to improve on this balance?

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7) According to you, what is key in leadership?

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8) Do you consider women leaders as less effective than men principals?

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9) (i) What is your opinion on women principals in secondary schools as an education officer?

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(ii) Should they be given more opportunities than they are holding today?

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10) What challenges do you think women principals face in relation to leadership and gender?

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11) Do you think the female leaders in secondary schools will survive the test of time?

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12) What is your opinion about the one third representation of women in leadership especially in the management of secondary schools?

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13) What else do you wish to say about women leadership in secondary schools?

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14) Please give your suggestions on how you think leadership should be shared in the management of secondary school education.

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15) In your opinion are the contributions of the female heads visible? \_\_\_\_\_

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**APPENDIX 8**  
**PRINCIPALS AND DQUASO INTERVIEW SCHEDULE**

An interview schedule that will be used in order to obtain required data has been summarized below:

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Discussions	Time frame
a) i) Individual interviews with the principals ii) This will be done for one week	10.00 pm-11.00pm 16 July- 20 <sup>th</sup> July
a) i) Individual interview with Quality Assurance Officers ii) This will be done in the second week	10.00pm-1100pm 16 <sup>th</sup> July- 20 <sup>th</sup> July