

**FACTORS INFLUENCING WOMEN PARTICIPATION IN THE
MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION IN
RONGO SUB-COUNTY, KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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DECLARATION

DECLARATION BY THE CANDIDATE

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

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DEDICATION

This thesis is dedicated to my late father and mentor Mr. Joseph Okuku Midenga, may his soul rest in eternal peace and to my beloved husband Mr. Peter Omollo Oyatta and children Jerim Oyatta, Zaccheaus Omollo, Mercy Gloria and Immaculate Akinyi.

ABSTRACT

Participation of women in the management of public primary school education in Kenya has been noted to be elusive despite numerous calls for affirmative action to enhance women participation in the education sector. In Rongo Sub-County, women were underrepresented especially in public primary school management where there are only 8(11.7%) female head teachers out of 68, 15(20.8%) deputy head teachers out of 72, 94(23%) Board of Management female members out of 408, 4(15.3%) Sub County Education Board female members out of 26 and 3(17.64%) female Sub County Quality Assurance Standards Officers out of 17. The purpose of this study was to establish the factors influencing women participation in the management of public primary school education in Rongo Sub-County. Objectives of the study were to; establish the influence of socio-cultural factors, determine the influence of economic factors and determine the influence of structural factors on participation of women in management of public primary school education in Rongo Sub-County. A conceptual framework based on the concept that socio-cultural factors, economic factors and structural factors influence participation of women in public primary school education management was used to guide the study. The study employed descriptive survey research design. Population of the study was 60 male head teachers, 8 female head teachers, 57 male deputy head teachers, 15 female deputy head teachers, 194 male teachers, 218 female teachers, 314 male BOM and 94 female BOM members. Simple random sampling and saturated sampling were used to select 52 male head teachers, 50 deputy male head teachers, 129 male teachers, 139 female teachers, 173 male BOM, 76 female BOM, 8 female head teachers and 15 female deputy head teachers respectively. Data was collected using questionnaire, interview schedules and document analysis guides. Face validity of the instruments was established by experts in Educational administration by incorporating their advice. The reliability coefficients were 0.74 for head teachers, 0.81 for deputy head teachers and 0.84 for teachers set at p-value of 0.05. The quantitative data was analyzed by use of percentages, means, frequency counts and ANOVA while qualitative data was transcribed, analysed and reported in themes and sub-themes. The study established that socio-cultural factors like gender bias in the promotion of teachers and women needing to seek their husbands consent to take leadership in schools had a high influence (OM =3.48) on participation of women in management of public primary education. Economic factors like stagnation of women in job groups and poverty also had a high influence (OM = 3.65) on participation of women in management of public primary education. Structural factors like lack of effective school policies and preference of male candidates to managerial positions also had high influence (OM =3.55) on participation of women in management of public primary education. The study concluded that socio-cultural factors, economic factors and structural factors had a high influence on participation of women in public primary school education in Rongo Sub-County. The study recommended that women and government agencies should create awareness on the importance of women participation in primary school education for their participation to be increased. The findings of this study are useful to stakeholders in education on issues of gender equity in management of education.

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ABBREVIATIONS AND ACRONYMS

B. O. M	-	Board of Management
S.C.D.E	-	Sub-County Director of Education
S.C.E.B	-	Sub- County Education Board
F.P.E	-	Free Primary Education
FAWE	-	Forum for African Women Educationists
M. O. E	-	Ministry of Education
SCQUASO	-	Sub- County Quality Assurance and Standards Officer
T. S. C	-	Teachers Service Commission
UNESCO	-	United Nations Educational Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Women continue to aspire for leadership positions in all spheres of governance in both the public and private sector, education sector inclusive. However, it has not been easy. Women have continued to face many challenges in taking management positions with specific reference to African women. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 1999), various factors are at work in limiting women's potentials to aspire to positions of management. Studies done in many parts of the world reveal that women are still far away from participating on the same footing as men in primary school management. This study tried to establish if women's internal barriers affect the participation of women in public primary school management.

In Australia, by the middle of the twentieth century, the majority of teachers were women but the majority of school head teachers were men. Sadie (2005) advanced the argument that at the bottom of the constraints that women face is the patriarchal system where decision making powers are in the hands of males. In their discussion on barriers women face in leadership positions, Grove and Montgomery (2002) say that compared to men, women receive little or no encouragement to seek leadership positions. Administrative/ leadership positions require hard work, long hours and are stressful. For women, this is burden added on to their home and family responsibilities, a phenomenon referred to as the "double-shift" (Suda, 2007). This study tried to assess whether such factors influenced participation of women in the management of public primary school education in Rongo Sub-County.

In the African context, traditional beliefs and cultural attitudes regarding the role and status of women in society are still prevalent and many women are part of this system finding it difficult to disassociate themselves from this culture and tradition lest they be ostracized. Despite women's education and entry into the job market, the woman's role is typically of homemaker. The man on the other hand, is breadwinner, head of household and has a right to public life (Kihara, 2003). Confining women's identity to the domestic sphere is one of the barriers to women's entry into administration positions. Asengi (2011) in a study on Factors Influencing Effective Participation of Women in Management of Public Secondary Schools in Vihiga and Sabatia Districts found out that socio-cultural factors had high influence, organizational factors had low influence but individual factors had the least influence on effective participation of women in management of secondary schools. The study used saturated and purposive sampling technique. The study focused on effective participation of women in management of secondary schools in Vihiga and Sabatia Districts. This study did not address social-cultural factors that influence women participation in management of primary school education. This is the knowledge gap this study sought to fill using Rongo Sub-County as the site for this study.

The turn of the new millennium has witnessed invigorated women participation in education leadership. Their representation and participation has brought with it challenges they have to grapple with in positions of authority like primary school leadership. Challenges which women face in breaking into school administration are well documented (Henning & Jardin, 2007; Zirkel and Gluckerman, 2004; Swiderski, 1998, Maner, 1994; Thomas, 1997). These challenges include attitudinal, institutional and social/cultural obstacles.

In Kenya, a target of 30% representation of women in public service positions was set through a presidential decree in 2004 but has since been legalized as is stipulated in the Constitution of Kenya 2010. Though this decree has resulted in many more women being nominated to political positions at the expense of other sectors like education. Unfortunately, rhetorical statements are made that may not always result in implementation and there are usually no mechanisms to ensure compliance. In the words of the chairperson to the Kenya Women Parliamentarians Association, “Unless the 30% target is legalized, women will always remain short-changed” (Omuya, 2007). The report on mainstreaming the needs of women in Kenya indicated that women are facing major challenges in ascending to management positions as a result of internal and external pressures.

Onyango (2007) in a study on Factors Influencing Participation of Women in Secondary School Education Management in Siaya District found that women are under-represented in secondary school management in Kenya. The study used survey design and a population of 29 principals and 53 female teachers. The study concluded that women were underrepresented in secondary school management, the policy of one third of education managers to be women has not been implemented and that women had negative attitude towards holding management positions. Indeed it is unfortunate that the policy of 1/3 rule has not been implemented since 2004 when it was put in place. The factors responsible for this situation were discussed in detail which was good. It is probable that these study findings have informed the inclusion of this study in the Constitution of Kenya 2010.

Chisikwa (2011) in a study on Stakeholders Perspective on Factors Influencing Gender Imbalance in Appointment of Head teachers in Mixed Schools in Vihiga District established that factors influencing gender imbalance were unwillingness of female teachers to take up headship positions, fewer female teachers, inappropriate school location, failure by female teachers to apply for headship, female head teachers transfers, limited vacancies, male leadership dominance, dual roles, school leadership traditions, spouse attitude, ineffective government policies of affirmative action and women empowerment. The study concluded that these factors influenced gender imbalance. The study used questionnaires and interview for data collection. The study did not address the extent to which socio-cultural factors, economic factors and structural factors influence participation of women in management of primary school education. These are the knowledge gaps this study attempted to fill using Rongo Sub-County as a site for the study.

Asengi (2011) also found that women are under-represented in secondary management in Kenya. The study is supported by Juma (2010) who found that there are fewer women in high levels of educational management in Kenya. In a related study Onyango (2011) also found out that there were fewer women than men in educational management in Kenya. From the above studies it is therefore clear that there is low participation of women in management of education. The situation is similar in Rongo where statistics from the DEOs office reveal a notable gender imbalance in appointment of women as head teachers, deputy head teachers, BOM members, SCEB members and SCQUASOs. The marked disparity in women participation in the management of public primary schools in Rongo Sub-County is real as shown in Table 1.

Table 1: Distribution of Men and Women in Education Management Positions in Rongo Sub –County 2012-2013

Management positions	Females		Males	
	F	%	F	%
Head teachers	08	11.7	60	88.2
Deputy Head teachers	15	20.8	57	79.1
B.O.M Members	94	23.0	314	76.9
S.C.E.B Members	04	15.3	22	84.6
S.C.Q.A.S.Os	03	17.6	14	82.3
TOTAL	124	21	467	79

Source: Sub- County Education Office, Rongo (2013)

Table 1 indicates that there are only 8 female head teachers out of a total of 68 head teachers in the Sub-County and only 15 female deputy head teachers out of a total of 72. This figure of 20.91% is low compared to a national figure of 30% given by the Ministry of Education. The Table also shows that in Rongo Sub-County there are only 94 female BOM members out of a total of 408, only 4 women sit in the D.E.B against 22 men and the Sub-County is served by only 3 female QUASOs against 14 male officers. According to the statistics from the (Sub County Director of Education’s Office, 2013) it was noted that out of 68 head teachers of public primary schools only 8(11.7%) are women. Overall, the distribution of men and women in education management positions in Rongo Sub-County was 79% men against 21% women. It was against this background that the study examined factors influencing women participation in the management of Public Primary School Education in Rongo Sub-County.

1.2 Statement of the Problem

Although females constitute 51% of the population in Kenya, gender disparities are still persistent in most sectors, education inclusive. Analysis and continued research shows that there is low women participation in the management of primary school education in Kenya. Records from the Rongo Sub-County Education Office show that women are seriously under-represented in educational administration in Rongo Sub-County. Thus there are 124 (21%) women and 467 (79%) men in management positions. This raises concern given that the Teachers Service Commission (TSC) appoints teachers to headship positions based on a record of commendable work over a number of years of continuous teaching, competence and knowledge in administrative and managerial functions and furthermore, a review of literature related to women head teachers shows that studies have only been conducted on women principals in secondary school management.

What was not known was the influence of socio-cultural factors, economic factors and structural factors on participation of women in management of primary school education in Rongo Sub-County. Therefore the task of this study was to find out the factors influencing women participation in the management of public primary school education in Rongo Sub-County.

1.3 Purpose of the Study

The purpose of this study was to establish the factors influencing women participation in the management of public primary school education in Rongo Sub-County.

1.4 Objectives of the Study

The specific objectives of the study relating to Rongo Sub-County were to:

- i. Establish the influence of socio-cultural factors on women participation in the management of public primary school education,
- ii. Determine the influence of economic factors on women participation in the management of public primary school education and
- iii. Determine the influence of structural factors on women participation in the management of public primary school education.

1.5 Research Questions

The study sought to respond to the following research questions relating to women participation in public primary school education management in RongoSub-County:

- i. To what extent do socio-cultural factors influence women towards participation in management of public primary school education?
- ii. To what extent do economic factors influence women towards participation in management of public primary school education?
- iii. To what extent do structural factors influence women towards participation in management of public primary school education?

1.6 Significance of the Study

This study is significant in a number of ways:

First, the findings of this study are useful to the education stakeholders in Rongo Sub-County and can help them device strategies that may promote participation of women in primary school education management. Secondly, the findings will provide information on factors which contribute to low participation of women in educational management in Rongo Sub-County. Thirdly, the study can enable educational stakeholders in Rongo Sub-County develop affirmative action to tackle under representation of women in the management of educational institutions. Fourthly, the study provides useful information to policy makers which will help them to prepare policies meant to increase women's participation in educational management in Rongo Sub-County. Finally, the study will also serve as a useful source of reference for future research in this area and other related areas.

1.7 Assumptions of the Study

The assumptions of the study were:

- i. Management positions in the education sector are advertised and only those who qualify and apply are considered regardless of gender.
- ii. Women in Rongo Sub-County are qualified to participate in management of public primary education.
- iii. Women and men have equal chances of participating in management of public primary education.

1.8 Scope of the Study

The scope of the study was as follows;

- i. The study was confined to Rongo Sub-County.
- ii. The study focused on factors influencing participation of women in management positions in public primary education within Rongo Sub-County from the year 2010 to 2013.

1.9 Limitations of the Study

The study used frequency counts, means, percentages and ANOVA to estimate the strength of factors influencing women participation in management of public primary school education. This is generally a weak statistic that does not establish the actual influence which is normally determined by regression analysis. Therefore the findings can only be generalized with caution.

1.10 Conceptual Framework

The conceptual framework (Figure 1) relating to the study was based on the premise that women participation in management of primary school education is greatly influenced by socio-cultural factors, economic factors and structural factors. (Asengi, 2011; Onyango, 2011). This conceptual framework illustrates how these factors influence participation of women in the management of primary school education. Mugenda and Mugenda (2003) defines an independent variable as a predictor variable since it predicts the amount of variation that occurs on another variable while intervening variables as factors that arise from the effects of the independent variables on dependent variable as a total influence arising from the effects of the independent variables. The independent variables such as socio-cultural, economic and structural factors affect the effect of intervening variables such as teacher's, community and spouse attitude, distance from home, health and age.

These effects will in turn influence the outcome of the dependent variable; that is, participation of women in the management of primary school education. For women to participate in primary school education management they should be appointed to be head teachers, deputy head teachers, senior teachers, head of departments, subject panel heads and board of management members and also exhibit improved academic performance and excellent policy implementation in the schools. It is conceptualized that these variables are inter-dependent and they influence each other.

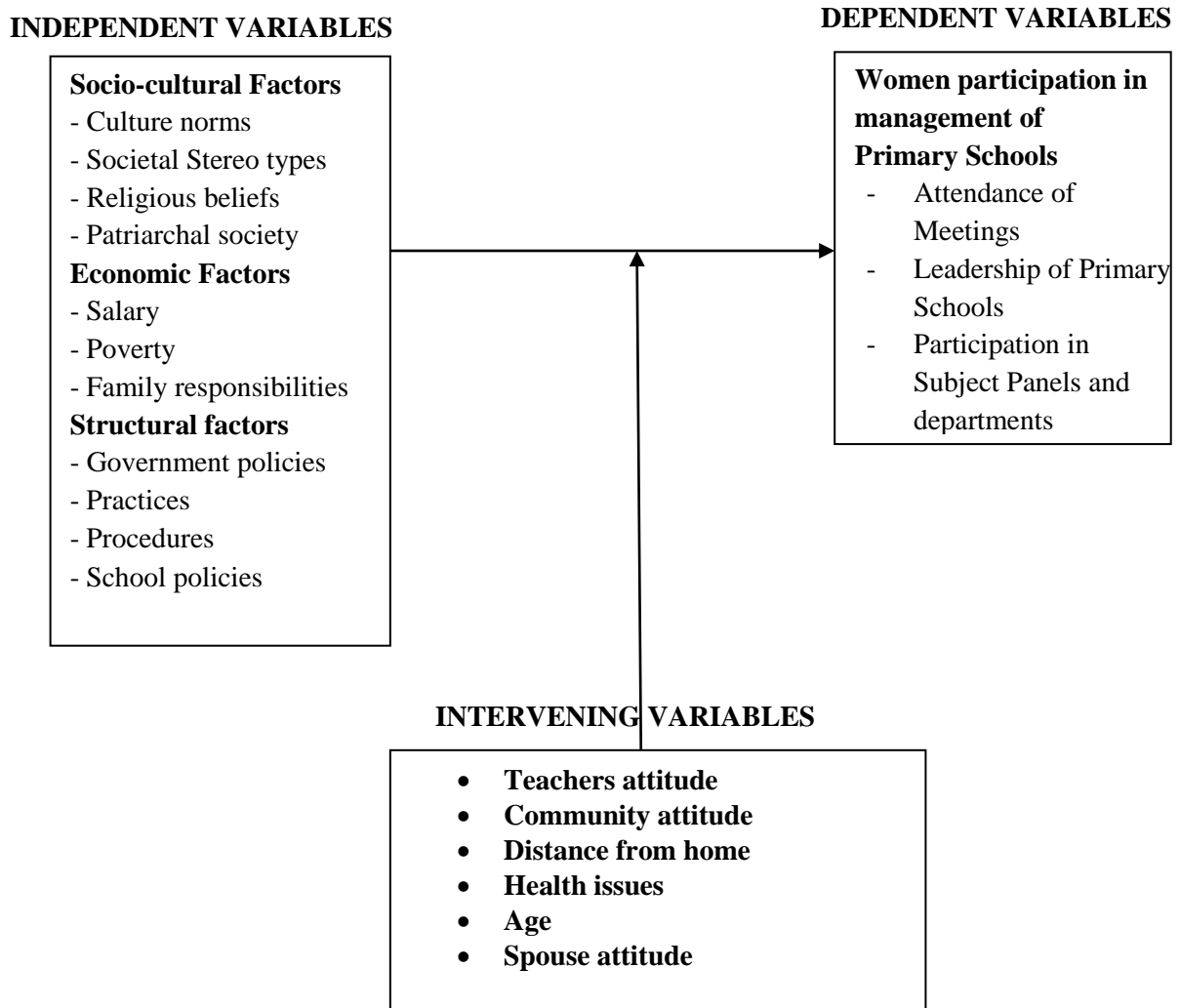


Figure 1:A conceptual frame work of the factors influencing women participation in Management of Primary School Education.

Source: Researcher.

1.11 Operational Definition of Terms

The following terms used in this study are defined as indicated;

Board of Management - It is a body established to represent parents to ensure development in a school set up.

Barriers – Anything that prevents progress or makes it difficult for someone to achieve something.

Challenges – Things that need a lot of skill, energy and determination to deal with or achieve.

Factors – These are variables such as socio-cultural, economic and structural.

Gender bias - Beliefs and structural arrangement that favor men over women or women over men.

Influence- The drive or impulse that prompt women participation in management of primary school education.

Leadership-A process of leading a group of people especially in an organization.

Management -The act of running and controlling an organization.

Participation – Attending meetings at management level regularly and contributing to decisions in the development of primary school education.

Patriarchy- A system where a society views men as superior to women in terms of culture, religion, language and knowledge.

Primary School Education Management – Implementing education policies at the school level, monitoring and supervision of the running of primary schools.

Public Primary School– An institute for learning established by an act of parliament and depends on the public and government funding. It runs from class one to eight; average age of pupils is 6-15 years.

Structural factors –Institutional policies, practices and procedures inherent in a system.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provided a review of the literature regarding participation of women in the management of primary school education. This literature review examined the socio-cultural factors, economic factors and structural factors that influence participation of women in the management of public primary school education.

2.2 Socio-cultural Factors that Influence Participation of Women in Public Primary School Education Management

Participation is a term frequently used and often cited in international educational development. Although national governments, development agencies and non-governmental organizations across the developing world increasingly encourage women to participate in schooling issues, our understanding of this area remains vague due to lack of detailed analysis (Dines, 2003).

The World Bank (2000) describes participation as a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them". The term is now peppered throughout government policy discourse, international funding agency, strategic frameworks and non-governmental organizations program plans across countries and sectors. In education, participation in schooling delivery and management is emerging as a "best practice" thought necessary to achieve universal primary enrolment while improving the quality and relevance of teaching and learning (Adkinson, 1990). In the context of global movements such as Education For All (EFA), which aims to ensure that all children have access to free quality primary education by 2015 (UNESCO, 2000), low income countries

are under increasing international and domestic pressure to meet these goals. Many, such as Kenya, have embraced participation as an integral part of their education reform strategy. (Briggs, 2002).

Social-cultural factors contribute to low female participation in primary education management by reinforcing gender differentiations that put women at a disadvantaged position compared to their male counterparts. These are societal stereotypes, patriarchy, culture norms and religious beliefs which make females to feel inferior as males dominate management positions. Women leadership is closely associated with common perceptions and stereotypes of women leaders (Goff, 2005; Henderson, 2004). According to White (2006) gender role constitute culturally and socially determined sets of behavior and personality characteristics expected of a person based on sex. These stereotypes are imparted through family socialization and further reinforced through avenues such as school management.

2.2.1 Societal Stereotypes

The interest in community participation has occurred simultaneously with an intensified focus on achieving gender parity in education and community participation may be seen as one of the means to achieve this goal (Boyan, 1999). Social cultural factors make women to feel inferior as males dominate management positions. One of the potential outcomes of community participation as an end in itself is the transformation of gender relations, allowing the opportunity for women to participate alongside men in decision-making for example. As a means to an end, community participation in education is seen as a way to increase resources, improve accountability of schools to the community they serve, ensure a more cost-effective use of resources and importantly, be responsive to

local needs. As a result, it intends to improve equitable access, retention, quality and performance of schooling. Women in Arab States and in India generally require permission of their husbands to work. Unfortunately some husbands did not grant the consent for their own reasons such as fear of being dominated by women (Schemark, 2000).

In apartheid South Africa very few female teachers held the post of school head teacher and the scenario has not changed to date. South Africa has more female primary teachers than those in the secondary school sector, but men continue to dominate the education leadership hierarchy. School administration has always been regarded as a preserve for the male. (Makura, 2000).

There are potentially a range of areas in which stakeholders can be involved in education from mobilization of resources and constructing classrooms to supporting the development of curriculum and design of policy. In addition, different degrees of participation might be apparent from "pseudo-participation" of stakeholders in terms of their use of a service and contribution of resources to their "genuine participation" in decision making. The degree of participation can vary and women and men may participate in different ways and in different types of activities. Greater gender equality in leadership may be assisted by focusing on local recruitment of school leaders so that women are not disadvantaged by not being as mobile as men.

The belief that men and women possess different characteristics typical to each gender is widely held in almost all social settings; home, school, work place and wider community (Cowill, 2007). According to these socially desired behavior standards, women are described as passive, submissive and cooperative, nurturing (Grambs, 2002), gentle and

tactful (Shchein, 1999), humanitarian, dependent, emotional and sensitive (Rosen & Jerede, 2009). On the other hand, men are perceived as independent, aggressive, dominant, competitive, adventurous, physically strong and decisive (Bukatko & Marvia 2006).

This study was necessary and urgent in view of the current situation in all sectors in Kenya as (Chisikwa, 2010) reveals in a study on Socio-cultural Factors Affecting the Participation of Female Principals in Mixed Schools in Vihiga District that participation of women still lagged behind because of political interferences. However, the study was limited to female principals of mixed secondary schools while this study involved and focused on primary schools and further involved all public primary school management in Rongo Sub-County. In addition her study concentrated on socio-cultural factors affecting participation of women but this study looked at economic and structural factors as well. The study used questionnaires and in depth interviews for data collection, the present study added document analysis guide. The study did not address factors influencing women participation in management of public primary school education in Rongo Sub-County. This is the knowledge gap this study attempted to fill.

2.2.2 Culture Norms

According to cultural feminism, women tend to value ideas such as inter-dependence, cooperation, relationship, community sharing, joy, trust and peace, while men tend to value ideas such as inter-dependence, hierarchy, competition and domination, such arguments present women as better conflict managers. As reported by Saito (2011) and Byamugishaga (2011) in regards to women as school leaders and school principals, limited comparable statistics across countries exist, but there is a clear pattern showing

that the proportion of female leaders decreases the higher up the education system one goes. The main reasons for the low representation of women as educational leaders are;

- i. Difficulties balancing work and domestic responsibilities
- ii. Internalized messages of limited political competence
- iii. Unsupportive institutional climates (Chan, 2004).

In developing countries, fewer girls graduate from high school, which is a pre-requisite for becoming secondary school teachers. Having female leaders is important as they demonstrate different leadership styles, provide role models for girls and illustrate the gender inclusiveness of educational institutions.

Borgonovi and Jakubowski, 2011 suggests that “achievement focused policies will not change the relative disadvantage of women in labor markets and that what is needed are school level campaigns attracting women to these areas, combined with supportive employment and family policies. Evidence presented from the EFA GMR (2011) (UNESCO, 2011) demonstrated how although moving in the right direction, progress towards gender parity in primary schools has varied greatly. In addition, significant gender imbalances remain and tend to increase as the level of schooling increases, culminating in large gender imbalances in labor markets. These imbalances can be partly explained by the fewer years in education that women tend to have, but labor markets themselves often reinforce gender disparities through social barriers, cultural practices and discrimination, (UNESCO, 2011). Governments which tolerate high levels of gender inequality in education are not only ignoring the basic human rights of half the population, but also sacrificing gains in economic growth and productivity as “there is clear evidence that economic returns to female education are very high and at the primary school level, higher than for boys.” (UNESCO, 2011).

There appears to be no difference in the levels of gender equality and in educational planning and management and other senior management positions. However, what is different is that Ministry of Education has a mandate which incorporates not only the school formal system but also the education of the public and the nation as a whole and therefore have a responsibility to act as an example in this regard (Obura, 2011). Unfortunately, global experience suggest that the rate of increase in the proportion of women in leadership is slow, sporadic, subject to reversal and requires stimulus to attain the goal of equity. (Obura, 2011).

Wallace, (2011) say that, gender imbalances in education planning and management are not limited to developing countries; globally women are not accessing senior positions in the public or private sectors in the numbers expected given their increased education and work experience. Great variability exist among the barriers affecting women's advancement, as it does in terms of the enabling factors found that support women, such as, access to mentors and supervision, tailored training, flexible working hours, the possibility of having a good work/life legislative contexts. (Wallace, 2011).

Chisikwa, (2011) in a study on Factors Influencing Gender Imbalance in Appointment of head teachers in Vihiga district concluded that some women have high aspirations for administrative work but their enrolment in preparatory courses were fewer. She also found out that the attitude of officers towards women who wished to become head teachers was more supportive because many women teachers in the study credited them as their mentors. The study used qualitative method and interviews to collect data while the current study employed descriptive design and in depth interview, questionnaire and document analysis as instruments for data collection. Although the current study will

investigate factors influencing participation of women in primary school education management it will differ from the above since it will use public primary schools, head teachers, deputy head teachers, teachers and board of management members. This is the knowledge gap this study attempted to fill.

2.2.3 Patriarchal Society

Despite many policies and interventions targeting the promotion of female school head teachers, there remains considerable bias in the allocation of school managerial positions in favor of males (Hungu, 2011). This bias is most marked in rural areas. The day to day practice of those in management in most organizations have been blamed for keeping women out of top level management. This widespread inequality has two main implications; first, female teachers may be demoralized by the lack of opportunity for professional development, and secondly, pupils are given the impression that female teachers are incapable of being leaders. The way forward in this area is to open up informed dialogue among the key stakeholders in the process of managing the career progression of teachers (staffing divisions, the inspectorate, teachers unions etc.) Hungu, (2011) which is focused on setting and agreeing on feasible target. Women's identities and roles have traditionally been associated with parenting and caring while men have been associated with paid employment as well as becoming public and industrial managers.

World Labor Organization (ILO), 1992, indicates that participation by women in the official employment in the developing nation still lags at 31% compared to 40% in the industrialized nations. The scenario persists despite the fact that women constitute over 50% of the global labor force. Saint (1992), has pointed out that female academicians are under- represented just 12% and that their participation ranges from 4 to 7%. Saint's

study found out that there were only 4 chief female executives in Benin and Lagos State universities of Nigeria, University of Swaziland and University of Burea in Cameroon considering all African state Universities. In sub-Saharan Africa, Nammuddu (1993) and Mlama (1998) have reported that the educational system is characterized by very low rates of female representation.

The percentage of African women in school administration has barely risen (Suda, 2002). Furthermore, some African governments are not committed to the cause of women. Strategic goal number 1 of the Beijing platform millennium development goal of equality and women empowerment has influenced gender imbalance in appointment of head teachers in primary schools.

It was noted that female teachers in Kenya faced prejudices that could be linked to patriarchalism. Bargentuny (1999) pointed out that there were negative gendered social cultural attitudes that faced female head teachers and were viewed as unsuitable leaders due to the demands of their domestic chores. Whereas this study used two categories of respondents; women managers and women in junior positions, the current study used four categories of respondents: head teachers, deputy head teachers, teachers and board of management members giving the current study more strength. This study is similar to the current study in the sense that both reported the results descriptively. The study however did not address factors influencing participation of women in management of public primary school education in Rongo Sub-County, the knowledge gap the current study sought to fill.

(Obura, 2011) asserted that by restricting women's freedom to the home, the larger society was corrupt and unjust. Every day's life functioned poorly because it was based on male values and ethics only. This study endeavoured to find out if women in management of public primary schools in Rongo Sub-County are patriarchal and how this factor influenced their participation, an aspect that was not dealt with by Obura (2011).

2.2.4 Religious Beliefs

The unequal participation of women in education and official paid jobs has its roots in the times of Jean Jacques Rousseau, according to Kilato, (1999) where Rousseau is quoted as follows: "The whole education of women ought to relate to men, to be useful to men, to raise them when they are young, to care for them when grown, to counsel men, to console men, to make their lives agreeable and sweet. These are the duties to be taught from childhood. This proverbial place of women in the home expressed by Rousseau continues to explain the women's low status at work and the patriarchal view point, which harasses employed women and needs to be addressed for reversal by the study.

Tibauuka (2011) recommends the importance of women's full participation and their rights and roles towards sustainable development as indicated in UNCHS (Habitat) Agenda 21, on Global Action for Women towards sustainable and equitable development. UNESCO (1998) has proved many challenges facing African educational institutions. In her research of participation of women in educational management in Eastern and Southern Africa region, Dirasse (2006) asserts that top level decision making and management positions in private and public organizations throughout the region have been a sole preserve of males. This investigation is confirmed by Davies (2009) who concludes that women are under-represented in educational management in Ghana.

Women in some cultures find it difficult to exert authority over males; they still suffer from the myth that women are too emotional or too illogical for senior management or best suited to the domestic maintenance aspect of administration. Doubts still linger as to whether or not women are as able as men to be effective in school administration or possess the toughness necessary to maintain discipline in primary school (Owen, 2002). The impact of stereotypic beliefs and biases against women in career advancement to educational leadership is largely centered on perceptions of men. Attitudinal studies show that men in high positions have less positive attitude towards women in educational administration and management (Grambs, 2002).

Webu (2010) in a study on Factors Affecting the Performance of Women Entrepreneurs in Micro and Small Enterprises in Dassie town found that the major socio-cultural factors that affected the effectiveness of the responding women entrepreneurs were conflicting gender roles, social acceptability and network with outsiders. However, the research was limited to women entrepreneurs in Micro and Small businesses in Dassie town, while the current study looked at the participation of women in the management of public primary school education in Rongo Sub County. The study used case study design while this study used descriptive survey design. It used discussion groups and questionnaires which were mailed to the respondents as instruments of data collection. However, this study used questionnaires, interviews and document analysis which were administered in person as instruments of data collection. The study did not address the factors influencing participation of women in primary school education. This is the knowledge gap this study attempted to fill.

Dirasse (2006) in her study of women managers in Eastern Africa region observed that socio-cultural perceptions and prescriptions of appropriate roles and behavioral attributes for men and women influence organizational policies and practices that keep women out of management jobs. The above study used questionnaire and participant observation to collect data. The current study omitted participant observation but added in depth interviews and document analysis to collect data. The current study differed from the above in that its population sample was head teachers, deputy head teachers, teachers and board of management members while the above study used only women in high positions. The weakness of the study is that it did not address the factors that influence participation of women in public primary school education, the knowledge gap the current study sought to fill.

Kakane (1997) in his study on challenges facing female head teachers in public primary schools in Uganda also found out that the presence of women in higher education had generally increased in the last decade but their participation still remains within marked boundaries. They were less likely to be promoted to management positions. Gender stereotyping, in educational leadership, results in the exclusion of women from leadership positions.

In Kenya for instance, male leadership is validated at all levels as the only legitimate leadership. Male domination also emerges in the work place of woman (Kariuki, 2006). Institutions tend to be patriarchal in nature thus leaders lead in the way they were led and so men continue to collude with fellow males and exacerbate male entitlement (Nostrand, 1993). It is noted that female teachers in Kenya face prejudices that can be linked to patriarchalism. Barngetuny (1999) illustrates some of these prejudice in her book entitled

“ Women’s education and career opportunities in Kenya” the study points out that there are negative gendered social-cultural attitudes facing female head teachers and how they are viewed as unsuitable leaders due to their demands of their domestic chores. Such a belief implies that the ideal school head teacher is a male. It is therefore not surprising, as Barng’etuny puts it that male teachers have higher chances of getting promotions in comparison to their female counterparts.

In Kenya, a study by Karani (1998) revealed a low rate of promotion of women employed in educational institutions and lamented the lack of equity. A study by Wanjama (2003) on gender mobility in educational management in Kenya is also supported by Chelimo and Wasyunju (2007) who found that in Kenya there is low participation of women in educational management. It is for this reason that the government of Kenya came up with the policy to increase the representation of women in educational management. It is for this reason that the government of Kenya came up with the policy to increase the representation of women in educational management to a third by the year 2010 (Republic of Kenya, 2005, Odindo, August, 29th 2006). The Kenya government’s Sessional Paper Number 12 of 1991 calls for affirmative action to enhance women participation in civil service and other areas of employment. This study was necessary and urgent in view of the Kenyan government commitment to address gender imbalance and implement international and national policies on the same. It was for this reason that a study was undertaken to investigate the socio-cultural factors leading to low representation of females in public primary school education in Rongo Sub-County.

2.3 The Influence of Economic Factors on Women Participation in Management of Public Primary School Education

Economic factors like salary, poverty and family responsibilities can also result in low participation of women in primary education management. In early 1990 studies found out that men emerged as task-oriented leaders more frequently than women who emerged as social leaders more frequently than men (Marriyo & Kliender, 1992). Due to the demands of leadership positions, it became a socially accepted tendency for men to assume leadership because their task-oriented style was more widely accepted (Ryan & Haslam, 2007).

Women find many barriers economically on their way as they aspire to reach the top. That women experience frequent absenteeism and that they take maternity leaves, that they suffer more work related problems and that they are excessively emotional at work have also been presented as their deficiency in management (Rosen & Jerede, 2009). In Argentina, quota legislation has been in place for 20 years and has led to some progress e.g. a female president since 2007 and 37.7% women in national congress. However, problems such as a lack of general consensus in promoting gender equality still remain. Middle and senior education managers interviewed made reference to motherhood and their extra domestic pressures, but interestingly, none of the persons interviewed spontaneously mentioned public policies as necessary to provide strategies to overcome the obstacles and difficulties posed by family responsibilities (Gheradi, 2011).

2.3.1 Salary

Poor salary is among the many problems faced by the Kenyan teacher and it has seen many, mostly young energetic and better trained head teachers opt for better paying jobs elsewhere, making the best of their effort not to be utilized in the education sector. In

Vietnam, the Government recognizes the role of women in the home through awards and certificates, but does not recognize or encourage men's contributions (Kelly, 2011) with parental leave associated with the care of a newborn baby or sick child only available to mothers. Interventions have not targeted the constraints placed on mothers by traditional norms and understandably there has been little progress in the share of household work since 2004 (Kelly, 2011).

In Kenya a new constitution has been established where no more than two thirds of any leadership or management positions can be of one gender and presently, 42% of the senior officers in the ministry of education are women; and 22% in the ministry of higher education (Obura, 2011). Despite high levels of female teachers, there are very low levels of female head teachers. In the ministries, women comprise 27% of those reportedly involved in the totality of the policy decision making, shaping and originating process, with the highest concentrations occurring at the middle rather than lowest levels (Obura, 2011).

Increased female visibility in senior positions reportedly raises the morale of female staff in the ministry but, so far, has not led to strategic action by women or anyone else to maintain positive change. Women say that currently there is no gender affirmation. (Obura, 2011) Significant structural challenges within the ministry remain with male domination of officer positions and of the public service commission which controls recruitment and promotions. Additional support strategies are required including those which empower women to overcome the effects of societal and structural barriers and assist them in being more pro-active in their own career progression (Obura, 2011). This study only used 6 public universities whereas the current study used 68 public primary

schools. The data was analyzed using inferential statistics while the current study used descriptive statistics to analyze the data. The study did not investigate the extent to which economic factors influenced the participation of women in the management of public primary school education in Rongo Sub-County, the knowledge this study attempted to fill.

2.3.2 Poverty

According to an IIEP Evidence-Base Policy Forum in Paris, France, 3-4th October 2011, most speakers reiterated that gender equality in teaching and learning and gender equality in leadership and management are complementary: if girls never successfully pass through the academic system they will never become leaders within it. (Stromquist, 2011) suggest that gender differences in achievement vary by region and country and tend to diminish as countries achieve higher levels of industrial development and democratic practice indicating that gender differences are not due to innate cognitive capacity. The participants in the forum concluded in their discussions that despite the high numbers of highly educated women in many countries which could “feed” into education systems, women are still under-represented at the very apex of leadership. Mlama (1998) investigated gender mobility of women in educational management while this study went further and investigated factors that influence women participation in management of public primary school education in Rongo Sub-County. The research used documented journals and literature from libraries to accumulate knowledge about the life and work of women administrators and education but the current study used the descriptive survey design to carry out an actual field study, besides questionnaires, interviews and document analysis guides were used as instruments for data collection. The study however did not reveal the extent to which poverty influenced participation of women in management of public primary school education, the knowledge gap the current study sought to bridge.

Wanjama (2003) identified inequality in access to education and other means of maximizing the use of women's capacities among other impeded areas of women's lives. ILO report (1992) has indicated a quantitative under-representation of women in global official employment and has listed the possible reasons why this is so. The same report (chapter 22) has argued that although discrimination on the grounds of gender, physical attributes, race or ethnic extraction, religion or political opinion are prohibited in most countries, the disabled are four times more unlikely to be employed in the European community than are able bodied persons. The extent to which poverty influenced participation of women at management level was unknown thus the gap in knowledge that this study sought to fill.

2.3.3 Family Responsibilities

Women tend to exclude themselves out of competition for managerial positions due to many family responsibilities. According to UNESCO (2000), women have lagged behind men in education due to pressure from the family. Lambert (2003) believes that greater gender equality in leadership may be assisted by focusing on local recruitment of school leaders so that women are not disadvantaged by not being as mobile as men. Kariuki (2006) agrees that, if you want a new equilibrium, you have to allow those who were let down by the previous system to participate, providing forms of support which allow them to become more proficient. We must be cautious when appraising situations with large numbers of female teachers, as men often avoid the profession due to poor salaries and conditions. According to Obonyo et al (2005), some employers discriminate against women by refusing to hire them when opportunities exist. They assert that most employers preferred to hire men who have the necessary education and skills than women because they fear that female employees would not concentrate on their jobs because of their family responsibilities.

Kihara (2003) carried out research on problems experienced by women school managers, the study found that women school managers lead overloaded and stressful lives, this has made women to have a negative attitude towards education management. A total of 48 teachers drawn from urban primary schools in Kiambu and Limuru towns were used as respondents in this study unlike 268 teachers drawn from all public primary schools in Rongo Sub-County in the current study. This study also differs from the current study as it established that multiple roles can be difficult and stressful to women but did not address economic factors influencing participation of women in primary school education management. Moreover, this study was concerned with urban primary school teachers, whereas the current study deals with all public primary school teachers in public primary schools in Rongo Sub-County, a gap the current study sought to bridge. The study was to find out the extent to which family responsibilities influenced women participation in school management. How under represented women are in holding positions in management of public primary education was addressed in the study. The study endeavored to find out if economic problems hinder women in Rongo Sub-County from taking up management positions in public primary education thus the gap in knowledge that this study sought to fill.

2.4 Influence of Structural Factors on Participation of Women in the Management of Public Primary School Education

Other factors that may influence the participation of females in the management of education include structural factors like government policies, school policies, practices and procedures. In most cases the policies are in place but are not fully implemented and quite often women become reluctant to accept management positions in schools. All these factors combined put women participation in primary school management at a

disadvantage (Wamahiu & Njau, 1995). At present, there are only a few women in management positions especially in public primary education. Structural processes and procedures continue to operate in excluding women both from entry and mobility within organizations. Institutional policies act as barriers to women's mobility to the top management (Lodiaga, 2007). He asserts that as policy makers formulate hiring and promotion policies they should tailor them to enable more women to reach the top management.

2.4.1 School Policies and Practices

In spite of the difficulties women face in gaining access to education, there are women who are well qualified for academic positions who nevertheless fail to be selected. A man is instead preferred (Dines, 2003). Some employers also discriminate against women by refusing to hire them even when opportunities exist. Most employers prefer to hire men who have the necessary education and skills than women because that they fear that the female employees will not concentrate on their jobs because of their family responsibilities thus women end up taking low paying jobs or being second in position to men in most primary schools (Obonyo, Kidakwa & Onyango, 2005).

According to Shakeshaft (2001), the male hegemony takes all men suitable for leadership and all women as possessing traits irrelevant to administrative and managerial duties. Gender stereotyping, in educational leadership, results in the exclusion of women from leadership positions. In a research on The Effect of Gender, Socio-economic Status and School Location, (Khatete & Mutunda, 2010) found that women tend to avoid where they risk facing criticism and negative feedbacks. However, the study addressed the effect of gender and socio-economic status of women in relation to the location of the school while

this study addressed structural factors influencing participation of women in public primary school management. The scope of the study was limited to women teachers while this study involved all the school management at public primary school level. Besides, the research used open ended questions in the questionnaire but this study used in depth interviews, document analysis and closed ended questions to give it more strength. This study tried to establish the education policies that influence the participation of women in public primary school management which Khatete and Mutunda (2010) did not address. These are the knowledge gaps this study attempted to fill.

It is alleged that lack of educational policy on identification, selection, appointment, deployment and training of head teachers has contributed to a minimal participation of women in the management of primary schools. There have been unnecessary interference, influence by interested parties and patronage that have denied schools the best managers. There have been also rampant practices of extending services for retiring head teachers due to lack of effective successors (Kihumba & Isilsil, 2008). According to Schein (2000), socio-cultural perceptions and prescriptions of appropriate roles and behavioral attributes for men and women do influence organizational policies and practice. He asserts that as policy makers formulate hiring and promotion policies, they are dictated upon by socialization and socio-cultural attitudes that they have acquired as they grew up. He further states that attitudes and perceptions determine what they put in place as policies guiding the vision of the institution.

According to Davies (2009), inadequate participation of women in the selection and promotion panels and the fact that male recruiters dominate the hiring process limits the chances of women applicants from being hired for educational leadership. For instance,

the findings of Schemark (2000) reveal that the odd ratio of a woman being hired when there is no woman in the selection committee is 20%: at the presence of at least one woman in the selection committee, the odds rose to 35%. Similar investigations by Shakeshaft (2004) shows that women in most cases are favourable to women, as men are favorable to men in school management and administration. The survey found that the women failed to get to the management levels because of a poor image or they were too ambitious or not ambitious enough. These are the knowledge gaps this study attempted to fill.

2.4.2 Government Policies and Procedures

Even where the policies and structures are in place, women find themselves blocked at the second positions or in the top positions in less prestigious institutions. Even where the merit principle guides the selection, the most prestigious position in the institution may be filled on the basis of “trust and rapport”, patronage or cloning, thus women have to be unusually qualified and to work twice as hard as male aspirants to have the same promotional opportunities (Kariuki, 2006). Inadequate participation of women in the selection and promotion panels and the fact that male recruiters dominate the hiring process limits the chances of women applicants from being hired for educational leadership.

Onsongo (2004) study assessed Factors Affecting Women Participation in University Management where it was established that management in the top institutions was still largely male dominated and women needed to work twice as much as their male counterparts to ascend to management positions. The study deployed comparative study and questionnaire while the current study used questionnaires, interviews and document

analysis. The study assessed factors affecting women participation in University management while this study assessed the factors influencing women participation at public primary school management thus the knowledge gap this study attempted to fill.

Kakane (1997) found that promotions do not follow an open and written down criteria and keep changing according to wishes of the organizational heads. Policies themselves have been found to be a further barrier in the educational system as they fail to motivate girls to aspire to top positions. Obonyo (1994) observes that in Kenya, educational policies have done very little to alter the educational and career expectations for girls as they go through the education system. It is as if girls and boys are not exposed to the same educational curriculum because of the inequalities manifested when it comes to educational and career expectations. Edson (1995) has blamed formal and informal structures of institutions of organizations. These institutions seem to be inflexible and hostile to those willing to initiate change. Women therefore find many barriers on their way as they aspire to reach the top. The scope of the study was limited to women in top management at the national government while this study involved respondents at public primary school level. The extent to which structural factors influence the participation of women in the administration of public primary schools in Rongo Sub-County was investigated in this study, a knowledge gap that was not addressed by Edson (1995) in the United States.

Chisikwa (2010) in a study on Stakeholders Perspectives on Factors Influencing Gender Imbalance in Appointment of Head teachers in Mixed Secondary Schools in Vihiga District established that ineffective government policies of affirmative action and women empowerment influenced unwillingness of women teachers taking up headship positions.

The study focused on stake holders' perspectives on government policies, perspectives on headship qualifications and perspectives on staffing practices as influencing gender imbalance in mixed secondary schools. The current study focused on government policies, practices and procedures and school policies that influence participation of women in public primary school education management. The scope of the study was mixed secondary schools while this study used public primary schools. Even though several studies have been done in regards to women participation in the management of educational institutions in Kenya, very few studies may have been done in primary education to find out why there is continuous low participation of women especially in taking up headship positions. Since public primary education in Rongo Sub-County experience an imbalance of gender representation in management, this study sheds light if the structural factors that are available contribute to promotion of women in the management of public primary education. Chisikwa (2010) did not address the structural factors that influence the participation of women in the management of public primary school education in Rongo Sub-County. This is the knowledge gap that this study attempted to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the research design, area of study, study population, sample and sampling techniques, instruments for data collection, and methods of data collection, validity and reliability of instruments and data analysis procedures.

3.2 Research Design

The study used descriptive survey design. Mugenda and Mugenda (2003) define survey research as a descriptive study which presents what is or what was in a given social system. This includes examining conditions existing, relationships, process going on, trends developing, asking people their perceptions, attitudes or opinions held towards a phenomena among others (Kerlinger, 1999). A descriptive survey design was appropriate in establishing opinions, attitudes and knowledge about the participation of women in management of primary school education in Rongo Sub-County. The design was deliberately selected as it allowed for a quick data collection at a comparatively cheap cost and allowed the researcher to get a true picture of the situation and attitudes of individuals (Boyan, 1999). The research aimed at accurate information on factors influencing participation of women in the management of public primary school education in Rongo Sub-County.

3.3 Area of Study

The study was conducted in Rongo Sub-County, (Appendix F). The Sub-County is located within the Migori County. The neighboring Sub-Counties are South Gucha to the north, Kisii Central to the east, Awendo to the west and Homa-Bay to the South. The Sub-County is divided into two large administrative divisions, that is, Rongo and Cham

giWadu divisions and further sub-divided into educational administration zones which are Rongo, Nyaburu, Minyenya, Kuja and Cham gi Wadu. The area covers approximately 1,800 square kilometers of land surface (Republic of Kenya, 2008) and the population is estimated to be 180,000 people as per the 2010 national census (SCDE Office Rongo, 2012). More than 70% of the population within the Sub-County is engaged in sugar-cane and maize farming as a source of livelihood because the Sub-County receives adequate rainfall and has good soil suitable for agricultural activities. The area is served by Kisii-Sirare and Rongo –Homa-bay tarmac roads. Teachers form the bulk of public servants in this Sub- County. There are 68 public primary schools in the Sub-County. The study was done in Rongo Sub-County because there was no systematic study known to the researcher that has been done to find out and document factors influencing participation of women in the management of public primary school education. The distribution of women in management positions in education in Rongo Sub-County does not conform to the 1/3rd rule as per the Constitution of Kenya.

3.4 Study Population

The population of the study consisted of 60 male head teachers, 8 female head teachers, 57 male deputy head teachers, 15 female deputy head teachers, 194 male teachers, 218 female teachers, 314 male Board of Management Members and 94 female Board of Management Members serving in the 68 public primary schools in Rongo Sub-County. Tables 3 show the sample frame.

Table 3.1: Sample Frame

Category of Respondents	Target Population		Sample size	
	Female	Male	Female	Male
Headteachers	08	60	08	52
Deputy Head teachers	15	57	15	50
Teachers	218	194	139	129
BOM's	94	314	76	173
Total	335	625	238	404

3.5 Sample and Sampling Techniques

The Sample Size consisted of 642 respondents. Simple random sampling technique was used to select 52 male head teachers, 08 female head teachers, 50 male deputy head teachers, 15 female deputy head teachers, 129 male teachers, 139 female teachers, 173 BOM males and 76 BOM female members. This technique ensured proportionate representation of the study since a proportion of schools was collected from each zone. Simple random sampling takes into account that all the elements or individuals in the population get equal chances of selection. Saturated sample technique was used to sample all the 8 female head teachers and all the 15 female deputy head teachers. Saturated sampling is a non-probability sampling procedure in which all members of a target population are selected because they are too few to make a sample out of them. (Cohen et al, 2000). Fisher's model (Mugenda & Mugenda, 2003) was used to determine the sample size of the respondents.

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where:

n_f = the desired sample size (where the population is less than 10, 000)

n = the desired sample size (where the population is more than 10, 000)= 384

N = the estimate of the population.

For example, out of 60 male head teachers, 52 head teachers were sampled through the calculations as shown below:

$$n_f = \frac{384}{1 + \frac{384}{60}}$$
$$= 52$$

The same formula was used to work out the sample size of deputy head teachers, teachers and BOM members.

3.6 Instruments for Data Collection

Data for the study was collected through questionnaires, interviews and document analysis guides. Mugenda and Mugenda (2003) say that questionnaires are ideal for data collection because they can be formulated to address specific objectives or research questions in the study. Any deficiencies were revealed in the pilot study. Interview schedules provided in-depth data that was not possible to get using questionnaires. It was also possible for the interviewer to clarify questions that were not clear in the interview schedule. Probing was used where the respondent was not clear. The instruments of data collection were Head teachers' Questionnaire; Deputy Headteachers' Questionnaire; Teachers' Questionnaire and BOM members' interview schedule. Document analysis was also used to obtain useful information. Questionnaires were also preferred to any other tool of data collection in the study because it allowed data to be collected from many respondents within a short period of time. The researcher developed the questionnaires

from the literature review and by generating questions that were felt to be relevant to the study.

3.6.1 Head Teachers' Questionnaire (HTQ)

The Head Teachers Questionnaire (HTQ) was used to collect data on social-cultural factors, economic factors and structural factors that influence participation of women in public primary school education management. Both closed ended and open ended questions were used to collect specific information (Appendix A). There were spaces provided for each question where the respondents were required to fill in the responses. The open ended questions allowed the respondents to give their demographic background. The first part was designed in an open ended format of required demographic profile from the respondents. The second, third and fourth parts were designed using a rating scale prepared in a closed ended format. The scale ranged from 'Very Low Influence' to 'Extremely High Influence.' (1 = Very Low Influence 2 = Low Influence 3 = Moderate Influence 4 = High Influence 5 = Very High Influence 6 = Extremely High Influence).

3.6.2 Deputy Head Teachers' Questionnaire (DHTQ)

The DHTQ was used to collect data on the social-cultural factors, economic factors and structural factors that influence participation of women in the management of public primary school education. Closed and open ended questions were used (Appendix B). There were spaces provided for each question where the respondent was required to fill in the responses. The open ended questions allowed the respondents to give their demographic background. The first part was designed in an open ended format of required demographic profile from the respondents. The second, third and fourth parts were designed using a rating scale prepared in a closed ended format. The scale ranged

from 'Very Low Influence' to 'Extremely High Influence.' (1 = Very Low Influence 2 = Low Influence 3 = Moderate Influence 4 = High Influence 5 = Very High Influence 6 = Extremely High Influence) .

3.6.3 Teachers' Questionnaire (TQ)

This questionnaire was used to obtain information on social-cultural factors, economic factors and structural factors that influence the participation of women in the management of public primary school education. (Appendix C). The teachers' questionnaire had spaces for the respondents to fill in the responses for closed questions as well as spaces for demographic background for the open ended questions. The first part was designed in an open ended format of required demographic profile from the respondents. The second, third and fourth parts were designed using a rating scale prepared in a closed ended format. The scale ranged from 'Very Low Influence' to 'Extremely High Influence.' (1 = Very Low Influence 2 = Low Influence 3 = Moderate Influence 4 = High Influence 5 = Very High Influence 6 = Extremely High Influence)

3.6.4 Interview Schedule for BOM members (ISBOMM)

The BOM interview consisted of open ended questions and was used to collect data on social-cultural, economic and structural factors that influence participation of women in the management of public primary school education (Appendix D). The BOM interview was open- ended which enabled the respondents to express their individual opinions and beliefs.

3.6.5 Document Analysis Guide (DAG)

The document analysis method focused on the observation of documents that were relevant. Secondary sources of data such as Ministry of Education circulars, BOM

meeting minutes, BOM files, application letters, personal files, school charts, school records and returns were examined by the researcher for information on representation of women in management of public primary education and ministry of education policies (Appendix E).

3.7 Validity of the Instruments

To be valid, a research instrument must measure what the investigator intends to measure. As noted by (Nachamia & Nachamia, 1996), validity is defined as the degree to which results obtained from the data actually represent phenomenon under study. The face validity of instruments was determined by presenting the questionnaires, interview schedule and the document analysis guide to three methods experts in the faculty of education, department of Educational Administration to examine the content and advice on face validity. Their expert advice and judgment was used to revise questionnaires, interview schedule and Document analysis instruments before preparing the final copies. Their comments and recommendations were used to revise the instruments before preparing the final copies.

3.8 Reliability of the Instruments

To ensure reliability, quality and efficiency of Questionnaires, Interview Schedules and the Document Analysis Guide, a pilot study was done to determine if they were; unbiased, covered all the information needed and were appropriate to the study. Mugenda and Mugenda (2003) recommend that 1% to 10% of the study population should be used in pilot study. A pilot study was administered to 3 head teachers, 3 deputy head teachers, 3 teachers and 3 BOM members to determine their reliability. This was done on persons who were not part of the study sample. The researcher distributed the questionnaires to the head teachers, deputy head teachers, teachers and BOM members of the schools

selected for piloting. Guided by the document analysis, the files, returns, charts, application letters, school records were perused by the researcher and relevant data concerning factors influencing participation of women in the management of public primary school education in Rongo Sub-County were collected. The questionnaires were administered to the respondents twice at an interval of two weeks to establish reliability. Pearson's r was used to compute the reliability coefficients. The reliability coefficients were 0.74 for head teachers, 0.81 for deputy head teachers and 0.84 for teachers at the set p -value of 0.05 for head teachers, deputy head teachers and teachers respectively.

3.9 Data Collection Procedures

Permission was obtained from the Rongo Sub-County Director of Education. The researcher visited the sampled schools to administer 52 questionnaires to male head teachers, 08 questionnaires to female head teachers, 50 questionnaires to male deputy head teachers, 15 questionnaires to female deputy head teachers, 77 questionnaires to male teachers, 191 questionnaires to female teachers and conduct interviews to 173 male school management committee members and 76 female school management committee members using interview schedules. After one week the researcher went back to the schools to collect the completed questionnaires. In depth interview schedules were administered in person by the researcher to 249 BOM members for a period of one month. The interviews lasted for eighteen to twenty minutes for each interviewee. The data from the interviews was collected in a note book and on tape recorders. Document Analysis Guides such as circulars, BOM files and minutes, school records and returns were examined by the researcher to obtain more information on the representation of females in primary education management. The researcher was available to explain the

purpose of study and other clarification where necessary. The questionnaires were collected at the time of the interviews.

3.10 Data Analysis

Quantitative data collected through closed ended part of the questionnaires and Document Analysis Guide were analyzed using descriptive statistics in form of frequency counts, percentages, means and ANOVA. Qualitative data obtained from open- ended parts of the questionnaires and interview schedules was arranged thematically on an ongoing process, organized into categories, sub-categories and themes as they emerged from the data. The items on the rating scale were coded using a six (6) score values of the rating scale as follows: VLI- Very Low Influence (1), LI- Low Influence (2), MLI- Moderate Influence (3), HI- High Influence (4), VHI- Very High Influence (5), EHI- Extremely High Influence (6). The responses were then converted into means in order to rate the influence of women participation in management of primary school education in Rongo Sub-County. One way ANOVA was carried out between the responses of head teachers, deputy head teachers and teachers to establish significant differences in the means of the head teachers, deputy head teachers and teachers.

3. 11 Ethical Considerations

The researcher followed the standards of research ethics. These included ensuring that participants were well informed of the study so that they could participate from a point of information. Permission was obtained from the SCDE through an introductory letter which was issued to the schools where the study was conducted. Informed consent from each research participant was obtained and utmost privacy and confidentiality maintained at all levels of the study. Each participant was therefore not asked to identify themselves in the questionnaire.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a demographic data of the respondents, results, analysis and discussion of the data collected during the study. The purpose of the study was to establish the factors influencing women participation in the management of public primary education in Rongo Sub-County. The chapter was organized according to the objectives that guided the study which were to:

- i. Establish the influence of socio-cultural factors on women participation in the management of public primary education in Rongo Sub-County.
- ii. Determine the influence of economic factors on women participation in the management of public primary education in Rongo Sub-County.
- iii. Determine the influence of structural factors on women participation in the management of public primary education in Rongo Sub-County.

4.2. Demographic Data of the Respondents

The return rate for the questionnaires was 100%.

Headteachers, deputy headteachers and teachers were asked in questionnaires to provide their background information. They were asked to indicate their gender in the spaces provided and the responses were as shown in Table 4.1.

Table 4.1**Gender of Respondents**

	Headteachers		Deputy Headteachers		Teachers		BOM	
	F	%	F	%	F	%	F	%
Male	52	86.7	50	76.9	129	48.1	173	69.5
Female	8	13.3	15	23.1	139	51.9	76	30.5
Total	60	100	65	100	268	100	249	100

From Table 4.1 it can be observed that out of 60 head teachers of public primary schools, 52 (86.7%) head teachers were male while 8 (13.3%) were female. Out of 65 deputy head teachers sampled, 50 (76.9%) were male and 15 (23.1%) were female. Out of 268 teachers sampled, 129(48.1%) were males while 139 (51.9%) were females. The BOM members interviewed had 173 (69.5%) male while 76 (30.5%) were female. This shows that the representation of women in the management of primary education is less than a third as required by the Constitution of Kenya 2010. Table 4.1 clearly indicates that despite female teachers being more than their male counterparts in the profession they are still under represented when it comes to management.

Head teachers, deputy head teachers and teachers were asked to provide their academic qualifications and the responses were as shown in Table 4.2.

Table 4.2**Academic Qualification of Head teachers, Deputy head teachers and Teachers**

	Headteachers		Deputy Headteachers		Teachers	
	F	%	F	%	F	%
Masters	2	3.3	2	3.1	7	2.4
Undergraduate	19	31.7	19	29.2	46	17.5
Diploma	29	48.3	21	32.3	67	22.8
Certificate	10	16.7	23	35.4	148	57.3
Total	60	100	65	100	268	100

Table 4.2 shows that only 2 (3.3%) head teachers, 2 (3.1%) deputy head teachers and 7 (2.4%) teachers were holders of masters degree. Head teachers with under graduate degrees were 19 (31.7%), deputy head teachers 19 (29.2%) and teachers 46 (17.5%) respectively. Table 4.2 further shows that 29 (48.3) head teachers, 21 (32.3%) deputy head teachers and 67 (22.8%) teachers had diploma certificates. Certificate holders equivalent to P1 or P2 were 10 (16.7%) for head teachers, 23 (35.4%) for deputy head teachers and 148 (57.3%) for teachers respectively.

Head teachers, Deputy head teachers and teachers were asked to indicate their job groups and the responses were as shown in Table 4.3.

Table 4.3**Job Groups of Respondents**

Job Group	Headteachers		Deputy Headteachers		Teachers	
	F	%	F	%	F	%
G	3	5.0	9	13.8	126	49.0
H	6	10.0	7	10.8	41	15.0
J	17	28.3	20	30.8	34	11.7
K	16	26.7	15	23.1	36	12.6
L	16	26.7	13	20.0	27	9.7
M	2	3.3	1	1.5	4	1.9
Total	60	100	65	100	268	100

Table 4.3 shows that at Job group G there were 3 (5.0%) head teachers, 9 (13.8%) deputy head teachers and 126 (49.0%) teachers while at Job group H there were 6 (10.0%) head teachers, 7 (10.8%) deputy head teachers and 41 (15.0%) teachers. At Job group J there were 17 (28.3%) head teachers, 20 (30.8%) deputy head teachers and 34 (11.7%) teachers while at Job group K there were 16 (26.7%) head teachers, 15 (23.1%) deputy head teachers and 36 (12.6%) teachers respectively. Job group L had 16 (26.7%) head teachers, 13 (20.0%) deputy head teachers and 27 (9.7%) teachers while Job group M had 2 (3.3%) head teachers, 1 (1.5%) deputy head teacher and 4 (1.9%) teachers respectively.

4.3 Influence of Socio-Cultural Factors on Women Participation in the Management of Public Primary School Education in Rongo Sub-County

The research question responded to was: what is the influence of socio-cultural factors on women participation in management of public primary school education in Rongo Sub-County.

The head teachers, deputy head teachers and teachers were asked to rate on a 6- point rating scale the influence of socio-cultural factors on women participation in the management of public primary school education in Rongo Sub-County and their responses were as shown in Table 4.4.

Table 4.4
Socio- Cultural Factors Influencing Participation of Women in Management of Public Primary School Education in Rongo Sub-County (HT- n= 60; DHT- n= 65; T- n= 268)

Aspects of Socio-Cultural Factors	RES	M	OM	ANOVA
Men discourage women from participating in Primary School Management.	HT	3.16		(F (2,328) = 3.679, p = .026)
	DHT	3.42		
	T	3.21	3.26	
Primary School Management is stereo-typed as masculine and a preserve for males.	HT	3.13		(F (2,328) = 1.798, p = .167)
	DHT	3.62		
	T	3.23	3.33	
There is gender bias in promotion of teachers to administrative positions in primary school education.	HT	3.08		(F (2,328) = 5.274, p = .006)
	DHT	3.1		
	T	3.72	3.33	
Some female teachers have sacrificed their role as wife and mother for professional career of leadership in primary school management	HT	3.53		(F (2,328) = .369, p = .692)
	DHT	3.74		
	T	3.72	3.66	
There is low attitude of the community towards women head teachers.	HT	3.88		(F (2,328) = 2.423, p = .090)
	DHT	4.11		
	T	4.36	4.12	
Some religious beliefs and cultural practices hinder women from participating in management of primary schools .e.g. the head of the house is the man.	HT	3.18		(F (2,328) = .218, p = .805)
	DHT	3.37		
	T	3.25	3.27	
Some women need to seek their husbands consent in order to take up leadership in schools.	HT	3.57		(F (2,328) = .858, p = .425)
	DHT	3.28		
	T	3.54	3.46	
Some stereotyped attitudes towards women affect their willingness to accept leadership positions .e.g. a woman's place is in the kitchen.	HT	3.13		(F (2,328) = 2.086, p = .126)
	DHT	3.74	3.44	
	T	3.44		
OVERALL	HT	3.33		(F (8,322) = 1.364, p = .211)
	DHT	3.55		
	T	3.56	3.48	

KEY: HT = Head teacher, DHT = Deputy Head Teacher, T = Teacher

Interpretation of Mean Ratings;

1.00 – 1.44= Very Low Influence (VLI)

1.45-2.44 = Low Influence (LI)

2.45- 3.44 = Moderate Influence (MI)

3.45-4.44 = High Influence (HI)

4.45-5.44= Very High Influence (VHI)

5.45-6.00 = Extremely High Influence (EHI)OM = Overall Mean

From Table 4.4 it can be observed that men discourage women from participating in public primary school management as this factor was rated 3.16 by head teachers, 3.42 by

deputy head teachers and 3.21 by teachers. These mean ratings were statistically different ($F(2,328) = 3.679, P < 0.05$). This means that the deputy head teachers ($M = 3.42$) was higher than the head teachers ($M = 3.16$) and teachers ($M = 3.21$) respectively. This also means that the three respondents did not agree on the level of influence. The ($OM = 3.26$) signifies that there was moderate level of influence. The interview findings revealed that there was indeed moderate influence in men discouraging women from participating in primary school management. Most of the male and female BOM members interviewed stated that to some extent men discourage their female colleagues from participating in educational management majorly due to social stereo-types. In this respect one BOM member stated:

Women are in problems when it comes to accepting to be in school BOMs because they cannot make decisions on their own and have to seek consent from their husbands. Many men feel threatened when their wives are part of management in schools and most of them never allow their wives to take up such roles.

These findings concur with Asengi's (2011) who found that in Vihiga Sub-County men discouraged women from participating in school management. Men indeed discourage women because they feel that women would abdicate their domestic responsibilities and duties such as taking care of the children and domestic chores. This view is rather not justifiable because these roles can be performed by house helps in the present time. Moreover women are equal to the tasks since they have the required expertise and it has been demonstrated by many women in many sectors. For instance in education there are many successful women University administrators as Vice Chancellors, Deputy Vice Chancellors, Dean of Students and so on.

Primary school management is stereo-typed as masculine and as a preserve for males was rated at 3.13 by head teachers, 3.62 by deputy head teachers and 3.23 by teachers. These mean ratings were not statistically different ($F(2,328) = 1.798, P > 0.05$). This indicated

that the three respondents agreed that primary school management is stereo-typed as masculine and as a preserve for males. The overall level of influence was moderate as signified by the (OM = 3.33). The interview findings also agreed with some BOM members attesting to the fact that management is actually stereo-typed by the society as masculine and a male domain. These findings agree with Onyango (2007) who found out that in Siaya County there was a strong cultural belief that all leadership positions were meant for men as they were the heads of the families and were to dictate decisions in management in all areas because a woman's place was in the kitchen. Looking at the success of various women who are head teachers and principals of primary schools, secondary schools and colleges this is an out-dated thought that should be done away with. It does not require masculinity and vigorous energy to be at the helm of school management.

The respondents mean rating on whether there was gender bias in the promotion of teachers to administrative positions in primary school management were 3.08 by head teachers, 3.10 by deputy head teachers and 3.72 by teachers. This showed statistically significant difference between the two means ($F(2,328) = 5.274, P < 0.05$). The mean for teachers (3.72) was higher than the deputy head teachers (3.1) and the head teachers (3.08). This means that the teachers highly rated the aspect that there is high influence in gender biasness in promotion of teachers. The overall level of influence was moderate as signified by the (OM = 3.33). This may be attributed to the fact that there are very few female teachers who have been promoted to management positions vis- a- vis the number of female teachers in the field. The interview findings also confirmed that there was gender bias in the promotion of teacher to headship when one BOM member expressed

concern that despite their school having more female teachers than male teachers, only male teachers were posted to head the school. The BOM member stated:

It is a fact that almost all primary schools in the Sub-County are headed by male teachers whereas there are many female teachers who are competent and work hard to realize good results in our schools and have even furthered their studies to improve their CVs and they are never promoted to headship positions even when they apply.

School charts showed only names of male head teachers in leadership succession since the inception of the school almost a decade ago. Suda (2007) found that there was a serious gender disparity in Kenya labour market. On the fact that some female teachers have sacrificed their role as wife and mother for professional career of leadership in primary school management, the head teachers rating (3.53), deputy head teachers (3.74) and teachers (3.72) showed no statistically significant difference ($F(2,328) = .369, P < 0.05$). This implies that the respondents believed that some female teachers have sacrificed their role as wife and mother to take up administrative positions in primary school management because the overall level of influence was high as signified by (OM = 3.66). These findings agree with the sentiments of a BOM member interviewed who observed that many meetings which take long hours and even during holidays and weekends have made some women managers to forget their gender roles. The study supports White (2006) who found out that some institutional management meetings are scheduled at odd hours and in odd places like restaurants and this has cost some women their marriages.

As shown in the Table 4.4, the respondents rating on whether there was low attitude of the community towards women head teachers were (3.88) for head teachers, (4.11) for deputy head teachers and (4.36) for teachers. There was no statistical difference in the means ($F(2,328) = 2.423, P > 0.05$). The mean ratings imply that the community has low attitude towards women head teachers as the level of influence was high as signified by

the (OM = 4.12). During the interviews of BOM members many observations were made like lack of women mentors who have succeeded in managing primary schools in the community to be role modeled by other women and the stereo-typed thinking that men are better managers. In this regard one BOM stated:

The worst thing is that most community members who participate in election of BOM members especially in primary schools are women because they are usually the majority in parents general meetings. The women have a tendency of not supporting their fellow women to these positions due to personal and petty issues. It is a pity that women are their own enemies

A study by Grambs (2002) revealed that women were their own enemies and do not get adequate and necessary support from one another to enable them be effective managers. This discouraging formed opinion and low attitude towards the female gender has discouraged many women from accepting to be in management positions in primary schools.

Ratings by the head teachers (3.18), deputy head teachers (3.37) and teachers (3.25) on the aspect that some religious beliefs and cultural practices hinder women from participating in management of primary schools showed no statistically significant difference ($F(2,328) = .218, P > 0.05$). This means that religious beliefs and cultural practices have moderate influence in hindering women from participating in management of primary schools as signified by the (OM = 3.2). All the respondents including the BOM members interviewed agree that there are some churches that have doctrines that do not allow women to sit in managerial positions. For instance the Catholic Church and the Seventh Day Adventists that are dominant in the community do not allow women to be priests and pastors respectively. Some cultural practices like a general belief that the head of the house is a man make the community believe that women cannot manage a school

effectively like men do. These support Chisikwa (2010) who reported that the patriarchal society views men to be superior to women in terms of leadership.

On the aspect that some women seek to find their husbands consent in order to take up leadership in schools, rated at (3.57) by head teachers, (3.28) by deputy head teachers and (3.54) by teachers showed no statistically significant difference ($F(2,328) = .858$, $P > 0.05$). This translates that all the three respondents agreed that there was high influence of husbands giving consent to their wives to accept leadership in schools as signified by the (OM = 3.46). This is because men view their wives as inferior when it comes to making decisions. One BOM member asserted during the interview that: “Biblically women are submissive to men and therefore they should not make important decisions on their own.” Therefore women fear accepting to take up leadership positions before they seek consent from their husbands. This concurred with a report by UNESCO (2002) on mainstreaming the needs of women which noted that in Africa men still treat women as second class citizens which had a big impact in slowing development of a nation.

Stereotyped attitudes towards women affecting their willingness to accept leadership positions was rated at 3.13 by head teachers, 3.74 by deputy head teachers and 3.44 by teachers. This indicates that there was no statistical difference in their response ($F(2,328) = 2.086$, $P > 0.05$). The (OM = 3.44) revealed that there was moderate influence. During the interviews BOM members expressed varied views on women leadership. Some asserted that women are seen as the weaker gender who cannot manage schools effectively as this requires strong men who are able to take leadership challenges head on. Domestic and family roles have also been seen as a heavy burden to the women folk hence a big work load if they accept leadership positions. Women themselves also have a

feeling of inferiority complex which make them have low self- esteem and lack of confidence as leaders as observed by one female BOM member. Kakane (1997) agrees that women are more comfortable with light duties and would be unwilling to take up challenging duties like heading a school.

Overall, socio-cultural factors do influence women participation in the management of primary education in Rongo Sub-County as concluded from the results in Table 4.4 that indicate overall head teachers rating (M =3.33), deputy head teachers (M = 3.55) and teachers (M =3.56). The average mean for the three respondents is (OM = 3.48) which is an indication that there was high influence of socio-cultural factors on women participation in the management of primary education in Rongo Sub- County. This showed that there was no statistical significant difference ($F(8,322) = 1.364, P > .05$). This means that the three groups of respondents agreed on the level of influence of socio-cultural factors on participation of women in the management of public primary school education in Rongo Sub-County.

4.4 The Influence of Economic Factors on Women Participation in the Management of Public Primary School Education in Rongo Sub-County

The research question responded to was: What is the influence of economic factors on women participation in the management of public primary education in Rongo Sub-County? The head teachers, deputy head teachers and teachers were asked to rate on a 6-point rating scale the influence of economic factors on women participation in management of public primary education in Rongo Sub-County and their responses were as shown in Table 4.5.

Table 4.5**Economic Factors Influencing Participation of Women in Management of Public Primary Education in Rongo Sub-County (HT- n= 60; DHT- n= 65; T- n= 268)**

Aspects On Economic Factors	RES	M	OM	ANOVA
Female teachers who are economically empowered struggle to be selected for participation in primary school management	HT DHT T	3.38 3.43 3.57	3.46	(F (2,328) = .433, p = .649)
Economic activities undertaken by women e.g. farming or selling groceries hinder them from participating in management of primary schools effectively.	HT DHT T	3.43 3.35 3.01	3.26	(F (2,328) = 2.276, p = .104)
Stagnation of women teachers in job groups does not give them opportunity to participate in primary school management	HT DHT T	3.23 3.55 3.81	3.53	(F (2,328) = 3.007, p = .051)
Women cherish being school managers because it empowers them socially, economically and academically.	HT DHT T	3.95 3.78 4.04	3.92	(F (2,328) = .728, p = .483)
Poverty has hindered women from effectively participating in management of schools.	HT DHT T	3.37 3.72 3.48	3.52	(F (2,328) = .740, p = .478)
Financial resource management in primary schools is viewed as a preserve for males.	HT DHT T	3.52 3.65 3.73	3.63	(F (2,328) = .348, p = .706)
Women have been proved to be better financial managers as compared to their male counterparts.	HT DHT T	4.02 3.85 4.68	4.18	(F (2,328) = 8.955, p = .000)
OVERALL	HT DHT T	3.56 3.62 3.76	3.65	(F (8,322) = 3.292, p = .002)

KEY: HT = Head teacher, DHT = Deputy Head Teacher, T = Teacher

Interpretation of Mean Ratings;

1.00 – 1.44= Very Low Influence (VLI)

1.45-2.44 = Low Influence (LI)

2.45- 3.44 = Moderate Influence (MI)

3.45-4.44 = High Influence (HI)

4.45-5.44= Very High Influence (VHI)

5.45-6.00 = Extremely High Influence (EHI) OM = Overall Mean

From Table 4.5 it can be observed that female teachers who are economically empowered struggle to be selected for participation in primary school management as this factor was

rated 3.38 by head teachers, 3.43 by deputy head teachers and 3.57 by teachers. These ratings were not statistically different ($F(2,328) = .433, P > .05$). This means that all the three groups of respondents means were rated highly and they all agreed that there was high influence as signified by the (OM = 3.46). The interview findings also concur with that of the respondents as the majority of BOM members interviewed confessed that women who are better placed economically feel motivated in participating in school management. One BOM member stated:

We respect women who have money in our community because they take much more interest than men in the activities of our schools and we give them opportunity to be in the BOM because we are sure the school will benefit from them.

These findings also agree with Wanjama (2003) who found out that in most institutions in Nairobi municipality women who have interest in management of schools are those who are well placed in society. This view can rather not be justified because it does not require financial stability or wealth to qualify one to be at management position. What is important is the brains, ideologies and adequate knowledge on matters of administration and management which trained and qualified women have. Moreover, most women managers of schools are not necessarily wealthy women in the society.

On the aspect economic activities undertaken by women hindering them from participating in management of primary schools effectively was rated 3.43 by head teachers, 3.35 by deputy head teachers and 3.01 by teachers. This means that they did not show statistically significant difference ($F(2,328) = 2.276, P .05$). The overall level of influence rated from the three respondents was medium as signified by the (OM = 3.26). The mean ratings concur with the interview findings that there is a moderate level of influence on economic factors undertaken by women hindering them from effectively participating in school management. A BOM member remarked:

I would rather go to my groceries business and put food on the table at the end of the day than attend long school BOM meetings without any sitting allowance paid for my time and in put in the meetings.

These findings also concur with Egbuna (2006) who noted that culturally women's role were to take care of their families by fending for them. Food is mainly got from economic activities such as farming and selling groceries. Abagi (1996) agree that in many societies it is women who have the task of performing farming duties to source for food for the family. FAWE (1998) noted that cultural division of labour where women are expected to participate more in farm work, marketing, domestic chores or care givers to children make them the least choice in finding time to participate effectively in school management either as head teachers, deputy head teachers or Board of Management members.

On the fact that stagnation of women teachers in job groups does not give them opportunity to participate in primary school management head teachers rated 3.23, deputy head teachers 3.55 and teachers 3.81. These mean ratings showed that there was no statistical significant difference ($F(2,328) = 3.0007, P = .05$). All the respondents were in agreement that stagnation of women teachers in job groups does not give them opportunity to participate in management especially as deputy head teachers and head teachers as they were rated highly as signified by the (OM = 3.53). One educated BOM member in a school who was conversant with the current promotion policy echoed:

The reality on the ground is that majority of women teachers in the field do not have the entry Job group to leadership positions in schools. Most female teachers in our primary schools have been in Job group G ever since they were employed on permanent basis by T.S.C several years back. My daughter is a victim of this circumstance.

From the study findings revealed in Table 4.3, a big percentage of women teachers are still at Job group J and below whereas the TSC policy on promotion indicate that only

those at Job group K and above are legible for promotion to head schools. This study findings concur with Irungu (2002) who established that most women teachers do not apply for headship positions in primary schools as they do not have high qualifications for such positions.

Head teachers rating (3.95), deputy head teachers rating (3.78) and teachers rating (4.04) on the fact that women cherish being school managers because it empowers them socially, economically and academically showed no statistically significant difference ($F(2,328) = .728, P >.05$). During an interview with the BOM members it was noted that women get high morale and are motivated when they are appointed to management positions. One BOM member said:

As a woman I feel appreciated and respected when I am given a chance and an opportunity to serve in school management boards. I ensure I participate with all my heart and passion to ensure our school emerges the best among other schools.

These findings agree with Khatete and Mutunda (2010) who stated that educational organizations are reflected in the level of social, economic and academic achievement of the management. The success of a woman leader depends highly on the level of psychological satisfaction and confidence they have in sitting at the helm of management.

Rating by head teachers (3.37), deputy head teachers (3.72) and teachers (3.48) on the fact that poverty has hindered women from effectively participating in management of schools indicated no statistical difference ($F(2,328) = .740, P > .05$). This means that they were all in agreement that poverty has hindered women from effectively participating in management of schools as their overall ratings revealed high influence as signified by the (OM = 3.52). According to BOM members interviewed the high cost of living affects parents especially women. The study established that high poverty levels in

most families make it hard for women to be comfortable in management of schools. Most women BOM members admitted that they would rather spend their time in economic activities that would raise their living standards instead of taking much time in school meetings that are not paid for. Avalos (2003) revealed that retention rate for females in schools were low due to poverty and other issues. The girl child would stay at home to participate in activities that would bring food on the table at the expense of going to school.

On the aspect of financial resource management being viewed as a preserve for males, the head teachers rating was (3.52), deputy head teachers (3.65) and teachers (3.73) showing that there was no statistical difference ($F(2,328) = .348, P > .05$). This means that all the respondents agree that there is high influence on the fact that financial resource management is a preserve for males as signified by the (OM = 3.63). In this respect one BOM member was quoted on saying that: “The stereo-typed thinking and formed opinion that it is men who know how to spend money has made the society to believe that women can never be entrusted with huge sums of money.” These findings also corroborate with UNESCO (2002) which revealed that women are still handicap in financial management skills. Many people believe that females do not have the qualities of handling money.

Women have been proved to be better financial managers as compared to their male counterparts was rated (4.02) by head teachers, (3.85) by deputy head teachers and (4.68) by teachers. These mean ratings were statistically different ($F(2,328) = 8.955, P < .05$). This means that the teachers (M = 4.68) were higher than the head teachers (M = 4.02) and deputy head teachers (M = 3.85). This also means that the three group of respondents did not agree on the level of influence though overall level indicated high influence as signified by the (OM = 4.18). The interview findings reveal that in the recent past the few

women who have headed primary schools have indeed proved to be better managers especially of the FPE funds allocated to schools. In this regard one BOM member remarked:

Our school has had the privilege of being headed by two females in the recent past and I can testify that their development record compared to those of males who have also headed our school is superb! The lady head teachers have managed and used the school finances very well.

These findings concur with Otula (2007) that most communities today accept the fact that women are more trustworthy with school funds more than their male counterparts.

From the results in Table 4.5. it can therefore be concluded that economic factors do influence women participation in the management of primary education in Rongo Sub-County as seen in the overall mean of (3.56) head teachers, 3.62 for deputy head teachers and 3.76 for teachers. The overall mean for the three groups of respondents was (OM =3.65) which indicated that there is a high influence of economic factors on women participation in the management of primary school management in Rongo Sub-County. The overall ratings showed that there was a significant statistical difference ($F(8,322) = 3.292, P < .05$) in the level of influence of economic factors in participation of women in the management of public primary school education in Rongo Sub-County.

4.5 Influence of Structural Factors on Women in the Management of Public Primary School Education in Rongo Sub-County.

The research question responded to was: what is the influence of structural factors on women in the management of public primary school education in Rongo Sub-County?

The head teachers, deputy head teachers and teachers were asked to rate on a 6 point rating scale the influence of structural factors on women participation in management of public primary school education in Rongo Sub-County and their responses were as shown in Table 4.6.

Table 4.6**Response on Structural Factors Influencing Participation of Women in Management of Public Primary School Education in Rongo Sub-County (HT- n= 60; DHT- n= 65; T- n= 268)**

Aspects on Structural Factors	RES	M	OM	ANOVA
Criteria used for appointment and promotion to headship is free and fair.	HT	3.35		(F (2,328) = .336, p = .715)
	DHT	3.38		
	T	3.21	3.31	
Policies guiding teachers' appointment to headship are clear in the District.	HT	3.47		(F (2,328) = 4.443, p = .012)
	DHT	4.09		
	T	3.43	3.66	
There are school policies, practices and procedures that discourage female teachers from aspiring for management positions in education.	HT	2.83		(F (2,328) = 1.828, p = .162)
	DHT	3.37		
	T	3.18	3.13	
Lack of effective education policies on identification, selection, appointment, deployment and training of women teachers influence participation of women in educational management.	HT	3.12		(F (2,328) = 3.079, p = .047)
	DHT	3.80		
	T	3.55	3.49	
Affirmative action policy has attempted to eradicate discrimination on basis of gender in appointment of women in primary school management	HT	4.18		(F (2,328) = .765, p = .466)
	DHT	3.86		
	T	3.96	4.00	
Some government policies affect the participation of women in educational management.	HT	3.12		(F (2,328) = .010, p = .990)
	DHT	3.15		
	T	3.13	3.13	
School organizations still prefer male candidates for managerial positions	HT	3.85		(F (2,328) = 1.491, p = .227)
	DHT	4.34		
	T	4.25	4.15	
OVERALL	HT	3.42		(F (8,322) = .780, p = .605)
	DHT	3.71		
	T	3.53	3.55	

KEY: HT = Head teacher, DHT = Deputy Head Teacher, T = Teacher

Interpretation of Mean Ratings;

1.00 – 1.44= Very Low Influence (VLI)

1.45-2.44 = Low Influence (LI)

2.45- 3.44 = Moderate Influence (MI)

3.45-4.44 = High Influence (HI)

4.45-5.44= Very High Influence (VHI)

5.45-6.00 = Extremely High Influence (EHI) OM = Overall Mean

From Table 4.6 it can be observed that the criteria used for appointment and promotion to headship is free and fair as this factor was rated 3.35 by head teachers, 3.38 by deputy

head teachers and 3.21 by teachers. These mean ratings were not statistically different ($F(2328) = .336, P >.05$). This means that all the three groups of respondents were in agreement that the criteria used for appointment and promotion is free and fair as signified by the (OM = 3.31) which indicated moderate influence. The interview findings revealed that all the BOM members were aware that at least one third of the members sitting in management of schools should be women. This is in line with the government policy documents from the DEO'S office in Rongo Sub-County which state that at least one third of education managers should be women, (Republic of Kenya, 2005). These findings concur with Onyango (2007) whose study was to examine factors that influence participation of women in secondary school management in Siaya District. In the study he found out that though the criteria used for appointment and promotion is clear and based on merit, women are reluctant to take up appointment positions to BOMs and headship.

The ratings were as follows on the aspect that policies guiding teachers' appointment to headship are clear in the Sub-County; head teachers 3.47, deputy head teachers 4.09 and teachers 3.43. These mean ratings were statistically different ($F(2328) = 4.443, P < .05$). This means that the deputy head teachers (M = 4.09) was higher than the head teachers (M = 3.47) and teachers (M = 3.43) respectively. This also means that the three group of respondents did not agree on the level of influence. The overall rating was (OM = 3.66) which indicated a high influence. The interview findings revealed that even though the policies guiding teachers' appointment to headship are clear in the Sub-County implementation is still a problem as very few women are head teachers of primary schools in the Sub-County. In this respect one BOM member stated:

Most officers in the D.E.Os Office are males and whenever they sit in interview panels for the promotion of head teachers they tend to always give an upper hand to their fellow males. It is unfortunate that even Education Officers have low and negative attitude towards women

teachers. There are even claims that the male teachers bribe the officers in order to be given schools to head.

This sentiment was confirmed from the Document Analysis Guides in the D.E.Os office in Rongo which confirmed the statistics as indicated in Table 1 on page 5. There were still very few women in headship positions as compared to their male counterparts. A study by Obura (2011) consent with the findings that despite high numbers of female teachers, there are very low numbers of female head teachers.

The ratings of head teachers 2.83, deputy head teachers 3.37 and teachers 3.18 on the view that there are school policies, practices and procedures that discourage female teachers from aspiring for management positions in education showed no statistical significant difference ($F(2,328) = 1.828, P > .05$). All the respondents consented that there were school policies, practices and procedures that discourage female teachers from aspiring for management positions in education as they rated moderate as signified by the (OM = 3.13). The interview findings also concurred with that of the respondents as the BOM members mentioned factors like pregnancy, domestic chores, taking care of children and other personal issues hindering women from being school managers as one BOM member was quoted: “Female education managers find a challenge in managing family roles and school roles effectively.”

Documents in the BOM files in some of the primary schools indicate that 8 women BOM members had in the past one year prior to the study asked to be relieved of their duties as BOM members or had been terminated by the general parents meeting for failing to attend three consecutive meetings without apology. These findings also agree with Omuya (2007) who reported in a Daily Nation Newspaper on mainstreaming the needs of women in Kenya that most women fear being deployed to work in far places especially

rural areas in line with a government policy which states that a government officer should be willing to take up responsibility in any part of the country.

The rating of head teachers 3.12, deputy head teachers 3.80 and teachers 3.55 on the opinion that lack of effective education policies on identification, selection, appointment, deployment and training of women teachers influence participation of women in educational management showed statistical significant difference ($F(2,328) = .3.079, P < .05$). This means that the deputy head teachers ($M = 3.80$) was higher than the teachers ($M = 3.55$) and head teachers ($M = 3.12$). This also means that the three groups of respondents disagreed on the level of influence though their overall ratings were high as signified by the ($OM = 3.49$). The BOM members interviewed revealed that level of education influenced gender imbalance in management of schools. The members observed that the current policy on selection and appointment of BOM members indicate that for one to be appointed as a chairperson of primary school BOM they must be holders of form four certificate. It was proved that in some school communities it was hard to find a woman with a form four certificate hence reducing their chances of rising to the executive management positions. A BOM member commented: “In our village there are hardly women who have studied up to form four level hence finding women who can be selected or appointed to serve in BOM executives is very difficult.”

These findings agree with Saito (2011) who observed that identifying, selecting and appointment of women teachers to educational management depended on their good will with education officers on the ground. Document analysis guides further confirmed these as the number of women teachers who applied to become head teachers in the year 2015 that the study was carried out was 48 compared to only 18 in the previous year. Despite

this increase in the number of female applicants who had the required qualifications only 3 were promoted.

On the aspect affirmative action policy has attempted to eradicate discrimination on the basis of gender in appointment of women in primary school management, head teachers rating was 4.18, deputy head teachers 3.86 and teachers 3.96. There was no statistical difference ($F(2,328) = .765, P > .05$). All the three group of respondents agreed that there was high level of influence as signified by the (OM = 4.00). The BOM interviews confirmed that the affirmative action policy by the government of Kenya which requires that a third of education managers should be women has motivated women in the recent past. The policy has enabled women to have a positive attitude towards holding leadership positions on boards of schools. One BOM member interviewed rejoined that if affirmative action is implemented more women would be involved in school management. A study by Nostrand (1993) on Gender Responsible Leadership found that affirmative action policies across the globe can increase the access of women to education and hence increase their participation in educational management.

Some government policies affect the participation of women in educational management was rated at 3.12 by head teachers, 3.15 by deputy head teachers and 3.13 by teachers. These mean ratings by the three respondents showed no statistically significant difference ($F(2,328) = .010, P > .05$). They all concurred on the level of influence which was moderate as revealed by the (OM = 3.13). One BOM member who was knowledgeable on the current policy cited one on promotion. He observed that women were reluctant to take up promotions to management positions because they usually involve transferring to other schools. Women like comfort zones and they would rather turn down promotions

than to be transferred and separated from their husbands and children. This research study is supported by Juma (2010) who asserts that some policies have been found to be a barrier in educational system as they fail to motivate women to aspire to top management positions. The education policy which states that a teacher can be transferred to teach anywhere in the country was also confirmed as having low influence on effective participation of women in management of public secondary schools in Vihiga and Sabatia Districts according to a study by Asengi (2011).

The factor on school organizations still prefer male candidates for managerial positions was rated at 3.85 by head teachers, 4.34 by deputy head teachers and 4.25 by teachers. These mean ratings were not statistically different ($F(2,328) = 1.491, P > .05$). This means that all the three respondents agreed on the level of influence which was high as signified by the (OM = 4.15). The in-depth interviews revealed that the gender imbalance in most primary school management was attributed to the formed opinion and stereotyped thinking that most people have towards women. One female BOM member categorically stated:

Women school managers lead overloaded and stressful lives which has made them to have a negative attitude towards education management hence affecting their effectiveness and willingness in participating in primary school management.

This finding was in agreement with Aemero (1995) who found out that most organizations have been created for men by men therefore reducing chances of women accepted to manage such organizations. Research findings by Onyango (2007) also reveal that parents, politicians and sponsors prefer and favour male education managers and a number of them have in the past rejected and locked out female head teachers posted in their schools. This claim is further proved by an article which appeared in a local daily

where a church minister led the congregation in locking out a female head teacher in Kisii County claiming that she was just a mere woman. (Daily Nation 2nd May, 2013).

Overall, structural factors do influence participation of women in the management of primary education in Rongo Sub-County as indicated in the result observed in Table 4.6 where head teachers overall mean rating is 3.42, deputy head teachers 3.71 and teachers 3.53. These mean ratings were not statistically different ($F(8,322) = .780, P, > .05$). This means that all the three respondents agreed that there was high influence of structural factors in the management of public primary education in Rongo Sub- County as signified by the (OM = 3.55).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary, conclusions and recommendations of the study.

5.2 Summary

The summaries of the study were guided by the following research questions:

- i. To what extent do socio-cultural factors influence women towards holding positions in public primary school education?
- ii. To what extent do economic factors influence women participation in management of public primary school education?
- iii. To what extent do structural factors influence women participation in the management of public primary school education?

5.2.1 Socio-cultural Factors Influencing Effective Participation of Women in Public Primary School Education Management in Rongo Sub-County.

The study established that; Men discouraged women from participating in primary school management in Rongo Sub-County since it was rated at 3.26. Men had a habit of discouraging their wives from accepting management duties because it took much of their family time and would make them abdicate their roles as wives. Primary school management is stereo-typed as masculine and a preserve for males as this factor was rated at 3.33. Indeed, African societies still view women as the weaker sex who are not capable of making important decisions.

There is gender bias in the promotion of teachers to administrative positions as it was rated at 3.33. This is evident from the demographic data that proved that only 11.7 %

females were head teachers and 88.2% head teachers were males. Some female teachers have sacrificed their role as wife and mother for professional career of leadership in primary school management since it was rated at 3.66. More women teachers are becoming motivated to take up management positions.

There is low attitude of the community towards women head teachers. This factor had high influence since it was rated at 4.12. The community discredits women and sees them as incompetent to handle management issues in schools. Some religious beliefs and cultural practices hinder women from participating in management of primary schools since it was rated at 3.27. To some extent some religious beliefs like the head of the house is the man made women to shy away from headship. Some cultural practices also undermined women making them feel inferior to men.

Some women need to seek their husbands consent in order to take up leadership in schools had a high influence since it was rated at 3.46. The study established that lack of support from spouses make women to lose interest in educational management. Some stereo-typed attitudes towards women affect their willingness to accept leadership positions had high influence as it was rated at 3.44. Beliefs that men are superior to women discourage women from effectively participating in management.

There was no statistical significance difference in the responses of the head teachers, deputy head teachers and teachers ($F(8,322) = 1.364, P > .05$) about the influence of social-cultural factors on women participation in the management of primary education in Rongo Sub-County. The overall head teachers rating ($M = 3.33$), deputy head teachers ($M = 3.55$), teachers ($M = 3.56$) and overall mean ($OM = 3.48$) is an indication that there is

high influence of socio-cultural factors on participation of women in the management of public primary school education in Rongo Sub-County.

5.2.2 Economic Factors Influencing Participation of Women in the Management of Public Primary School Education in Rongo Sub-County.

The study established that: Female teachers who are economically empowered struggle to be selected for participation in primary school management had high influence since it was rated at 3.46. Female teachers are motivated when they are entitled to higher basic salaries and allowances associated with heading schools. Economic activities undertaken by women had moderate influence as it was rated at 3.26. Women were reluctant to serve at management level since they are so committed to domestic and family roles that take too much time leaving them with little or no time for management activities and functions.

Stagnation of women teachers in job groups does not give them opportunity to participate in primary school management had a high influence since it was rated at 3.53. The T.S.C policy that only those at Job group K are legible for promotion to headship has barred many women teachers from qualifying for the same. Women cherish being school managers because it empowers them socially, economically and academically since it was rated at 3.92. Women who are at management positions are seen as role models and mentors to other women in the society. This improves their self-confidence and self-esteem which boosts their morale.

Poverty has hindered women from effectively participating in management of schools as it was rated at 3.52. The high cost of living is a challenge to parents especially mothers. This has made women to spend much time in fending for their families other than

spending long hours in institutional meetings without allowances. Financial resource management in primary schools is viewed as a preserve for males had high influence since it was rated at 3.63. Even though many studies have proved women to be better financial managers, there was still consensus that financial matters are treated as masculine. Women have been proved to be better financial managers as compared to their male counterparts had a high influence since it was rated at 4.18. Women are better managers of finances due to their development records compared to those of their male counterparts in various educational institutions.

There was a statistical significance difference in the responses of the head teachers, deputy head teachers and teachers about the influence of economic factors on women in the management of primary school education in Rongo Sub- County ($F(8,322) = 3.292, P < .05$). The overall mean ratings, head teachers ($M= 3.56$), deputy head teachers ($M= 3.62$), teachers ($M= 3.76$) and (OM = 3.65) indicate there was a high influence on economic factors influencing participation of women in management of public primary school education in Rongo Sub-County.

5.2.3 Structural Factors Influencing Participation of Women in the Management of Primary School Education in Rongo Sub- County

The study established that: The criteria used for appointment and promotion to headship is free and fair had a moderate influence since it was rated at 3.31. Despite clear guidelines on appointments and promotions from M.O.E and the T.S.C there was still cases of biasness which led to gender imbalance in management positions. Policies guiding teachers' appointment to headship are clear in the district since it was rated at 3.66. It was noted that clear policies were available but effective implementation was still a major challenge experienced in Rongo Sub- County.

There are school policies, practices and procedures that discourage female teachers from aspiring for management positions in education which had moderate influence as it was rated at 3.13. It was further established that transfer policy in case of a promotion discouraged most females from moving to schools in remote areas. Some schools also insisted that the head teacher resides in the school compound which was difficult for most female heads. Lack of effective education policies on identification, selection, appointment, deployment and training of women teachers influence participation of women in educational management since it was rated at 3.49. Lack of these clear policies has led to Education Officers devising their own suitable ways of promoting head teachers.

Affirmative action policy has attempted to eradicate discrimination on basis of gender in appointment of women in primary school management had high influence as it was rated at 4.00. It was revealed that the policy on affirmative action had encouraged more women to participate in educational management. Some government policies affect the participation of women in educational management had moderate influence since it was rated at 3.13. Some policies are a barrier to ensuring gender balance in management positions as they fail to motivate women from applying for the top positions. School organizations still prefer male candidates for managerial positions had high influence since it was rated at 4.15. It was revealed that as much as there is affirmative action policy implementation is a big problem because some parents, politicians and even some sponsors still have a negative attitude in female head teachers.

There was no statistical significance difference in the responses of the head teachers, deputy head teachers and teachers on the influence of structural factors on participation of women in primary education in Rongo Sub-County ($F (8,322) = .780, P > .05$). The

overall ratings for head teachers (M= 3.42), deputy head teachers (M= 3.71), teachers (M = 3.53) and overall mean for the three groups of respondents (OM= 3.55) indicated that there was high influence in structural factors influencing participation of women in management of primary school education in Rongo Sub-County.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

5.3.1. Socio-Cultural Factors that Influence the Participation of Women in Public Primary School Management in Rongo Sub-County

Social- cultural factors had high influence in participation of women in management of public primary school education in Rongo Sub-County as signified by the (OM =3.48).

Negative attitude of men towards women leadership discouraged the women from participating in primary school Management. There is also gender bias in promotion of women teachers to administrative positions in primary school education in Rongo Sub-County. Some female teachers have sacrificed their role as wife and mother for professional career of leadership in primary school management.

There is low attitude of the community towards women head teachers and some religious beliefs and cultural practices hinder women from participating in management of public primary schools in Rongo Sub- County. Some women also need to seek their husbands consent in order to take up leadership in the primary schools. Moreover, some stereotyped attitudes towards women affect their willingness to accept leadership positions in Rongo Sub-County.

5.3.2 Economic Factors Influencing the Participation of Women in the Management of Public Primary Education in Rongo Sub- County

Economic factors had a high influence in the participation of women in the management of public primary education in Rongo Sub- County as signified by the (OM = 3.65). Female teachers who are economically empowered struggle to be selected for participation in primary school management, though the economic activities undertaken by women hinder them from effectively participating in management of primary schools in Rongo Sub-County.

Stagnation of women teachers in job groups do not give them opportunity to participate in primary school management even though women cherish being school managers because it empowers them socially, economically and academically.

Poverty has hindered women from effectively participating in management of schools. Financial resource management in primary schools is still viewed as a preserve for males in Rongo Sub- County even though it was established that women have proved to be better financial managers in Rongo Sub-County.

5.3.3 Structural Factors Influencing the Participation of Women in the Management of Public Primary School Education in Rongo Sub-County;

Structural factors had a high influence on the participation of women in the management of public primary school education in Rongo Sub- County as signified by the (OM = 3.55). Criteria used for appointment and promotion to headship is free and fair in Rongo Sub-County and policies guiding teachers appointment to headship are clear though there are school policies, practices and procedures that discourage female teachers from aspiring for management positions in Rongo Sub-County.

Lack of effective education policies on identification, selection, appointment, deployment and training of women teachers influence participation of women in educational management in Rongo Sub-County. However, affirmative action policy has attempted to eradicate discrimination on basis of gender in appointment of women in public primary school management in Rongo Sub-County.

Some government policies affect the participation of women in primary educational management and the primary school organizations still prefer male candidates for managerial positions in Rongo Sub-County.

5.4 Recommendations

The following recommendations were made based on the findings and conclusions of the study:

5.4.1 Socio-cultural Factors Influencing Women Participation in the Management of Public Primary School Education in Rongo Sub-County

In the light of the findings that socio-cultural factors influence women participation in the management of public primary education in Rongo Sub-County, the study made the following recommendations:

- i. There is need for the society to change their patriarchal nature and negative attitude towards women leadership. The government agencies should carry out awareness and sensitization campaigns to enlighten the society on discarding the stereo-typed thinking that women cannot lead.
- ii. The women should take the lead in advocating for rights of women through appropriate forums so that their spouses are discouraged from making important decisions on their behalf.

5.4.2 Economic Factors Influencing the Participation of Women in the Management of Public Primary School Education in Rongo Sub-County

The study established that economic factors influenced participation of women in public primary school management in Rongo Sub-County. In light of this, the study made the following recommendations:

- i. The government should lower the standards of living of its citizens and ensure poverty is eradicated to enable women to get time to participate in management activities in schools.
- ii. The government agencies should train women on economic empowerment and financial management.

5.4.3 Structural Factors Influencing the Participation of Women in the Management of Public Primary School Education in Rongo Sub-County

The study established that some policies, practices and procedures discouraged women from effectively participating in the management of public primary education in Rongo Sub-County. In light of this, the following recommendations were made:

- i. The Ministry of Education and all schools should review school policies, practices and procedures that hinder women from effectively participating in educational management.
- ii. The government should strive to fully implement the affirmative action policies and millennium development goals on women empowerment so as to increase participation of women in education management.

5.5 Suggestions for Further Research

The purpose of the study was to establish factors influencing women participation in the management of public primary school education in Rongo Sub-County. The researcher suggested that further research should be conducted on the participation of women in educational management at all levels of education and the following areas critically examined:

- i. The effect of male dominance leadership on the long term attitude of the girl child towards educational management.
- ii. The role played by women in management positions in mentoring fellow women to have positive attitude in educational management.
- iii. Dual roles for women that influence gender imbalance in appointment of education managers.

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APPENDICES

Appendix A: Head Teachers' Questionnaire (HTQ)

The purpose of this questionnaire is to collect data for a study on “factors influencing women participation in the management of public primary schools education in Rongo Sub-County.” Your school is part of the sample and therefore you are kindly requested to complete it genuinely and provide any other additional information you may consider relevant for the study.

The information provided will be treated with utmost confidentiality. Tick (✓) or fill in the spaces provided appropriately.

Section A: Background information

1. Gender _____
2. Highest academic/professional qualification _____
3. Current job group _____

SECTION B: SPECIFIC INFORMATION ON SOCIO-CULTURAL FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of socio-cultural factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the provided spaces.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI) 4 = High Influence (HI) 5= Very High Influence(VHI) 6 = Extremely High Influence (EHI)

ASPECT	VLI 1	LI 2	MI 3	HI 4	VHI 5	EHI 6
Men discourage women from participating in Primary School Management.						
Primary School Management is stereo-typed as masculine and a preserve for males.						
There is gender bias in promotion of teachers to administrative positions in primary school education.						
Some female teachers have sacrificed their role as wife and mother for professional career of leadership in primary school management						
There is low attitude of the community towards women head teachers.						
Some religious beliefs and cultural practices hinder women from participating in management of primary schools. e.g. the head of the house is the man.						
Some women need to seek their husbands consent in order to take up leadership in schools.						
Some stereotyped attitudes towards women affect their willingness to accept leadership positions. e.g. a woman's place is in the kitchen.						

SECTION C: SPECIFIC INFORMATION ON ECONOMIC FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of economic factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the spaces provided.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI) 4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECTS	VLI 1	LI 2	MI 3	HI 4	VHI 5	EHI 6
Female teachers who are economically empowered struggle to be selected for participation in primary school management						
Economic activities undertaken by women e.g. farming or selling groceries hinder them from participating in management of primary schools effectively.						
Stagnation of women teachers in job groups does not give them opportunity to participate in primary school management						
Women cherish being school managers because it empowers them socially, economically and academically.						
Poverty has hindered women from effectively participating in management of schools.						
Financial resource management in primary schools is viewed as a preserve for males.						
Women have been proved to be better financial managers as compared to their male counterparts.						

SECTION D: SPECIFIC INFORMATION ON STRUCTURAL FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of structural factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the spaces provided.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI)

4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECTS	VLI	LI	MI	HI	VHI	EHI
	1	2	3	4	5	6
Criteria used for appointment and promotion to headship is free and fair						
Policies guiding teachers' appointment to headship are clear in the District.						
There are school policies, practices and procedures that discourage female teachers from aspiring for management positions in education.						
Lack of effective education policies on identification, selection, appointment, deployment and training of women teachers influence participation of women in educational management.						
Affirmative action policy has attempted to eradicate discrimination on basis of gender in appointment of women in primary school management						
Some government policies affect the participation of women in educational management.						
School organizations still prefer male candidates for managerial positions.						

Thank you for your cooperation.

APPENDIX B
DEPUTY HEAD TEACHERS' QUESTIONNAIRE (DHTQ)

This questionnaire is meant to collect data for a study on “factors influencing women participation in the management of public primary school education in Rongo Sub-County.” Your school is part of the sample and therefore you are kindly requested to complete it genuinely and provide any other additional information you may consider relevant for the study .The information provided will be treated with utmost confidentiality. Tick (√) or fill in the spaces provided appropriately.

SECTION A: Demographic Information

1. Gender: -----

2. Highest academic/ professional qualification: _____

3. Current job group: _____

SECTION B: SPECIFIC INFORMATION ON SOCIO-CULTURAL FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of socio-cultural factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the spaces provided.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI) 4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECT	VLI 1	LI 2	MI 3	HI 4	VHI 5	EHI 6
Men discourage women from participating in Primary School Management.						
Primary School Management is stereo-typed as masculine and a preserve for males.						
There is gender bias in promotion of teachers to administrative positions in primary school education.						
Some female teachers have sacrificed their role as wife and mother for professional career of leadership in primary school management						
There is low attitude of the community towards women head teachers.						
Some religious beliefs and cultural practices hinder women from participating in management of primary schools. e.g. the head of the house is the man.						
Some women need to seek their husbands consent in order to take up leadership in schools.						
Some stereotyped attitudes towards women affect their willingness to accept leadership positions. e.g. a woman's place is in the kitchen.						

SECTION C: SPECIFIC INFORMATION ON ECONOMIC FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of economic factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the provided spaces.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI)

4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECTS	VLI 1	LI 2	MI 3	HI 4	VHI 5	EHI 6
Female teachers who are economically empowered struggle to be selected for participation in primary school management						
Economic activities undertaken by women e.g. farming or selling groceries hinder them from participating in management of primary schools effectively.						
Stagnation of women teachers in job groups does not give them opportunity to participate in primary school management						
Women cherish being primary school managers because it empowers them socially, economically and academically.						
Poverty has hindered women from effectively participating in management of primary schools.						
Financial resource management in primary schools is viewed as a preserve for males.						
Women have been proved to be better financial managers as compared to their male counterparts.						

SECTION D: SPECIFIC INFORMATION ON STRUCTURAL FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of structural factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the provided spaces.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI)

4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECTS	VLI	LI	MI	HI	VHI	EHI
	1	2	3	4	5	6
Criteria used for appointment and promotion to headship is free and fair						
Policies guiding teachers' appointment to headship are clear in the District.						
There are school policies, practices and procedures that discourage female teachers from aspiring for management positions in education.						
Lack of effective education policies on identification, selection, appointment, deployment and training of women teachers influence participation of women in educational management.						
Affirmative action policy has attempted to eradicate discrimination on basis of gender in appointment of women in primary school management						
Some government policies affect the participation of women in educational management.						
School organizations still prefer male candidates for managerial positions.						

Thank you for your cooperation

APPENDIX C

TEACHERS' QUESTIONNAIRE (TQ)

This questionnaire is meant to collect data for a study on “factors influencing women participation in the management of public primary school education in Rongo Sub-County.”

Your school is part of the sample and therefore you are kindly requested to complete it genuinely and provide any other additional information you may consider relevant for the study. The information provided will be treated with utmost confidentiality. Tick (√) or fill in the spaces provided appropriately.

Section A: Demographic Information

1. Gender: _____
2. Job group: _____
3. Highest professional/academic qualification -----

SECTION B: SPECIFIC INFORMATION ON SOCIO-CULTURAL FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of socio-cultural factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the provided spaces.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI) 4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECT	VLI 1	LI 2	MI 3	HI 4	VHI 5	EHI 6
Men discourage women from participating in Primary School Management.						
Primary School Management is stereo-typed as masculine and a preserve for males.						
There is gender bias in promotion of teachers to administrative positions in primary school education.						
Some female teachers have sacrificed their role as wife and mother for professional career of leadership in primary school management						
There is low attitude of the community towards women head teachers.						
Some religious beliefs and cultural practices hinder women from participating in management of primary schools. e.g. the head of the house is the man.						
Some women need to seek their husbands consent in order to take up leadership in schools.						
Some stereotyped attitudes towards women affect their willingness to accept leadership positions. e.g. a woman's place is in the kitchen.						

SECTION C: SPECIFIC INFORMATION ON ECONOMIC FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of economic factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the available spaces.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI) 4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECTS	VLI	LI	MI	HI	VHI	EHI
	1	2	3	4	5	6
Female teachers who are economically empowered struggle to be selected for participation in primary school management						
Economic activities undertaken by women e.g. farming or selling groceries hinder them from participating in management of primary schools effectively.						
Stagnation of women teachers in job groups does not give them opportunity to participate in primary school management						
Women cherish being school managers because it empowers them socially, economically and academically.						
Poverty has hindered women from effectively participating in management of schools.						
Financial resource management in primary schools is viewed as a preserve for males.						
Women have been proved to be better financial managers as compared to their male counterparts.						

SECTION D: SPECIFIC INFORMATION ON STRUCTURAL FACTORS THAT INFLUENCE PARTICIPATION OF WOMEN IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOL EDUCATION.

The following are some of the aspects of structural factors that influence the participation of women in the management of public primary school education. Based on your knowledge and experience, rate the aspects using a tick (√) in the available spaces.

1 = Very Low Influence (VLI) 2 = Low Influence (LI) 3 = Moderate Influence (MI) 4 = High Influence (HI) 5 = Very High Influence (VHI) 6 = Extremely High Influence (EHI)

ASPECTS	VLI 1	LI 2	MI 3	HI 4	VHI 5	EHI 6
Criteria used for appointment and promotion to headship is free and fair						
Policies guiding teachers' appointment to headship are clear in the District.						
There are school policies, practices and procedures that discourage female teachers from aspiring for management positions in education.						
Lack of effective education policies on identification, selection, appointment, deployment and training of women teachers influence participation of women in educational management.						
Affirmative action policy has attempted to eradicate discrimination on basis of gender in appointment of women in primary school management						
Some government policies affect the participation of women in educational management.						
School organizations still prefer male candidates for managerial positions.						

Thank you for your cooperation

APPENDIX D

INTERVIEW SCHEDULE FOR BOARD OF MANAGEMENT MEMBERS

1. How long have you been in the BOM?
2. What is your position in the BOM?
3.
 - a. What is the total number of BOM members?
 - b. How many members are women?
 - c. Are there opportunities for female head teachers in the management of public primary schools?
 - d. What problems/challenges do you face in the BOM?
 - e. Do you have role models in primary education management?
 - f. Do you think affirmative action will help increase the representation of women in BOM?
 - g. Are women willing to take up management positions in the BOM whenever they are offered to them?
 - h. What are some of the socio-cultural factors that influence the participation of women in educational management?
 - i. Does the nature of work in the BOM discourage women from taking positions in the BOM?
 - j. What strategies can enhance women participation in public primary schools?

Thank you for your cooperation.

APPENDIX E

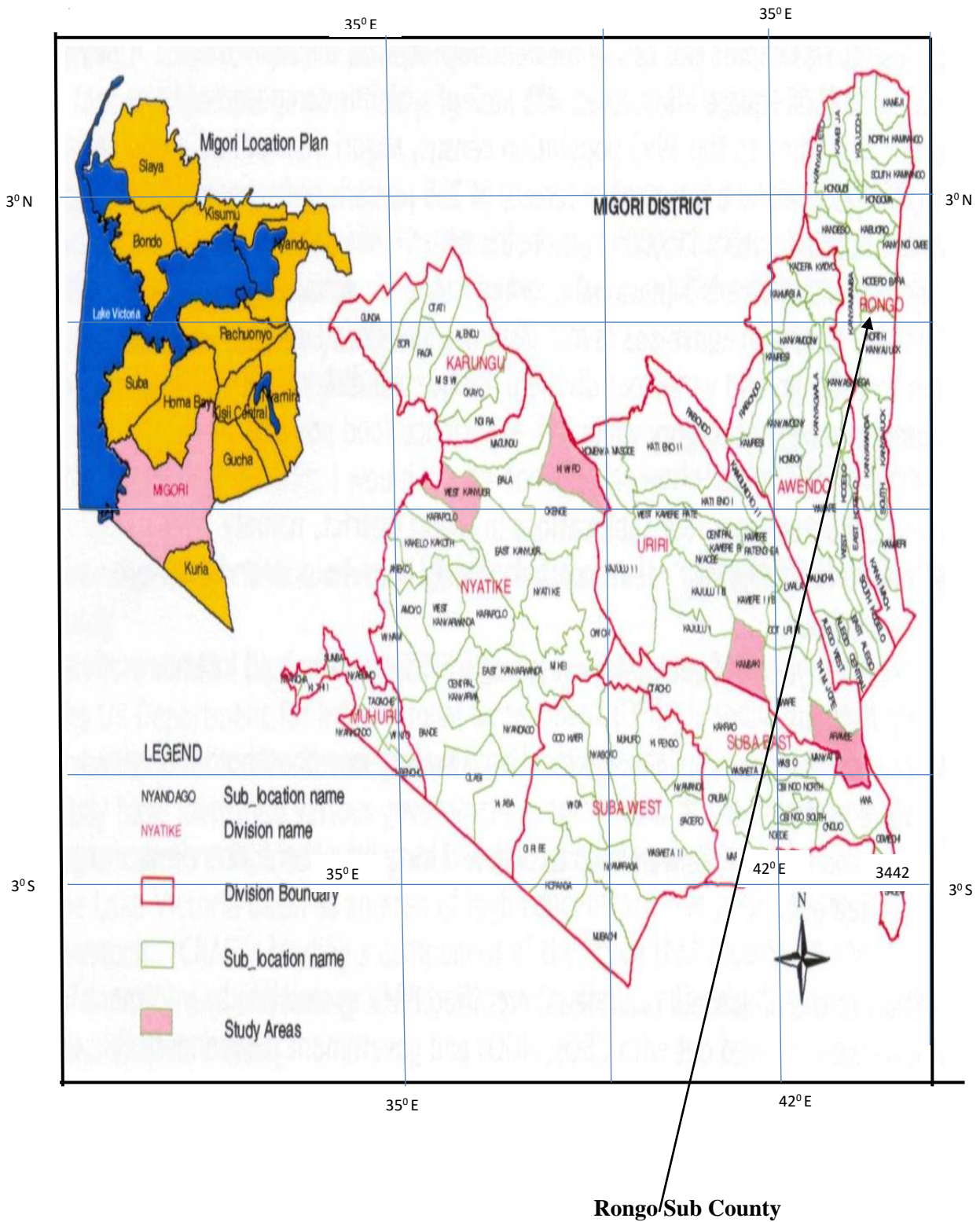
DOCUMENT ANALYSIS GUIDE (DAG)

Item	Remarks
Criteria for selection	
Gender equality	
Economic background of participants	
Socio-cultural background of participants	
Head ship returns	
Adverts for applications	
Trends of headship in schools	

Documents to be used:

1. Applications, selection, appointment and deployment of head teacher merit lists.
2. Education policy documents.
3. School charts indicating leadership in the schools BOM and staff members.
4. Confidential and personal files.
5. Staff minutes.
6. Curriculum Vitae.
7. BOM minutes

APPENDIX F: MAP OF RONGO SUB-COUNTY



MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone: 0203508047
Fax no: 0203508047
When replying please quote
REF: RON/ ED/GEN/1/VOL.II/217




DISTRICT EDUCATION OFFICER
RONGO DISTRICT
P.O. BOX 245- 40404,
RONGO
11/03/2015

TO
ALL HEADTEACHERS
RONGO SUB COUNTY

RE: RESEARCH AUTHORIZATION; LOYCE CAROLINE AKINYI
ADM.PG/MED/001/2012

This is to notify you that the above named, who is a post-graduate student of Maseno University pursuing Master in Education is hereby granted authority to carry out her research in your schools on 'Factors influencing women participation in the management of primary school education in Rongo Sub County, Kenya'.

Kindly assist her


KANDITI M.O.
SUB COUNTY DIRECTOR OF EDUCATION
RONGO.

**SUB-COUNTY EDUCATION
OFFICER, RONGO**
Email: deorongo@gmail.com
P.O. Box 245, RONGO.