

KENYATTA UNIVERSITY

**FACTORS CONTRIBUTING TO LOW PARTICIPATION OF WOMEN IN
MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN MANDERA NORTH
DISTRICT, KENYA.**

BY

ABDI SHEIKH MOHAMED

REG NO: E55/CE/11687/2007

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES
FOR THE REQUIREMENTS OF MASTER OF EDUCATION
DEGREE OF KENYATTA UNIVERSITY**

MAY (2011)

Declaration

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

Signature Date.....

Abdi Shiekh Mohamed

E55/CE/11687/2007

Supervisor(s)

We confirm that the work reported in this project was carried out by the candidate under my/our supervision as a university supervisor(s)

Dr. J.A.SHIUNDU, Phd

Signature..... Date.....

Department of Educational Management, Policy and Curriculum studies.

Kenyatta University

Prof. JACK GREEN OKECH, Phd

Signature Date

Department of Educational Management, Policy and Curriculum studies.

Kenyatta University

Dedication

This research work is dedicated to my entire family and Mr. Musdaf Abdullahi Ahmed a dear colleague and a friend.

Acknowledgement

I wish to register my deep appreciation to Dr. John. A. Shiundu and Prof. J.G.Okech, who are my university supervisors for guiding me through the process of writing this project. Using their wise counsel, patience and busy schedule, they aided me sufficiently in the study. To the District Education Officer, Mandera North District, who allowed me to get necessary information throughout the study period. My appreciation also goes to Mr. Musdaf A. Ahmed who spent sleepless nights to type and print the project. May God bless them all abundantly.

Abstract

Education is a major source of upward mobility in countries such as Kenya it is a principal instrument in fostering democracy, equality, and justice. The presence of women as teachers, administrators and professors in educational institutions, give them direct access to decision making and provide substantive role models for female students(Weiner,2004).There is a extremely disturbing low participation of female teachers in the administration of public primary schools in Mandera North District. This experience is a problem that has not been researched and documented. The primary purpose of this study was to find the factors that contribute to low participation of female teachers in the management of public primary schools in Mandera North District, (Kenya). The study adopted survey design which targeted all TSC teachers in the 28 public primary schools in Mandera North District. The researcher sampled 67 teachers in Mandera North District randomly selected from 20 schools. The schools were also randomly selected using simple random technique. The District Education Officer and the Head teachers of the sampled schools were also part of the study, yielding a sample size of 68 out of the targeted 183 teachers in the district. The researcher employed the use of questionnaires and interview schedule to collect data. Data collected were coded thematically and analyzed through manual technique using descriptive statistics such as percentages, frequencies and mean, to determine the teachers' responses on the factors contributing to low participation of female teachers in the management of public primary schools in Mandera North District.

Table of contents

CONTENT	PAGE
Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
List of tables.....	ix
List of figures.....	x
Abbreviations.....	xi
Abstract.....	Error! Bookmark not defined.
CHAPTER 1.0: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	5
1.4 Objectives of the Study.....	5
1.5 Research Questions.....	6
1.6 Significance of the Study.....	7
1.7 Assumptions of the Study.....	7
1.8 Limitations and Delimitations of the Study.....	7
1.9 Theoretical Framework.....	8
1.10 Conceptual Framework.....	11
1.11 Definitions of Central Terms.....	13
CHAPTER 2.0: LITERATURE REVIEW.....	15
2.1 Introduction.....	15
2.2 Women and Management of Public Primary Schools.....	15
2.3 Socio-Psychological Factors on Women’s Participation in Management of Public Primary Schools.....	17
2.4 The Ministry of Education Policy and Promotional Practices.....	19
2.5 Community Attitude on Women Participation in Management of Public Primary Schools.....	21
2.6 Professional Qualifications of Women in Primary Schools.....	22

2.7 Political Influence on the Appointment of Female Teachers to Administrative Positions in Mandera North District.	23
2.8 Summary.....	24
CHAPTER 3.0: METHODOLOGY.....	26
3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 Location of the Study.....	27
3.4 Target Population.....	27
3.5 Sample and Sampling Procedure.	27
3.6 Research Instruments.....	28
3.7 Validity and Reliability of Research Instruments.....	29
3.8 Data Collection Procedure	32
3.9 Data Analysis Plan.....	32
CHAPTER FOUR: 4.0: DATA ANALYSIS AND PRESENTATION	34
4.1 Introduction.....	34
4.2 Questionnaire Return Rate of Respondents	35
4.3 Demographic Information of Head Teachers and Teachers	35
4.4 Factors Contributing to Low Participation of Women in Public Primary Schools Management.....	442
4.4.1 Social- Psychological Factors Affecting Participation of Women in Management of Public Primary Schools	42
4.4.2 Ministry of Education Policies and Practices on Appointments.....	45
4.4.3 Respondents’ Suggestions on MOE Action to Improve Women Participation in Management of Public Primary Schools.....	48
4.4.4 Influence of Community Attitude on Participation of Women in Management of Public Primary Schools.....	49
4.4.6 Influence of Women’s Professional Qualifications on Participation in Management of Public Primary Schools	54
4.4.7 Ways of Improving Women Participation in Public Primary School Management in Mandera North District.	56
4.5 Discussion of Findings.....	56

CHAPTER FIVE: SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS...	663
5.1 Introduction.....	63
5.2 Summary.....	63
5.3 Conclusions.....	66
5.4 Contributions from the Study.....	67
5.5 Recommendations.....	68
5.5 Recommendation for Further Research	68
BIBLIOGRAPHY.....	69
APPENDICES:	
Appendix 1:Letter of Introduction	75
Appendix 2:Questionnaire for Head Teachers.....	94
Appendix 3:Questionnaire for teachers	76
Appendix 4:Interview Schedule for District Education Officer	83
<u>Appendix 5:Time Frame</u>	<u>93</u>
Appendix 6: Budget.....	94
Appendix 7: Sketch Map of Mandera North District.....	93

LIST OF TABLES

Table 4.1: Distribution of Respondents by Gender.....	36
Table 4.2: Respondents' Ages in Years	36
Table 4.3: Head Teachers' Marital Status	37
Table 4.4: Respondents Professional Qualifications	38
Table 4.5: Teachers Teaching Experience	
Table 4.6: Years of Experience of Head Teachers	39
Table 4.7: Duration of Teachers Stay in Current Station	40
Table 4.8: Deputy Head Teachers Appointment	41
Table 4.9: Head Teachers' Responses on Influence of Stakeholders Appointments.....	41
Table 4.10: Social – Psychological Factors Affecting Participation of Women in Management of Public Primary School	43
Table 4.11: Contribution of Stakeholders to Participation of Women in Management of Public Primary Schools	46
Table 4.12: Head Teachers and Teachers Responses on Community Working	50
Table 4.13: Responses on Political Influence on Women Participation in Community Activities.	52
Table 4.14: Responses on Women's Qualification for Appointments.....	54

List of figures

Figure 1.1: Conceptual Model of Factors Contributing to Low Participation of Female Teachers in Management of Public Primary Schools	12
Figure 4.1: Bar Graph Showing Responses on Socio-Psychological Factors Affecting Women Participation in Management of Public Primary Schools	44
Figure 4.2 Chart Showing Responses of Contribution of Various Stakeholders to Low Participation of Women in Management of Public Primary Schools	48
Figure 4.3: Percentages of Head Teachers and Teachers' Responses on Contribution of Community Attitude to Low Participation of Women in Public Primary Schools	51
Figure 4.4: Responses of Stakeholders on Political Influences on Women's Participation in Management of Public Primary Schools	53

Abbreviations

AEO	-	Area Education Officer
DEO	-	District Education Officer
EFA	-	Education for All
GDE	-	Gathering Department Of Education
PDE	-	Provincial Director of Education
TAC	-	Teachers Advisory Centre
SMC	-	School Management Committee
TSC	-	Teachers Service Commission
TTCs	-	Teachers Training Colleges
ZQASO	-	Zonal Quality Assurance and Standard Officer

CHAPTER 1.0 INTRODUCTION

1.1 Background to the Study

Most of public institutions in Kenya are managed by men. Effective management of our public primary schools requires the service of both male and females distributed in realistic proportion. This would ensure that pupils in schools have appropriate role models in management. The importance of having women in administrative positions is to involve them in decision making especially in areas that affect female education needs. Educational management is an art.

Head teachers of primary schools are trained at teachers' training colleges (TTCs) and Universities where they take courses in Educational Management. The Kenya Educational Staff Institute (KESI) also trains educational administrators and managers though management and leadership are synonymous. In the courses offered in K.E.S.I, administrators are trained on financial, staff personnel, student and management of resources. Curriculum instruction and community relations are also offered. Any trained teacher male or female with interest in Management can perform these tasks as trained. To become a head teacher of a primary school, one needs to have at least a P1 certificate. (MOEST Responsibilities and Duties in School/Educational Institutions for Headteachers; Deputy Headteachers; Senior Teachers and Class Teachers; Management Guidelines)

Under representation of women in general and particular in educational management of public primary schools has raised global concerns in the last three decades.

The situation in Africa on the whole is of even greater concern because women managers are fewer than their male counterparts. Despite the increasing number of women joining

primary school teaching and a number of promotions, there seems to be factors playing against the public expectations of continuous increase of women in primary school management position. In this twenty first century, of enhancing more female participation in attaining higher education and joining competitive careers, role modelling for girls in primary schools is seen as an answer. The MOEST Sessional Paper No 1 of 2005 “a policy framework for Education Training and Research” specifies the overall goal of education to achieve the EFA by 2015. To achieve this, some of the strategies proposed among others are; to increase proportions of women in teaching, management and research at all levels of higher institutions by 2010 and paying special attention to factors that enhance gender parity. For example gender balance at school management levels. Gender balance in Management of Institutions of learning may not easily be realized unless studies are done to expose the imbalances, identify the obstacles and provide recommendations that may lead to addressing the gender imbalance in education management by the Kenyan Government and stakeholders. The case of Mandera North District looks deplorable. There was therefore need for an investigation into factors contributing to low participation of women in the management of public primary schools in the district.

Table 1.1 Public Primary School Head Teachers in Mandera North District (2008)

(N=28)

Divisions	Head Teachers (N=28)		
	Male	Female	Total
Rhamu	9	1	10
Ashabito	10	-	10
Rhamu Dimtu	7	1	8
Total	26	2	28

Source: District Education Office, Mandera North, Statistics on Education (2008)

From Table 1.1, it was evident that female head teachers formed 2 (7.14%) of the head teachers in public primary schools in Mandera North District while the male head teachers formed 26 (92.86 %.) This situation has prevailed in the District long since independence (1963). The situation needs to be addressed in order to correct the gender imbalance.

Table 1.2 Deputy Head Teachers in Mandera North District (2008)

(N=28)

Division	Male	Female	Total
Rhamu	9	1	10
Ashabito	10	-	10
Rhamu Dimtu	8	-	8
Total	27	1	28

Source: District Education Office Mandera North, Statistics on Education (2008)

Table 1:2 shows that in the three divisions with 28 public primary schools, there is only one female deputy head teacher. This is a reflection of how much the district was insensitive to the pursuit for gender equity especially in public primary school's management positions.

1.2 Statement of the Problem

A glaring gender disparity in management of our public primary schools especially by women has been in existence for quite some time. This issue of low representation of women in the management of Mandera North District public primary schools by female gender impacted negatively on the role model of girls in the area of management of schools and other institutions. Most schools in Mandera North District are headed by men. The situation does not facilitate role modeling of girls to serve as future managers of their respective institutions or organizations. Women are seen as having a more

inclusive and consensual leadership style, drawing on staff resources, needs and aspirations, as staff input in development of policies and procedures, Carvan (1998). Based on this experience, there was need to investigate the factors contributing to low participation of women in management positions of primary schools in Mandera North District with a view to addressing them and to suggest ways and means for improvement in their representation in the management positions.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors that contribute to low participation of female teachers in the management of public primary schools in Mandera North District, with a view to bridging the gap and creating equal opportunities in management for both men and women in management positions. Specifically, the purpose of the study addressed the following aspects of the problem on selected variables such as the following.

- i) Socio-Psychological Factors.
- ii) Community Attitudes
- iii) Political Factors
- iv) Professional Qualifications

1.4 Objectives of the Study

The study sought to achieve the following specific objectives:

- i) To identify the socio-psychological factors that contributes to low participation of female teachers in the management of public primary schools in Mandera North District.

- ii) To determine the extent to which the community's attitudes towards the appointments of women, has led to their low participation in the management of public primary schools in Mandera North District.
- iii) To find out to what extent political influences on appointment have contributed to the low participation of women in the management of public primary schools in Mandera North District.
- iv) To establish the extent to which professional qualifications of women have led to their low participation in the management of public primary schools in Mandera North District

1.5 Research Questions

The study was guided by the following questions:

- i) What socio-psychological factors that contributes to low participation of women in the management of public primary schools in Mandera North District
- ii) To what extent has the community attitudes towards the appointment of women have led to their low participation in the management of public primary schools in Mandera North District
- iii) In what ways has political environment contributed to the low participation of women in the management of public primary schools in Mandera North District?
- iv) How has professional qualifications led to low participation of women in the management of public primary schools in Mandera North District

1.6 Significance of the Study.

The researcher hoped to reveal disparities that existed in the management of public primary schools in Mandera North District. The recommendation of the study might be of help to harmonization of the MoE and TSC policies to realistically address gender imbalances especially in primary schools.

Though some research has been done on gender disparities in education management at the national level, in Kenya no research had been done on gender discrimination in primary school management of Mandera North District. Findings will help in narrowing the gender gap in public primary school management positions.

1.7 Assumptions of the Study

The study was conducted under the following assumptions:

- i) That the public primary schools in Mandera North District are staffed with professionally qualified teachers.
- ii) That the schools in the study have women on teaching and administration staff.
- iii) That the respondents will be cooperative and provide reliable responses.

1.8 Limitations and Delimitations of the Study

- **Limitations**

The study limited itself to three divisions in Mandera North District. It could have been better to study the whole district for a wise generalization of the findings, however due to limited time and finances this was not possible.

- i. The population of women in the divisions is small and therefore the researcher was forced to rely on information given by more male respondents than female respondents despite the fact that the study targets the female gender. Though this did not have serious implication in the findings of the study, a balanced number of respondents could bring out a fair result.
- ii. Mandera North District has small population of Kenyan public primary schools. The findings were therefore generalized only to the area of study. Results generated were not generalized to other areas though it was hoped that some finding might have valid implication to the rest of the country.

- **Delimitation of the Study**

- i) Mandera North has 28 public primary schools. The study was confined to the 28 public primary schools. This was because it was only in public primary schools where TSC teachers were employed.
- ii) Though in the public primary school enrolment there could be teachers employed on temporary basis, such teachers were not involved in the study. Only TSC teachers were involved in this study. This was the only group which was subjected to uniform normal promotions to administrative and management positions and recommendations from this study addressed their plight.

1.9 Theoretical Framework

Hartman's (1999) and Eisenstein's (1979). Patriarchy Theory was adopted to guide the study. This theory advances the view that men exploit and dominate women. In Patriarchy and the implied gender based division of work are some of the causes of

women's absence at the important level of educational management. The concerns for women's status against men's are built on the realization that women remain subordinate to men. The concerns are attributed to patriarchal structures dominant in the majority of cultures globally.

Patriarchy concentrates power in the hands of men by allowing them to own and control property, make major decisions for the family and society.

Patriarchy allows men more social privileges such as education, leadership and it gives men more chances of leisure. From the power base, men systematically keep women out of the prominence in most of the influential sectors of the society.

Patriarchy has its roots in often long established traditions of male dominance which make the male and the social perspectives. In some communities, e.g. the Somali Community, women are not allowed to speak in public. Women are instead supposed to have men, preferably their husbands, brothers or fathers speak for them. In most societies the socialization process instills a lot of male ideology in growing up children. Boys are made to internalize that they will be leaders when they grow up, conversely girls are brought up to be submissive and passive, especially in the presence of men. Women are discouraged from acquiring qualities and attributes that will prepare them to become administrators and managers. If a woman is achievement oriented, assertive, ambitious and aggressive she is considered unfeminine. However, if a man has these qualities he is considered a real man.

Several myths and stereotypes which affect people's perception and reactions to women and men support the patriarchal ideology. In this context, men are assumed to be intellectually superior to women and therefore fit to hold top administration and

management positions. Women's attempt to climb to top management positions is often frustrated and met with a lot of resistance.

According to Clark (1990) women's basic problem is that society has not changed its thinking and expectation of women despite the fact that times have changed.

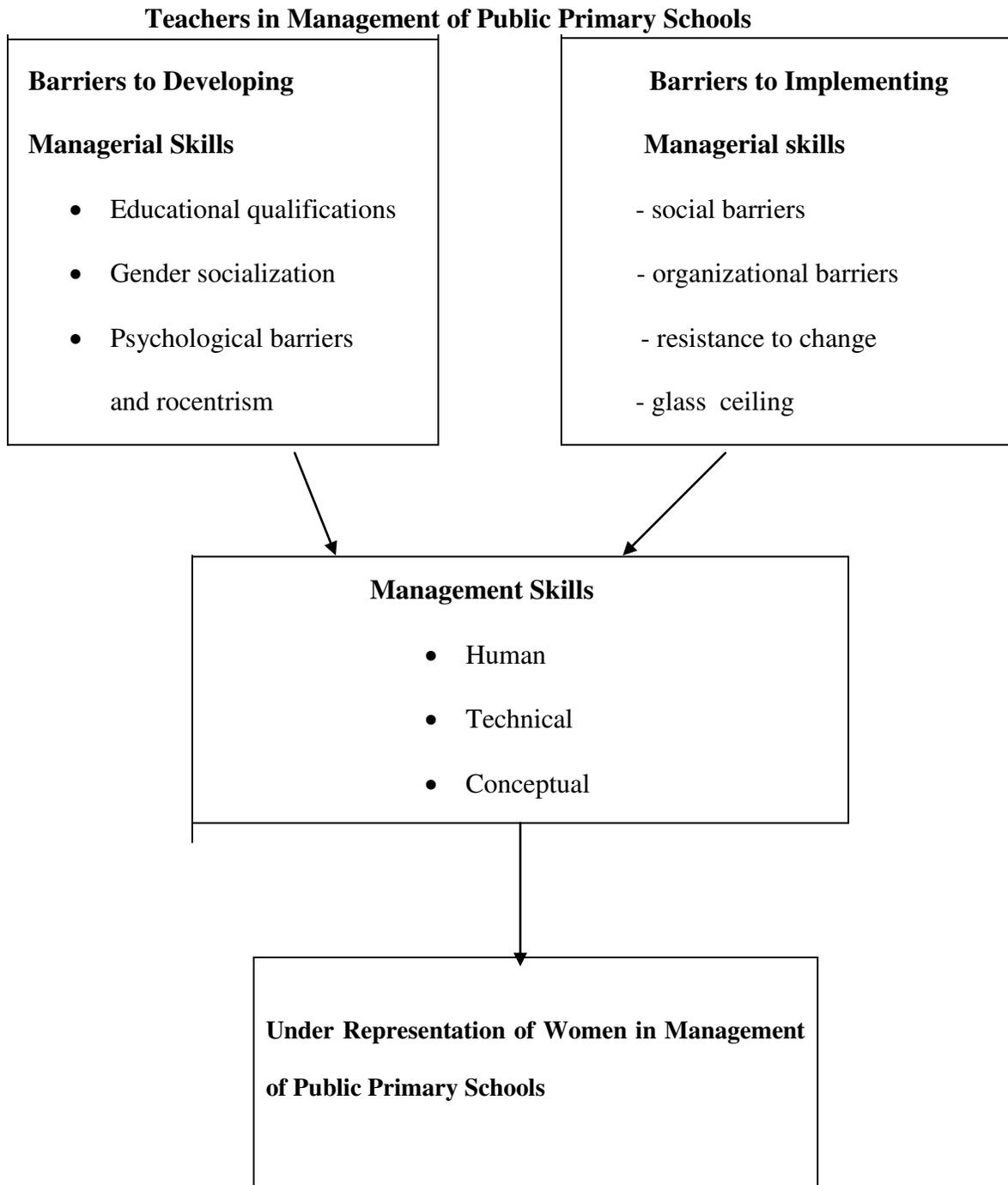
Patriarchal and male power has therefore shaped the construct of leadership, its culture, discourse, imaging and practices for centuries. Alternative conceptions of leadership have to attempt to legitimate themselves against the pervasive influence of these established models.

The capacity of patriarchal culture and structures to endure and to be recontextualized in changing conditions has been noted by Golding and Chen (1994). In their study of feminization of educational leadership positions in the elementary and secondary schools of Israel, Golding and Chen observe that as the number of women in principalship increase, the political, professional and bureaucratic power structures within which these women had to operate continued to be male dominated. Thus although women were developing effective leadership systems demonstrating the humane and effective outcomes of sharing or collaborating school cultures, these achievements received little public or career related acknowledgment.

Patriarchy is therefore an important dimension of the restructuring of modern societies as it is a living reality system that quite observably shapes the lives and differentiates the chances of women and men. The Patriarchy theory provided the framework for the researcher to analyze data as it contained the concepts that harmonized the findings of the study.

1.10 Conceptual Framework

Figure 1.1 Conceptual Model of Factors Contributing to Low Participation of Female



Source [Adopted from Katiz un Arul (2004) on the Management of Public Primary Schools, New York.

The conceptual framework that guided the study was based on the relationship between the three basics; skills applied in the management, the barriers that women face as they practice management and the outcomes which are under representation of women in educational management.

Successful management entails the application of the three developable skills; technical, human and conceptual skills. Men and women are capable of developing these skills effectively in management. However there seems to be barriers which seem to prevent the process of development and process of implementing these skills in women in management. These barriers are then classified into two categories; those that hinder the development of these skills and those that hinder the implementation of these skills by women. The barriers that hinder the development of these skills include low level of education qualification, gender socialization, vocational and psychological barriers. The barriers that hinder the implementation of these skills are; social barriers, organizational barriers, resistance to change and glass ceiling.

1.11 Definitions of Central Terms

- ❖ **Affirmation Action:** Giving priority or setting and quotas to give advantage to those who were already disadvantaged
- ❖ **Head teacher:** Also referred as Principal is the head of a primary school charged with the administrative responsibilities of the school.
- ❖ **Gender:** Socio-cultural division of people into male and female on their social relationship in relation to role right and power.
- ❖ **Promotion Path:** Means the way through by which teachers reach administrative position and rank through promotion
- ❖ **Primary School Management:** This is the process of running a school through management of personnel and physical resources for the realization of educational goals of the school.
- ❖ **Socialization:** The process of socio-cultural learning of values acquisition of knowledge, skills, attitudes through interaction of men and women with other members of the society and environment.
- ❖ **School Management Committee (SMC):** Refers to a body established by Education Act Cap 211 to oversee management of primary school on behalf of the Ministry of Education.
- ❖ **Management:** This is a complex activity and there have been many attempts to classify all the different kinds of behavior involved. For example in any organization the role of the manager is to keep a clear vision, set aims and objectives, plan, organize, control and coordinate, set standard and evaluate.

- ❖ **Public Primary:** This is a primary school initiated by the community for the education of their children.
- ❖ **Stereotypes:** These are assumptions made culturally or by individuals on different gender which usually contribute to under-representation and under achievement of women in education e.g. women are naturally tolerant and better equipped than men to look after children.

CHAPTER 2.0 LITERATURE REVIEW

2.1 Introduction

This chapter contains the review of literature related to the study. The literature reviewed addresses the various factors that could be hindering women from taking administrative positions in public primary schools.

2.2 Women and Management

There always have been more men than women in administrative positions in primary schools management of our schools always has been dominated by men. There is a prevailing social norm that management is a man's job. Today (2009) in education, this norm is reinforced by increasing number of men in the profession and a decreasing number of administrative positions available to the women's folk. Cranfield School of management notes that women are not administrators because they do not actively seek administrative jobs because there are forces in the profession perpetuating a cycle which encourages men and discourages women from seeking administrative positions (FTSE Cranfield School of management's Female index Cranfield School of management 12-Nov 2002).

New research from Cranfield School of management centre for developing women Business Leaders indicates a turnaround in the number of women directors running Britain's to business. The female FTSE research by Cranfield School of management reveals that following two years of falling numbers of women directors in the FTSE 100 companies, numbers have increased.

According to the report, in 2002 there were more female directors than ever before. Up to 7.2% of all FTSE100 board directors were female an increase of seven women thus

making 75 in total compared to 68 in 2001. However, it is in executive director posts that a significant increase has been seen with a 50% improvement from 10 in 2001 to 15 in 2002. Susan Vinnicambe, professor of organizational Behavior and Diversity management and director of the centre for developing Women Business Leaders at Cranfield School of Management, co-authored the report, she said:

“The increase in the number of female executive directors in the FTSE 100 this year (2002) is particularly pleasing. If this increase of 50% per annum continues, we will have gender parity on corporate boards in seven years! Yet with the median total earnings of FTSE 100 lead executives passing \$1.5 million this year, gender parity would require quantum leap in male attitudes to power-sharing and remuneration of women”

The Rt Hon Harvient Harman Mp Commented

“All male boards are old fashioned. Women are now consumers and employees and should not be shut out of the boardroom. All male boards will never deliver the family-friendly employment which women and their children need. How can women believe their work is taken seriously when it is okay for them to work at the bottom but men only at the top?”

Clara Freeman, chairman of opportunity Now, Whose organization, who presented the award to the company with the highest % of women on their boards at the annual opportunity Now Award in April 2003, commented;

“Its bad for women bad for business and bad for the economy to waste the potential of half the U.K’s workforce chairmen’s of companies on this list should question how

effective their leadership development is when only twelve companies have female executive directors”

During his Kenyatta day speech on 20th October 2005, President Mwai Kibaki reiterated the need to involve women in decision making levels so that they may be involved in influencing decisions geared towards alleviating gender inequalities in the Kenya Society.

Cronbach (1990) underscores the need for the role model (identifying figure) in the growth of any human being. He asserts that identification occurs from earliest childhood and that even most eminent adults take values and techniques from those they admire. The case on study by researcher is a case where society has very few females at decision making levels. Those who qualify are either unwilling to take up the positions or have barriers to the position.

2.3 Socio-Psychological Factors

Socialization means the acquisition of skills and traits that enable one to function effectively with other members of the society. Goldsten (1980) Socialization is not something that merely “happens’ to a person during infancy or childhood. Most attitudes, values, beliefs, and skills undergo a kind of psychological maturation that is part of the socialization process

Domestic responsibilities interrupt women participation in public life and compromise their ability to play leadership roles. Chishold (2001) Female education administrators in South Africa complained of a week filled with meetings that were scheduled for “arsenic” time and often extending to the night. This caused havoc for domestic

relationships Studying women-management positions and factors hindering their mobility, a study done at Nairobi MOEST, Headquarters

Wajamaa (2002) found out that most women proffered staying at their middle level ranks for fear of seeking promotions and being transferred to upcountry to work at District or Provincial Headquarters. This will strain her family relationship and affect her responsibility to her husband and children.

Sexuality is therefore a significant ingredient of individual personality. Robertson (1977) says our self concepts are strongly influenced by our feelings about our sexuality feelings that may range from one's competencies to incompetence's to one of guilt and moral righteousness

People make decisions which are based on an awareness of the potentialities and limitations of certain courses of action. Kim (1990) views that the choices made by men and women are limited amongst other things by social expectations of masculine and feminine behavior

Feminists feel that patriarchal society has classified things as masculine and feminine and men have claimed the best bit for themselves. Through the powerful process of socialization, this has led to men and women alike to internalize it all to think that these differences are something deeply rooted within our nature.

Dipboye, (1989) and Wanjama (1998) in their study found that gender stereotyping in educational leadership results in the exclusion of women from leadership positions. Women have been considered to be lacking task oriented traits such as aggressiveness, rationality and toughness so as to make good administrators

Taylor (1995) in her study of employment equity for women in Ontario school boards found out that there were established norms that led to resistance of a woman vice –head teacher. Due to her family obligations, she had to reschedule her programme and had to go to work with her kid. Teachers protested and told her to concentrate on her work “social work” as the school gets a new vice head –teacher. Many women fear to take up administrative positions for fear of institutional support networks quoting from Kennington (1988) Tyler, reports that many aspirants to educational management view themselves as unable to gain access to traditional informal male support systems. The issue of old boy’s network characterizes selection and exclusion

Studying gender disparities among the academic staff in teaching and management in Kenya, Kamake(1998) found out that there were very few females in administrative positions. She found out that women find administrative positions unsuitable to them due to the household responsibilities and child care and their ingressiveness in academic and professional pursuit. However, she failed short of identifying the fact that our society socializes women to take roles that men cannot take and that the sociological and psychological orientation of women is a landmark in their lives.

2.4 The Ministry of Education Policy and Promotional Practices.

Chisholm(2001) noted that the question of gender and leadership in school management and policy is one that has long exercised the mind of educational researchers. She noted that Gender Department of Education (GDE) was created in 1994 in South Africa committed to achieve gender parity in its administrative structure and school leadership.

The department was headed by a woman and this led to women occupying several senior positions. However, within six years, women have left the department and it became inaccessible due to presence of men who were unaccommodative of GDE policies. Chisholm questions the contradiction between policy and practice.

The Education Act (1968) Cap 211, Laws of Kenya, places the purpose of offering education and managing educational institutions to the Minister of Education. The Act however, puts restrictions on posting and appointment of school administrators to schools under voluntary organizations (sponsor).

This is a policy that has been inconsistent with the TSC promotion criteria of meritocratic promotions and posting of teachers to areas where their services are required.

The Government of Kenya has committed itself in the elimination of gender inequalities in educational institutions. To do this at the management level, the Government commits itself to offer gender training for key actors at all levels for purposes of systematic gender mainstreaming in development policies, programmes and budgeting (Republic of Kenya, 2002)

Kanake, (1998) says that the rigidity of the implementation of Government policies on gender equity and equality is due to dominance by men on decision making and guidance on who is to be appointed to decision making positions in Kenya (Feminists now argue that there is need to reclaim from the Government “our sex” and “our gender” since Government, through its interventions in schooling, has tried to dictate what ways these

can be expressed. Tooley (2002) views that the Government's inertia has left it stuck in the yesteryears and has not learnt of liberation feminism.

2.5 Community Attitude

Wanjama (2002) says that the problem caused by tradition on the perception of the role of and place of women and men in society are of critical importance. There is subtle resistance to women's participation in spheres long held by men. Chisholm (2001) says that recent research has linked the seemingly intractability of leadership as a male domain in educational management to both gender organization and culture. Kanake (1998) quoting Hertlinger (1979) notes that in the former Soviet Union, women constituted 70% of the total teaching force. However, they were very few in headship of schools. So girls grew up taught by women under the direction of men. This situation reinforces traditional attitudes towards sex roles.

Lee (1991) advances that Women have traditionally played submissive role in both China and Japan, where they were viewed as inferior and deprived of education. Inferiority and inability were held to be traditional virtues in women. The society takes women to lack administrative stamina. They are perceived to be soft, yielding, dependent on intuition, shy away from hard decisions and not capable of withstanding pressure (Kanake, 1998). With this attitude, communities spare the women from the hassles of management and either resist or yield to appointment of women to headship reluctantly.

Pam & Coldon (1998) critique' the criteria for promotability has been developed with evidence of how those in power to promote partially interpret notions such as

commitment and acceptance to disadvantage female managers. In her study on gender and leadership in South Africa educational management, Chisholm (2001) explains that each woman interviewed during her study had a narrative of the struggle to have her authority accepted once appointed to her position as a school head. Invariably, this involved a round a challenge to her competence and ability to exercise “strong” leadership role.

Communities in Kenya are embracing the spirit of acknowledging leadership of women as chiefs and assistant chief’s positions traditionally, known to be the preserve of men. Could this be sign of change of attitude?

2.6 Professional Qualifications.

Wangari (2003) says Gender equality means using the competencies and talents of every individual whether man or woman in building society, solving problems and preparing for the future Both men and women must therefore be given opportunity to acquire skills and training that will enable them to compete fairly in the job market. Bendera (1996) blames lack of enough professionally qualified teachers and women in other sectors in the Tanzanian economy on lack of role models for girls. She observes that models provide pupils with a sense of direction and encourage them to work hard. Teachers are the common models. However, there are few women making girls to abandon school at an early age.

Due to this, women continue to have less access to higher education and high positions as well as decision making posts at all levels, including the educational hierarchy.

Education can at least provide a means for everyone to climb the social ladder by merit. Since education is a vital element in a meritocratic society and thus an essential means of upward mobility, it's functions as a sorting mechanism distinguishing the more capable ones from the less capable(Lee,1991). Olembo etal (1992) view that in general, teachers will be willing to attend in-service training courses if they knew that such attendance would be taken into account should they apply for promotion

However, women are restricted to family and domestic responsibilities and thus may not find it easy to travel long distances from home.

Wanjama (2002), in her study of factors hindering women mobility to educational management in Kenya, recommended that gender inequality be addressed in every level of education to enable women to participate in the education sector and attain higher education levels. This will create a reservoir of female officers necessary to gradually advance into decision making levels.

Okech (1997) while discussing appointments and demotion of head teachers notes that school management requires knowledge and skills in educational leadership and the art of organizational behaviors. KESI provides opportunities for training education managers, but very few women have shown interests in the programme.

2.7 Political Influence on the Appointment of Female Teachers to Administrative Positions in Mandera North District.

Wanjama (2002) views that Political appointments often favor male officers for the obvious reason that they are more politically well connected. Though women benefit from this, they do not engage in canvassing, lobbying and are therefore not easily noticed for appointments

The under representation of women in powerful positions is an increasingly potential political issue in Britain with the Government and opposition vying for advantage in their media image.

Heward (1994) says Women experience career discrimination despite their numbers in the teaching force. For example in 1991 less than 5% of chairs in the universities were occupied by women

2.8 Summary

The literature reviewed shows that women are lowly represented in high ranking positions and especially in educational management globally. As a result of the recognition of the long standing neglect of the role of women in public school management, most of the existing literature treats this issue within the large context of community participation in the management of public primary schools is a phenomenon in mid 1990. This debate arose as a response to the realization that there was a serious gender disparity in education and all sectors of our country's development.

The concern of the theorists and professionals at the time was that the glaring gender gabs must be bridged. Studies that have focused more specifically on women participation in management of public primary schools has pointed out that there is a serious gender disparity as regards to women participants.

This view is supported by World Bank study of 1984 in Kenya. In this survey it's argued that women are underrepresented in education and all levels of management. Majorie Mbilingi decries the neglect of women in decision making mechanism.

Aringo (1987) says that schools administered by women experience problems due to their inefficiency, poor human relations, incompetence and their sex.

The proposed study will find out the factors that contribute to low participation of women in the management of primary schools in Mandera North District with a view of giving suggestions on how the prevailing situation can be reversed

CHAPTER 3.0 METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the factors contributing to low participation of women in the management of public primary schools in Mandera North District. This chapter presents the design of the study, location of the study, sampling procedure, the study population, validity and reliability of instruments, data collection procedure and data analysis plan.

3.2 Research Design

The study adopted a survey design. The purpose of the study was to investigate into the factors contributing to low participation of women in the management of public primary schools in Mandera North District. The survey design was concerned with gathering facts and obtaining pertinent precise information concerning the current status of women participation in management positions whenever possible, makes recommendations from the facts discovered for action. According to Lokesh (1984) survey research studies are designed to obtain pertinent and precise information concerning the current state of a phenomenon and whenever possible valid general conclusions from the facts discovered. Therefore descriptive survey was considered to establish the nature of existing condition. Since the events had already occurred, as discussed in the statement of the problem, the researcher selected the relevant variables: sex, age, status and work experience for analysis and their relationships

3.3 Location of the Study.

The study took place in three divisions of Mandera North District and concentrated on public primary schools. Mandera North District is one of the 11 districts in North Eastern Province. The district borders Hareri and Fino Divisions to the east, Wargadud Division to the south, Malkamari Division to the west and to the north Ethiopia. It covers an area of about 2500 square kms. Mandera North District is predominantly a pastoral region although subsistence farming is done a long Dawa seasonal river banks. There are 28 public primary schools in the three divisions of Mandera North District according to the District Development Plan, Mandera North.2009.

3.4 Target Population.

There are 154 Public Primary school Teachers, 28 Head teachers scattered in the three divisions of Mandera North District according to information in the D.E.O'S office-Mandera North, 2009). The study targeted the 154 teachers, 28 head teachers in the district and the D.E.O Mandera North. The 154, 28 and 1 D.E.O was the target population covering the entire district in terms of teachers, head teachers and D.E.O

3.5 Sample and Sampling Procedure.

The study involved head teachers, teachers in the three divisions and the District Education Officer, Mandera North. There were 28 head teachers of public primary schools in Mandera North District of whom only 20 were used.

Simple random sampling was used to sample 20 public primary schools which were involved in the study. From the 20 schools a sample of 30 percent of the teachers was randomly selected. The D.E.O Manderla North was part of the study sample. Simple random sampling yielded 47 teachers, 20 head teachers and one D.E.O which gave a total of 68 respondents for the study. Simple random sampling is a procedure in which all the individuals in the defined population have an equal chance of being selected as a member of the sample. The study used the lottery method of simple random sampling, where each of the N population members was assigned a unique number. The numbers were placed in a bowl and thoroughly mixed. Then, a blind folded researcher selected N numbers. Population members having the selected numbers were included in the sample.

Table 3.1 Sample (N=68)

Respondents	Target population	Sample	%
Head teachers	28	20	29
Teachers	154	47	69
District Education Officer's	1	1	2
Total	183	68	100

3.6 Research Instruments.

Questionnaires were used in the study. Two sets of questionnaires were developed, one for head teachers and another for teachers. An interview schedule was developed for the District Education Officer.

The questionnaires were divided into two parts. Part one was used to gather demographic data of respondents and school data such as age, sex, academic qualifications, management experience and school factors such as size of the school.

Part two of the questionnaire was used to gather information on factors contributing to low female participation in the management of public primary schools.

Walker (1985) observes that the use of questionnaire offers considerable advantages in management. The use of a questionnaire presents even stimulus to large numbers of people simultaneously and provides the investigator with a relatively easy accumulation of data. Further, the use of questionnaires allows the respondents time on questions that will require reflection to avoid hasty responses (Ogola, 2000)

3.7 Validity and Reliability of Research Instruments.

- **Validity.**

Mugenda (1999) defines validity as the accuracy and meaningfulness of inference which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under the study. Validity according to Borg and Gall(1989) is the degree to which a test measures what it purports to measure. Consultations and discussions with the lecturers in the line of study was done to establish content validity. The researcher sought assistance from research experts, experienced graduates, lecturers and experienced supervisors in order to help improve the reliability of the instruments.

- **Reliability.**

Mugenda(1999) defines reliability as a measure of the degree to which a research instruments yields consistent results or data after repeated trials. Content validity shows whether the items measure what they are designed to measure Borg and Gall(1989). Pilot study ensured instrument validity. Reliable instruments are supposed to be consistent and stable hence can be depended upon to yield similar results under similar circumstances Borg and Gall (1989). Split half technique was used to establish reliability coefficient for internal consistency of the instruments. The test items were split into two sub-sets, one with even numbered items and the other with odd numbered items. Scores of each sub-set were computed and correlated using Correlations(r). Spearman

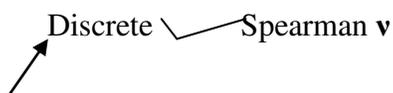
Rank Order Correlation formula is as under:

$$r = \sqrt{\frac{6\sum (d)^2}{N(N^2 - 1)}}$$

Since the ‘r’ value obtained represents one half of the test, a correlation that measures the Spearman- Brown Prophecy technique was used to establish the reliability of the full instruments

Where Re = Reliability Co-efficient

r = correlation co-efficient between halves and d=difference



Data ↘
Continuous

- Correlation (Discrete)
- Spearman rho: $r = 1 - \frac{6\sum(d)^2}{N(N^2-1)}$

Table: 3.3 **Test – Retest (N=6)**

Test ₁	Test ₂	d	d ²
3	4	-1	1
4	-1	3	9
10	8	2	4
1	5	-4	16
6	2	4	16
12	7	5	25
36	25	9	71

$$\sum d^2 = 71$$

$$r = 1 - \frac{6 \times 71}{N(N^2 - 1)}$$

$$r = 1 - \frac{6 \times 71}{6(6^2 - 1)}$$

$$= 1 - \frac{6 \times 71}{6 \times 35}$$

$$= 1 - 2 = -1$$

Source: Best and Kahn, Research in Education, 1971, p.378.

3.8 Data Collection Procedure

The researcher got clearance from the M.O.E and further clearance from the DEO's office Mandera North and the Divisional Education Offices before commencing the study. Permission was also sought from the Head teachers to conduct research in their institutions.

A covering letter explaining the purpose of the study was attached to the questionnaires. The covering letter introduced the study to the respondents. At the top of the questionnaire was an introductory statement which gave directions to the respondents on how to complete the questionnaire and gave assurance about the confidentiality of the information that was provided. This was done to motivate the respondents to give the information that was sought from them.

During the data collection exercise the researcher made two visits to the schools selected. During the first visit, the researcher distributed the questionnaires to the respondents and made arrangements with them on the convenient time as to when the completed questionnaires was to be collected. The second visit to the schools was made after one week when the researcher collected the completed questionnaires. The one week duration that was given was enough time for the respondents to complete the questionnaires.

3.9 Data Analysis Plan.

According to Gay (1992), the most commonly used method of reporting survey research results is by developing frequency distributions, calculating percentages and tabulating

them appropriately. Similarly Obai (1998) points out that analyzing survey research results includes coding, tabulating responses, translating the responses into specific categories, recording them appropriately and computing them using appropriate statistical ways.

Since the study adopted a survey design, the researcher employed it to guide the data analysis on sex, age, status and work experience using descriptive and inferential statistics. The study used frequencies and percentages because they easily communicate research findings to the majority of respondents (Gay, 1992).

Answers from the questionnaires were coded as per each objective of the research. The coded responses were analyzed deductively using SPSS computer package separately to analyze data on demographic information, degree of involvement of females in management of public primary schools and possible suggestions and recommendations for improving the distribution of managers. The objectives formed the mode of data analysis in chapter four.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The purpose of this study was to investigate into selected factors contributing to low participation of women in the management of public primary schools in Mandera North District, Kenya. To achieve this purpose, four research questions were generated to help and guide the study. These questions were:

- v) What socio-psychological factors that contributes to low participation of women in the management of public primary schools in Mandera North District?
- vi) To what extent has the community attitudes towards the appointment of women led to their low participation in the management of public primary schools in Mandera North District?
- vii) In what ways has political environment contributed to the low participation of women in the management of public primary schools in Mandera North District?
- viii) How has professional qualifications led to low participation of women in the management of public primary schools in Mandera North District?

The researcher employed two sets of questionnaires, one for teachers and another one for head teachers for data collections. An interview schedule was used for the DEO Mandera North District. The two questionnaires contained the same information in part II to elicit information on the four questions.

This chapter contains a presentation, analysis and interpretation of data obtained. Data are presented under demographic data on teachers and head teachers with emphasis on type of schools, gender, marital status, experience in teaching and headship, age, professional qualifications and distribution of gender in the schools visited.

Frequency distribution tables were used to present the data obtained and percentages sought to give a picture of general characteristics of the respondents. Similar type of data obtained from part I of the questionnaires (for teachers and head teachers) was analyzed collectively, while information from items that were found in only one questionnaire were analyzed separately. Part II of the questionnaire contained similar type of data and were analyzed collectively.

4.2 Questionnaire Return Rate

There were 67 questionnaires issued. These included 47 for teachers and 20 for head teachers. There were 45 teachers' questionnaires returned. This presented 95.7% return of the teachers' questionnaires. All the 20 head teachers fully completed and returned their questionnaires. This accounted for 100% of the head teacher's questionnaires returned. In total 65 duly filled questionnaires out of 67 distributed were returned. This represented 97.01% return rate. The return rate was considered high enough to facilitate data analysis.

4.3 Demographic Information

The teachers and head teachers were asked to provide information concerning their type of school, their gender, age, professional qualifications, marital status, designation and experience in years. This information was necessary as it showed the characteristic of the

respondents. All public primary schools that were involved in this study were mixed day primary schools.

Table 4.1 Distribution of Respondents by Gender

Gender	Teachers		Head teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	29	64.44	18	90	47	72.30
Female	16	35.56	2	10	18	27.70
Total	45	100	20	100	65	100

The data in table 4.1 show that male respondents were 47(72.30%) while female respondents were 18(27.70%) of the respondents. The representation of the two genders ensured that the researcher got information from the concerned groups, that was, both male and female respondents.

Table 4.2 Respondents Ages in Years

Age in Years	Teachers		Head Teachers		Total	
	Frequency	%	Frequency	%	Frequency	%
24-28	13	28.89	1	5	14	21.54
29-33	10	22.22	2	10	12	18.46
34-38	11	24.44	5	25	16	24.62
39-43	5	11.11	7	35	12	18.46
44-48	3	6.67	3	15	6	9.23
49-above	3	6.67	2	10	5	7.69
Total	45	100	20	100	65	100

Table 4.2 shows that 21(46.66%) of the teachers were in their thirties (29-38). The fact that 14(21.54%) percent of the teachers were between the ages 24-28 shows how early

they enter the profession and that those of the mid thirties could have stayed in the profession for a while and therefore they could understand the factors that influenced women's participation in the management of public primary school. Most 12 (60%) head teachers were of aged between 39 and above years. This showed that age had been a factor determining the appointment of teachers into administrative positions in public primary schools.

Table 4.3 Head Teachers and Teachers Respondents Marital Status.

Marital Status	Teachers		Head Teachers		Total	
	Frequency	%	Frequency	%	Frequency	%
Single	5	11.11	1	5	6	9.23
Married	33	73.33	16	80	49	75.38
Widowed	7	15.56	3	15	10	15.38
Separated	0	0	0	0	0	0
No Response	0	0	0	0	0	0
Totals	45	100	20	100	65	100

Table 4.3 presents the marital status of respondents. It shows that 6(9.23%) were not married while 49(75.38%) were married. Those widowed and separated were 10 and 0 respectively both forming only 10(15.38%). This showed that majority of the head teachers had taken up administrative positions even when they were married.

Table 4.4 Respondents Professional Qualifications

Professional Qualification	Teachers		Head Teachers		Total	
	Frequency	%	Frequency	%	Frequency	%
B.ED	10	22.22	12	60	22	33.85
DIP. ED	19	42.22	6	30	25	38.46
PI	16	35.56	2	10	18	27.69
Did not indicate	0	0	0	0	0	0
Total	45	100	20	100	65	100

Table 4.4 shows that 18(27.69%) of the respondents had PI certificates. Those with Diploma in Education (Dip. Ed) were 25(38.46%). Twenty two respondents had Bachelor of Education degree. This information showed the professional qualifications of the respondents. According to this information, professional qualifications did not hinder women from participating in the management of public primary school as they were as qualified for the administrative positions.

Table 4.5 Teachers' Teaching Experience

Years	Frequency	%
1-5	10	22.22
6-10	20	44.44
11-15	7	15.56
16-20	5	11.11

21-25	2	4.44
26-30	1	2.22
Total	45	100

Table 4.5 presents data on the years of experience for the teachers. According to the table 10(22.22%) of the teachers had been in the teaching profession between 1-5 years. Twenty (44.44%) teachers had taught between 6-10 years, 7(15.56%) of them had taught between 11-15 years. Those with more than 16 years of teaching experience were only 8(17.77%). This shows that participants in this study had varied teaching experiences and would thus give varied responses on the factors that influenced women's participation in the management of public primary schools in Mandera North District.

Table 4.6 Head Teachers Leadership Experience

Years	Frequency		%	
	Male	Female	Male	Female
1-3	1	1	5	5
4-6	2	0	10	0
7-9	4	1	20	5
10-12	6	0	30	0
13-15	2	0	10	0
16-18	2	0	10	0
19-21	1	0	10	0
22-24	0	0	0	0
Total	18	2	90	10

Table 4.6 shows the years of experience for the head teachers. Two (10%) of the head teachers had served between 13-15 years. Two head teachers had served for one to three years. Two (10%) had served between 4-6 years and only one (5%) had served for 19 to 20 years. This shows that head teachers had varied experiences and would thus give varied responses on the factors that influenced women’s participation in the management of public primary schools in Mandera North District.

Table 4.7 Duration of Teachers’ Stay in Current Station

Numbers of Years	Frequency		Percentage	
	Male	Female	Male	Female
1-3	10	8	22.22	17.78
4-6	9	5	20	11.11
7-9	6	2	13.33	4.44
10-12	2	1	4.44	2.22
13-15	1	0	2.22	0
Above 15	1	0	2.22	0
Total	29	16	64.44	35.56

Table 4.7 shows that 18(40%) of the respondents had been in their current station for between one to three years, 14(31.11%) for between four to six years, 8 (17.78%) for between seven to nine years, 3(6.67%) for between ten to twelve years.

This showed that the teachers had served in their current stations long enough and they might have understood the factors that hindered women from taking up administrative positions in their schools.

Table 4.8 Deputy Head teachers Appointment

Appointment	Frequency		%	
	Male	Female	Male	Female
Internal	5	1	17.86	3.57
External	22	0	78.57	0
Total	27	1	96.43	3.57

The Table 4.8 shows that 22(78.57%) appointments of deputy head teachers were sourced Externally. According to the table only 6(21.43%) of the deputy head teachers benefited from vacancies in their current stations. This showed that external sourcing of deputy head teachers was common in Mandera North District.

Table 4.9 Head Teachers’ Responses on Influence of Various Stakeholders on Appointment of Head Teachers

	Stakeholder	Frequency	%
A	Member of Parliament	1	5
B	School Management Committee	6	30
C	PDE/DEO	10	50
D	Community	3	15

E	Staff	-	-
F	Students	-	-
G	Others (specify)	-	-
	Total	20	100

From Table 4.9 it is notable that the respondents rated the SMC and PDE/DEO as highly Influential in appointments to administrative positions in public primary schools; 6 (30%) and 10 (50%) respectively. The Member of Parliament, School Management Committee and Community Pressure also influenced the appointments. The students and teaching staff rarely influenced the appointments.

4.4 Factors Contributing to Low Participation of Women in Public Primary Schools

Management

To solicit for information in this section, the possible factors were put into five sub categories; namely; social-psychological factors, community attitudes, influence of politics, influence of women’s professional qualifications and Ministry of Education policies and promotion practices.

Findings on each of these factors were as described below.

4.4.1 Social- Psychological Factors That Affect Participation of Women in the Management of Public Primary Schools

Respondents were asked to rate the socio-psychological factor that affected participation of women in the management of public primary schools in a five point Likert Scale. On

the basis of their judgment, they were asked to indicate whether they strongly Agreed (5points), Agreed (4points), Disagreed (2points), Strongly Disagreed(1point) or Not Sure(3points), about the factors that were suggested. Table 4.10 shows their responses.

Table 4.10 Responses on Factors Affecting Participation of Women in Management of Public Primary Schools (N=67)

S/N	Factors	SA (5)	A (4)	NS (3)	D (2)	SD (1)	TOTAL	MEAN SCORE
1	Marital duties discourage women from taking management positions in public primary schools	18	20	12	9	6	227	3.5
2	Children bearing discourage women from taking management positions in public primary schools	22	20	12	8	3	221	3.4
3	The position is too challenging for women	12	24	18	10	1	215	3.3
4	Women view the position as masculine	24	20	14	4	3	221	3.5
5	Women are discouraged by their spouses	5	26	13	12	9	193	2.97
6	Women are discouraged by their colleagues	2	3	17	22	21	109	1.69

Table 4.10 above shows the responses given by the teachers and head teachers on each of the suggested factors contributing to low participation of women in public primary schools management.

According to the Table 4.10, marital duties had the highest mean score, (3.5) implying that the respondents strongly agreed that as a factor, it greatly affected women's

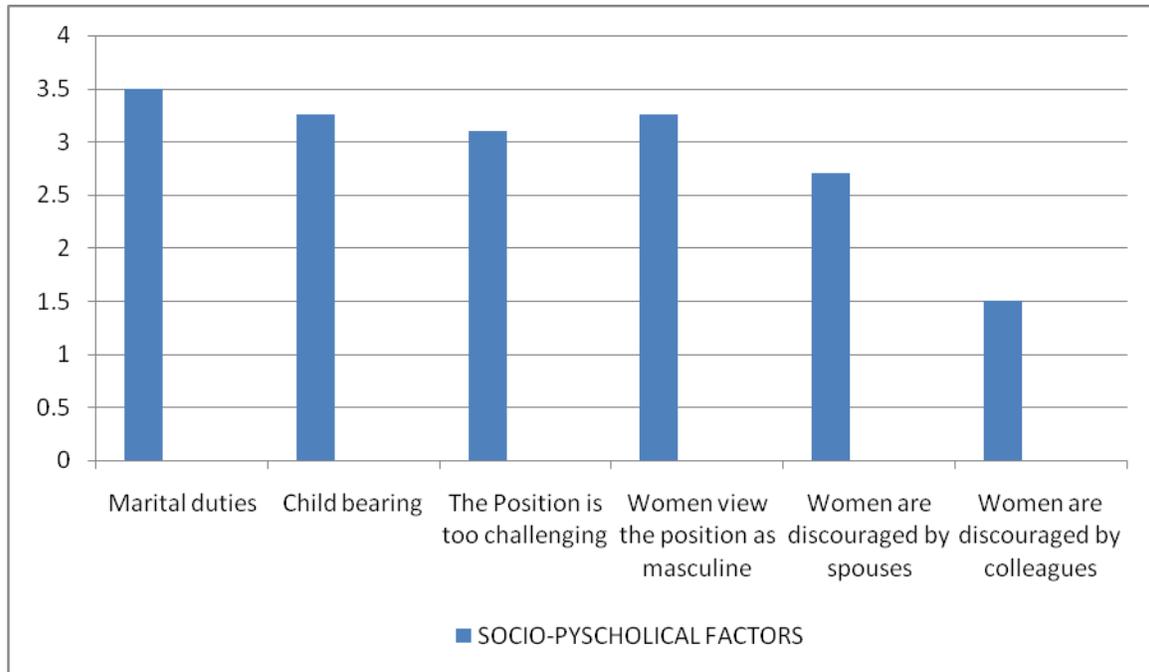
participation in management of public primary schools. Child bearing and women's view of the position as masculine also rated highly with a mean score of 3.4 implying that the respondents agreed that the two factors influenced. On the other hand, discouragement by colleagues was rated lowly by getting a mean score of 1.69 implying that the respondents disagreed with the assertion that women were discouraged by colleagues from taking up the management positions.

Sighting other socio-psychological factors that influenced the participation of women in management, various factors were suggested, these included: the view that administration is bothersome and takes most of one's free time, fear of working far from home, fear of attending seminars organized away from home, fear of external forces and fear of being challenged by big male pupils. The most prevalent factor as was reported by the respondents was that responsibility allowances given to head teachers and deputy head teachers were so little that aspiring qualified women felt discouraged from taking up administrative positions.

Figure 4.1 Bar Graph Showing Responses on Factors Affecting Women

Participation in Management of Public Primary Schools

(N=67)



According to the Figure 4.1 marital duties were rated highest as a factor that affected women's participation in the management of public primary schools. Child bearing and women's view of the positions as masculine were also rated highly.

4.4.2 Ministry of Education Policies and Practices

Respondents were asked to indicate on a Five Point Lickert Rating Scale the extent to which the various education stakeholders influenced the participation of women in the management of public primary schools in Mandera North District. Their responses were as shown in Table 4.12 below.

**Table 4.11 Responses of Stakeholders on Low Participation of Women in the
Management of Public Primary Schools**

(N=67)

S/N	Factors	SA (5)	A (4)	NS (3)	D (2)	SD (1)	TOTAL	MEAN SCORE
1	The role of school sponsor highly influences women participation in management of primary schools	21	16	3	18	7	214	3.29
2	The role of DEO/PE highly influences women participation in management of primary schools	35	10	2	16	2	257	3.95
3	The role of MP highly influences women participation in management of primary schools	12	26	3	13	11	219	3.36
4	The role of the school community highly influences women participation in management of primary schools	34	13	5	7	6	256	3.94
5	The role of head teachers highly influences women participation in management of primary schools	23	5	9	13	15	189	2.91
6	The role of SMC highly influences women participation in management of primary schools	14	18	6	10	17	207	3.18
7	The role of TSC highly influences women participation in management of primary schools	7	4	2	22	30	156	2.4

The responses given by 67 respondents to each item were as presented in Table 4.11 above. The role of the DEO/PDE featured highly with a mean score of 3.95. The role of

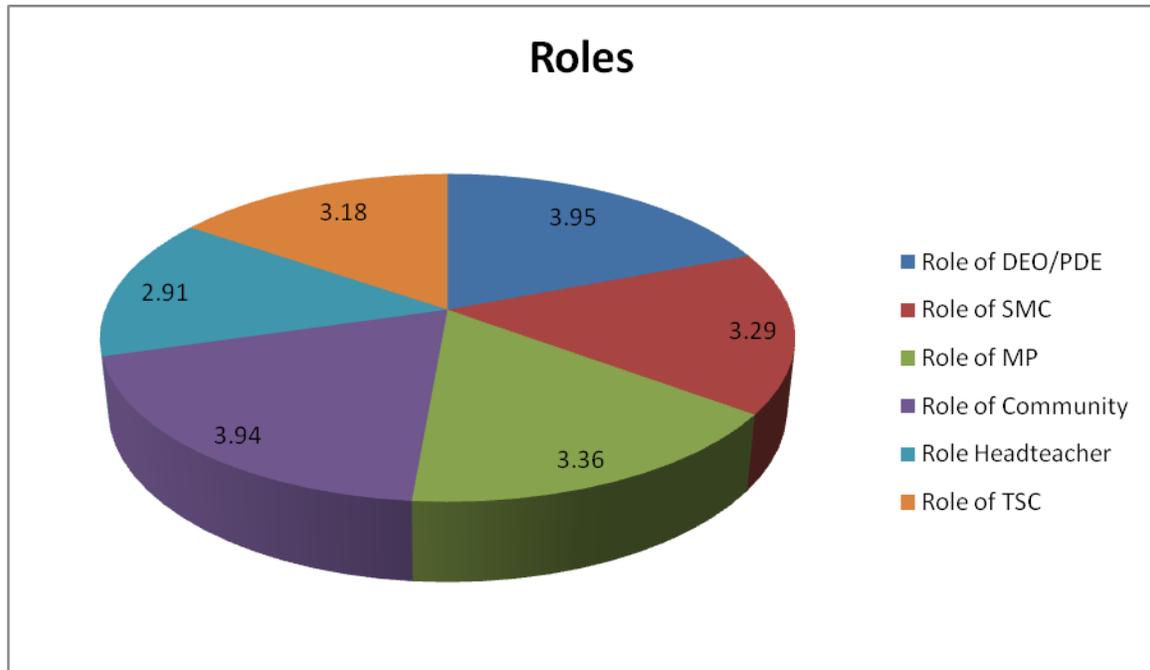
community had a mean score of 3.94 implying that the community had a lot of influence on the participation of women in public primary school management.

The DEO acknowledged the existence of a government policy on participation of women in school management. However he pointed out that little effort had been put to effect the policy. The DEO concurred with the respondents that the SMC had a share of blame for sidelining women.

The DEO noted that all School Management Committees in the district were chaired by men. The DEO regretted that it was unfortunate that SMCs had exaggerated their roles and apportioned themselves powers beyond the legal provisions. It was not the responsibility of the SMC to recommend or identify teachers for promotion. The role of the DEO's office was to create a pool of qualified teachers for administrative positions through interviews. It was from the pool that teachers were recommended to the TSC for promotion after consultation. However few women had been attending the interviews for fear of promotion and inconveniences of being posted far from current station and family home. The following figure illustrates the responses on the role of various stakeholders and their role as per the Ministry of Education policy and promotion criteria.

Figure 4.2 Pie Chart Showing Responses of Stakeholders to Low Participation of Women in the Management of Public Primary Schools.

(N=67)



4.4.3 Respondents' Suggestions on Action MOE Should Take to Improve Women Participation

Various suggestions were given on what the Ministry of Education could do to improve on participation of women in public primary school management in Mandera North District. The following suggestions were common in most responses.

The Ministry should come up with a policy where no head teacher is posted to work in his or her home area or no recommendation for promotion could be approved where the affected school was in the home area of the proposed teacher. This could discourage active community participation in determining head teachers, lobbying and appointment of head teachers. This suggestion was given by 35 (53.8%) of the respondents.

About 39(60%) of the respondents suggested that the TSC and Ministry of Education could identify competent women in school management, train them and appoint them to administrative positions. This would be in view of encouraging more women to take up management positions in public primary schools.

Fifty two (80%) of the respondents put it in different ways that the government should increase responsibility allowances to both male and female teachers to motivate women to take up management positions in primary schools. Thirty nine (60%) respondents suggested that qualified women from other districts could be encouraged to take up the existing vacant posts of deputy head teachers so that they could provide role models for other women. The TSC would identify them and redeploy them accordingly. A very prevalent suggestion from 15(88.24%) of the women was that security should be ensured in schools so that women aspiring for headship could be protected.

4.4.4 Influence of Community Attitude on the participation of Women in Management of Public Primary Schools

Respondents were asked to indicate on a five Point Lickert Rating Scale the extent to which the suggested community related factors contributed to low participation of women in public primary school management. Respondents were asked to indicate whether they strongly Agreed (5points), Agreed (4points), Disagreed (2points), Strongly Disagreed (1point) or Not Sure (3points), about the factors that were suggested. Table 4.12 shows the various responses that were given.

Table 4.12 Head teachers and Teachers Responses on Community Attitude**(N= 67)**

S/NO	Factors	SA (5)	A (4)	NS (3)	D (2)	SD (1)	TOTAL	MEAN SCORE
1	Attitude of local leaders influence women participation in management of primary schools	30	20	3	6	6	248	3.82
2	Other staff members' attitude influence women participation in management of primary schools	20	28	4	6	7	238	3.66
3	Attitude of other women influence women participation in management of primary schools	32	16	6	5	6	246	3.79
4	Parents attitude influence women participation in management of primary schools	21	30	2	4	8	244	3.76
5	Students attitudes highly influences women participation in management of primary schools	6	10	3	34	12	180	2.77

Table 4.12 presents the responses given by both teachers and head teachers on attitude of various members of the community and their contribution to low participation of women in management of public primary schools in Mandera North District. From the table, it is evident that the attitude of local leaders had the highest influence on the participation of women in the management of public primary schools. This was shown by the highest mean score of 3.82 which was obtained for this factor. Attitudes of other women and that of the parents who had children in the school also influenced the participation of women

in the management of public primary schools. Their mean score were 3.79 and 3.76 respectively. Majority 55(84.6%) of therespondents indicated that the community was generally not readily willing to accept women head teachers to their schools.

Women teachers were always in school to ensure proper running of their schools.

This showed that women would make good school administrators if given the chance.

The DEO noted that generally the community was slow in accepting women participation in general management and that of public primary schools.

Figure 4.3 Pie Chart Showing Percentage of Head Teachers and Teachers Responses on Community Attitude to Low participation of Women in Public Primary Schools.

(N=67)

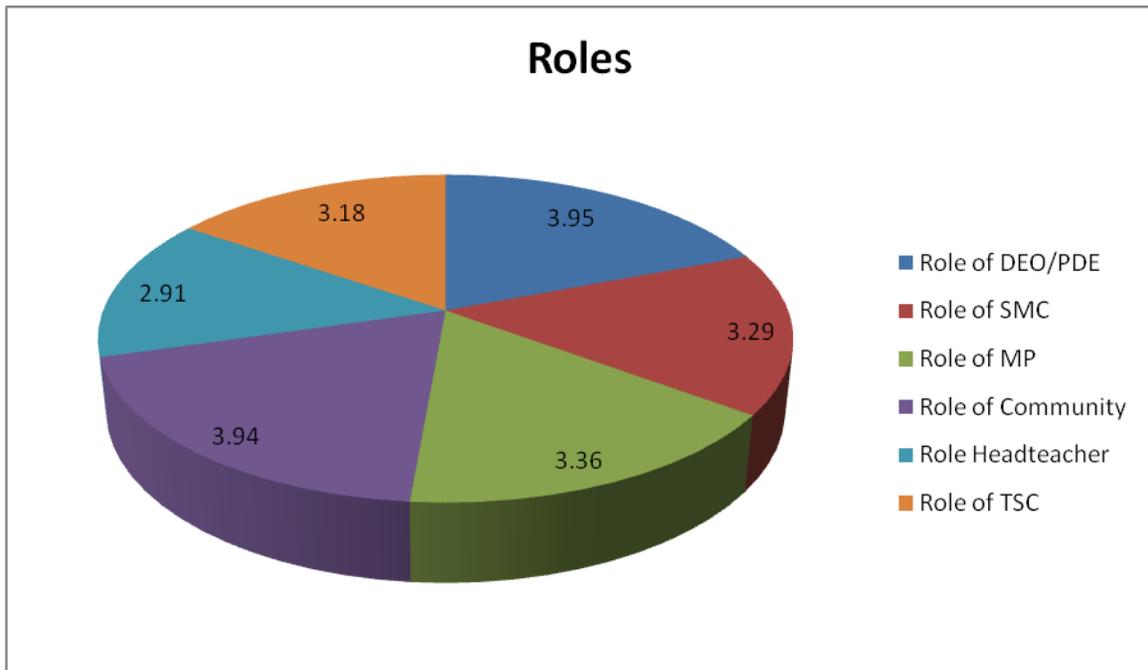


Figure 4.3 show that the attitude of local leaders had the highest influence on the participation of women in the management of public primary schools. This was shown by the highest mean score Of 3.82 which was obtained for this factor. Attitudes of other women and that of the parents who had children in the school also influenced the participation of women in the management of public primary schools. Their mean scores were 3.79 and 3.76 respectively.

4.4.5 Influence of Politics on Participation of Women in Management of Public Primary Schools in Mandera North District

The respondents were asked to indicate on a five Point Lickert Scale the extent to which the suggested political factors contributed to low participation of women in management of public primary school. Responses given were as presented in Table 4.13

Table 4.13 Responses on Political Influence**(N=67)**

S/NO	Factors	SA (5)	A (4)	NS (3)	D (2)	SD (1)	TOTAL	MEAN SCORE
1	Demands of local MPs' influence women participation in management of primary schools	-	6	12	30	17	116	2.1
2	Inter clan politics influence women participation in management of primary schools	-	8	13	12	32	123	1.89
3	Politics of ethnicity influence women participation in management of primary schools	-	14	5	22	24	151	2.33
4	Inter church politics influence women participation in management of primary schools	4	22	20	12	7	198	3.05
5	Canvassing/Lobbying influence women participation in management of primary schools	20	7	18	12	8	204	3.15

According to Table 4.13, canvassing or lobbying had contributed the greatest influence on the participation of women in the management of public primary schools. This was represented by the mean score of 3.15 which was higher than for the other factors. Inter-clan politics seemed to have very little influence on the participation of women in the management of public primary school.

Figure 4.4: Responses on Political Influences

(N=67)

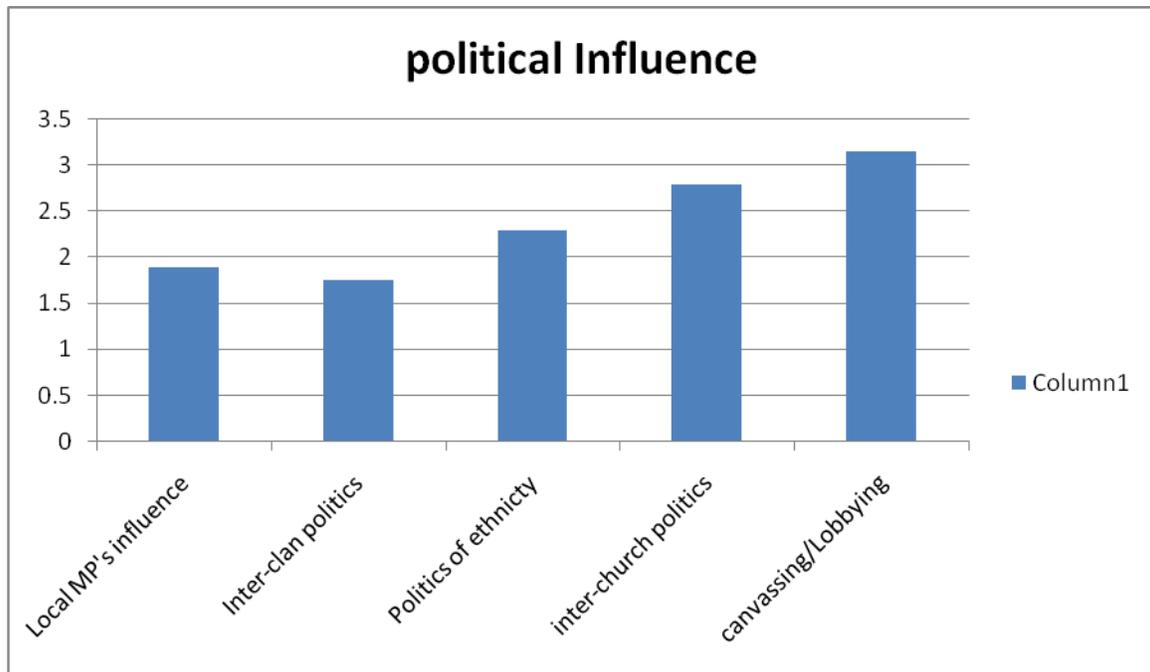


Figure 4.4 shows that, canvassing or lobbying had contributing the greatest influence on the participation of women in the management of public primary schools. This was represented by the mean score of 3.15 which was higher than for the other factors.

4.4.6 Influence of Women's Professional Qualifications on Participation in Management of Public Primary Schools

On influence of the women's qualifications on their participation in management of public primary school respondents were asked to rate the contribution of the suggested factors on the extent to which they were responsible for low participation of women in public primary schools management. Their responses were strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD) or Not Decided (ND). Their responses are represented in the table below.

Table 4.14 Responses on Women’s Qualification**(N=67)**

S/NO	Statement	SA	A	NS	D	SD	TOTAL	MEAN SCORE
1	Most women don’t qualify	4	8	-	33	20	157	2.42
2	Women don’t attend management workshops	20	31	1	8	5	222	3.42
3	Most women seem comfortable as assistant teachers	31	15	10	4	5	233	3.59
4	Most women do not attend interviews	32	10	9	3	11	172	3.23

Table 4.14 shows the responses on various items in connection to qualification of the women in regard to management of public primary school. Asked to respond to assertion that most women were not qualified to manage public primary schools, majority of the respondents disagreed. This was presented by a very low mean score which was 2.42. Majority therefore believed that women’s qualifications did not contribute to the low participation of women in the management of the public primary schools.

Responding to the statement that most women don’t attend management courses, respondents agreed with the statement. This was shown by the mean score of 3.42 which was quite high. The DEO noted that women were slow to respond when management workshops were announced. The DEO further noted that women seemed to opt to remain as assistant teachers, position they see as comfortable and safe since promotions may lead to their transfers to areas that may inconvenience their comfort.

On the assertion that women do not attend promotion interviews, the DEO said that few women apply for interview once advertised. Those who pass form part of the pool from which to recommend for promotion. The assertion that women seemed comfortable as

assistant teachers had a mean score of 3.59 which was highest in this category. This implied that the women were satisfied with their current status.

4.4.7 Ways of Improving Women Participation in Public Primary School Management in Mandera North District.

A number of responses were given in this section. The most prevalent one being that the MOE should deliberately increase the number of women participants in educational management in Mandera North District. This would increase women teacher population in public primary Schools in Mandera North District and eventually create a bank from which women administrators could be drawn.

4.5 Discussion of Findings

a) Demographic and Teachers Personal Information

All the public primary schools that were involved in this study were mixed day primary schools. Male respondents in this study were 49 forming 75.38% while female respondents were 16 forming 24.62% percent.

Majority (46.66%) of the teachers who participated in this study were in their thirties (29-38). Most (60%) head teachers were aged between 39 years above. The fact that 8 (21%) of the Teachers were aged 24-28 years shows how early they entered the profession and as such could understand the factors that influenced women's participation in the management of public primary schools.

Only 6 (9.23%) of the respondents were single while 49(75.38%) were married. Those widowed and separated were 10 and 0 respectively both forming only 15.38 percent. This

showed that majority of the head teachers had taken up administrative positions even when they were married.

Eighteen (27.69%) of the respondents had PI. Those with Diploma in Education (Dip.Ed) were 25(38.46%). Twenty two respondents had B.ED degree. This information showed the professional characteristics of the respondents.

Ten (22.22) percent of the teachers had been in the teaching profession between one to five years, 50(45%) of them between eleven to fifteen years. Those with more than 16 years of teaching experience were only 8 (17.77%). This shows that participants in this study had varied teaching experience and would thus give varied responses on the factors that influenced women's participation in the management of public primary schools in Mandera North District.

The information further showed that the respondents had the required qualifications for being appointed into the management positions in the public primary school.

Two (10%) of the head teachers had served between 13-15 years. Two head teacher had served for between 1 and 3 years. Two had served between 4-6years and only one had served for 19 to 20years. Out of the head teachers none are women. This showed how poorly women were represented in the headship of primary schools in the district. The study sought the factors that had contributed to the situation.

Eighteen (40%) percent of the respondents had been in their current station for between one to three years, 14 (31.11%) percent for between four to six years, 8 (17.78) percent for between seven to nine years, 3(6.67%)percent for between ten to twelve years and only one teacher had served for more than 15 years in the current station. This implied that the teachers had served in their current stations long enough and they might have

understood the factors that hindered women from taking up administrative positions in their schools.

Seventy eight point five seven percent of appointments to deputy head teacher position were sourced externally. Only 6 of the 20 deputy head teachers benefited from vacancies in their current stations. This could have been a factor that contributed to low women participation in the management of public schools since the deputy head teacher could always be gotten from other schools to the disadvantage of the women teachers serving in the school.

SMCs and DEOs office were reported to have been highly influential in appointments to administrative positions in primary schools both accounting total of 7.24 points. The Member of Parliament and community pressure also influenced the appointments. The students and teaching staff rarely influenced the appointments.

b) Social- Psychological Factors that Affected Participation of Women in Management of Public Primary Schools.

Marital duties and obligations and child bearing were found to be serious impediments in the participation of women in public primary school administrative duties. The younger the women are, the more likely that they may not apply to such positions even if they qualified for fear of entanglement and disruptions of smooth marital life. These findings are shared by Wanjama, (2002) who noted that the wife-mother's responsibilities is much broader than the husband- father's and is characterized by responsibilities that must be

met daily. Women deliberately or naturally out of childbearing age find it easier to venture into positions than those who have not.

c) Ministry of Education Policies and Promotion Practices

The role of the DEO/PDE, SMCs, refusal of women to attend interviews and the local community featured highly as factors influencing the participation of women in public primary school management. TSC was reported to have had contributed very little to low participation of women in public primary school management

The Ministry of Education policy on participation of various stakeholders in public primary school management was found to have loopholes leading to roles conflict. The role of the sponsor had contributed highly to the low participation of women in public primary school management. This was because the sponsors served community interests and the community's interest was to source administrators from those who belong or originate from them. The Ministry of Education directions on equity policy were not received by the education boards. This interpretation coupled by the community's role setting, militates against women's chances of participation in school leadership (Misati 2006).

Despite the existence of government policy on gender equity in school management, it was not practiced in Mandera North District. Chisholm (2001) found out the same and questioned the contradiction between policy and practice. According to Misati (2006) head teachers under which teachers worked had influence in recommending teachers for

promotion and their role was found to be responsible for low participation of women due to their failure to recommend , appoint or encourage them to take up on such duties.

d) Influence of Community Attitude on the Participation of Women in Management of Public Primary School

Attitude of local leaders and that of other women had the highest influence on the participation of women in the management of public primary schools. Majority of respondents indicated that the community was generally not readily willing to accept women head teacher to their schools. The local community was slow in accepting participation in general management and that of public primary schools.

This was in line with Wanjama (2002) observation that leadership has always been a male domain in educational management to both the gendered organization culture. Kamake (1998) found out that women in society were perceived to be soft, yielding, dependent on intuition, shy and incapable of withstanding pressure. However, according to the DEO, the women in administrative positions in Mandera North District were hard working, always on duty, strict to performance of duties and good financial managers.

e) Influence of Politics in the Participation of Women in Management of Public Primary School

Canvassing/lobbying had the greatest influence on the participation of women in management of public primary schools. Inter-clan politics seemed to have very little influence on the participation of women in management of public primary schools.

Wanjama (2002), also found out that though women benefit from political influence, they do not engage in canvassing, lobbying and are rarely noticed. Misati (2006) further notes that lobbying and canvassing are normally done based on clan politics and where vacancies emerge. While political inclination took share on this, inter- church politics especially in sponsored schools was highly central to appointments.

f) Influence of Women’s Professional Qualifications on Participation in Management of Public Primary Schools

Majority of the respondents disagreed with the assertion that most women in Mandera North District were not qualified to take management positions in public primary schools. However, majority of the respondents indicated that women don’t attend management courses. Qualifications of women were revealed by the demographic and personal data which showed that the respondents who included women had the required qualification for public primary school management.

Most women were not attending management workshops and seminar either because they were held away from the district and took many days, or they were invited too close to the dates hence limiting the time left for them to arrange to sign out of their homes. Such workshops were convenient to male teachers who of course leave their homes in the hands of their wives. The seminars do not only provide certificates but also motivation and skills to apply in the administrative levels. Olembo (1992) also found out that in-service training courses associated with promotion were found to be highly attended. Many women did not attend promotional interviews especially those organized by the

DEO and PDE either because they could not know where they were held, but more so because disinterest and fear of transfers to remote schools.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of findings, conclusions and recommendations of the study based on the research findings. The study sought the factors that contributed to low participation of women in public primary schools management in Mandera North District. Four research questions were generated to guide the study.

These questions were:

- i) What socio-psychological factors that contributes to low participation of women in the management of public primary schools in Mandera North District?
- ii) To what extent has the community attitudes towards the appointment of women have led to their low participation in the management of public primary schools in Mandera North District?
- iii) In what ways has political environment contributed to the low participation of women in the management of public primary schools in Mandera North District?
- iv) How has professional qualifications led to low participation of women in the management of public primary schools in Mandera North District?

5.2 Summary

5.2.1 Demographic Information

All public primary schools that were involved in this study were mixed day primary schools. Male respondents in this study were 49 forming 75.38 percent while women respondents were 16 forming 24.62 percent. Majority (26) of the teachers were in their

thirties (29-38) forming 40 percent of the respondents. Only 6 (9.23%) were single while 49 (75.38%) were married. Majority (38.46%) of the respondents had Dip.Ed. Twenty (30.76%) of the respondents had taught between six to ten years. Those with more than 16 years of teaching experience were only 8. Forty percent of the teachers had been in their current station for between one to three years. Most (78.57%) of appointments to deputy head teachers position were sourced externally.

The School Management Committees and the offices of the PDE/DEO highly influenced the appointment to administrative positions in primary schools both accounting total of 7.24 points. The students and teaching staff rarely influenced the appointments.

5.2.2 Social- Psychological Factors that Affect Participation of Women in the Management of Public Primary Schools

Marital duties, childbearing and women's view of the positions as masculine were noted to have the highest influence on women's participation in management of public primary schools. Responsibility allowances given to head teachers and deputy head teachers were also reported to have had discouraged women from taking up the administrative positions.

5.2.3 Ministry of Education Policies and Promotion Practices

The role of the DEO/PDE featured highly as a factor influencing the participation of women in public primary school management. The community was also reported to have had some impact on the participation of women in public primary school management. TSC was reported to have had contributed very little to the low participation of women in

public primary school management in Mandera North District. SMCs were also reported to have had contributed to low participation of women in public primary school management as they at times recommend on whom would head some schools. Refusal of women to attend interviews was also reported to have had contributed to low participation of women in public primary school management.

As a way of reversing the situation TSC and Ministry of Education could identify competent women, train them and appoint them to administrative positions at a lower grade than male teachers or promote to the grades on completion of training. Government should increase management allowances to motivate women to seek for the positions.

5.2.4 Influence of Community Attitude on the Participation of Women in Management of Public Primary Schools

Local leaders had the highest influence on the participation of women in public primary school management. Attitude of other women and attitudes of the parents who had children in the school also influenced the participation of women in management of public primary schools. The community was reported to have been slow in accepting women participation in general management and that of public primary schools. Canvassing or lobbying had influenced greatly on the participation of women in the management of public primary schools.

5.2.5 Influence of Women's Professional Qualification on their Participation in Management of Public Primary Schools

On the influence of women's qualifications on their participation in the management of public primary schools respondents were asked to rate the contribution of the suggested factors on the extent to which they were responsible for the low participation of women in the management of public primary schools.

Most of the respondents disagreed with the assertion that most women were not qualified to manage public primary schools. According to majority low qualifications did not contribute to low participation of women in the management of public primary schools. However women were said to have been poor in attending management courses and interviews whenever they were advertised.

5.3 Conclusions

Based on the research findings, the following conclusions were drawn:

- i) Only two schools in Mandera North District were headed by women. This situation prevailed despite the fact that most women teachers in Mandera North District were qualified for management positions in public primary schools. However, the number of women who were in the management positions was quite insignificant.
- ii) The researcher made efforts to expose the factors leading to low participation of women in the management of public primary schools. The School Management Committees and the DEOs office reigned high as factors contributing to low

- participation of women in the management of public primary schools. For improved participation of women in the management of public primary schools, the two should work towards this end with the involvement of the other stakeholders.
- iii) Out of the twenty head teachers only two were women hence the influence of the eighteen male head teachers contributed to the low participation of women in management positions. Men do rarely recommend women for management positions.
 - iv) Attitudes of local leaders and that of other women had high influence on the participation of women in management of public primary schools. The community was generally not readily willing to accept women head teachers in their schools. The local community was slow in accepting participation of women in general management and in particular that of public primary schools.

5.4 Contributions from the Study

The study revealed disparities that existed in management of public primary schools in Mandera North District. The recommendations of the study may help especially in the harmonization of the Ministry of Education and TSC policies to realistically address gender imbalances especially in public primary school management.

5.5 Recommendations from the Study

The researcher makes the following recommendations based on the research findings:

- i) That women head teachers in the district with the help of their male counterparts be involved in aggressive sensitization programmes aimed at encouraging women to take up the challenges of administering schools to provide more female models to schools girls.
- ii) The Ministry of Education and the Teachers Service Commission should be in control of the promotion processes of the teachers and only rely on professional recommendations and not recommendations of the local leaders, politicians and School Management Committees.
- iii) Women in management positions in public primary schools should be ensured of security and support so that more women may be encouraged to take up the administrative positions.

5.5 Recommendation for Further Research

Based on the issues that emerged from the study, the researcher recommends that: A comparative study may also be conducted to compare the effectiveness of men with that of women in management of public primary schools.

BIBLIOGRAPHY

Asiedu K .A (1978): **School Organization in Modern Africa.**

Terre Publishing Corporation, Ghana.

Aiko, P.G.M (2004): **The Effect of Head teachers' Leadership Style on Students**

Academic Performance: a Study of Public Primary Schools in
Kericho Division (Kenya) Unpublished M.ED Research Project
Kenyatta University., Nairobi.

Ardayfio-schandorf, E and Akoto, K.K (1990): **Women in**

Woeli Publishing., Ghana, Accra

Bendera, S and Mboya, M (Ed) (1996): **Gender and Education in Tanzania Schools.**

: OUP, Dar-es-Salaam.

Best and Kahn (1971) **Introduction to Education Management.** 4th Edition:

Alllyn and bacon INC, Boston.

Best and Kahn (1971) **Research in Education.**

Alllyn and bacon INC , Boston.

Campbell R.F et al (1971): **Introduction to Education Management:**

Alllyn and bacon INC., Boston.

Carman, L (1998): **Cultural politics and Women in Singapore High Management**

Gender and Education. 10(30, 245-263.UK: Carfax.

Cann J (1991): **Behind the Rhetoric Women Academic Staff in College**

of High Education in England. Gender and Education.

No. 3. UK Carfax.

- Chisholm, L (2001): **Gender and Leadership in South African Educational Management. Gender and Education.** 13(4), 387-400. UK Carfax
- Cronbach, L.J (1970) **Educational Psychology (2nd Ed)**
: Rupert Hart Davis, London.
- Dakotta, J.K.A (2004): **Glass Ceiling Barriers;** Break the Glass Ceiling Foundation
2003-4 USA. Retrieved 5th November 2005, website
<http://www.breaktheglassceiling.com/history.htm>
- Dines,E. (1993): **Women in Higher Education Management.**
UNESCO Publication.
- District Education Office.(2008) District Annual Report on Education. Manderla North
District, Rhamu.
- Dorsey, S. (1989): **Factors Affecting Academic Careers for Women at the University of Zimbabwe.** Ford Foundation.
- Gay,L.R (1992): **Educational Research: Competencies for analysis and application.4th edition.** Macmillan publishing company, New York.
- Gay, L.R (1973): **Educational Research: Competence for Analysis and Application.**
Columbus Ohio: Charles L. Merrill.
- Gergen, K. J, Marlowe, D. (Ed) (1970): **Personality and Social Behavior.**
, Addison-Wesley Publishing Company, Massachusetts.
- Goldstein, H.J. (1980): **Social Psychology:**Temple University Academic Press, New York.
- Gorand, S. (2001): **Quantitative Method in Educational Research:** Role
Of Numbers made easy. Continuum., London.

- Gyanfosu, J. (1990): **The Distribution of women in Public Primary Schools in Accra Temu Division.** In E Ardayfio (Ed), Women in Ghana. Woeli Publishing Service, Accra.
- Herward, C.(1994): **Academic Snakes and Merit Ladders: Reconceptualizing The “Glass Ceiling”** Gender and Education 6(3), 235-341. UK Carfax.
- Human Right Watch (1992): **Women properties Right violation in Sub-Sahara Africa**
- Lihilov,o (1994): **Israel Adolescent Perception of the Cost of Translation to Egalitarian Gender Role Allocation.** Gender Education 6(3) UK: Cartex
- Kanake, L (1998)- **Gender disparities among Academic staff in Teaching as Managerial in Kenya.** An unpublished M.ED thesis: Kenyatta University Kenya
- Kameri, P.M (2003)- **Enhancing Women Right in Kenya:** Nairobi: ICJ
- Kiess H.O & Bloom kguist.D.W (1995): **Psychological Research Methods; A Concept Approach,** Allyn 7 Bacon , Boston.
- Kim, T (1990): **Gender and Subject in Higher Education.** Buckingham, UK (SRHE)
- Kioko Geoffrey Mutisya (2003). **A survey of the Administrative Problems Encountered by Female Primary School Head Teachers,** A case of primary in Mbooni Division, Makueni District. M.ED Thesis University of Nairobi. Nairobi.
- Lee.W.O (1991): **Social changes and Education Problems in Japan, Singapore and Hong Kong.** Macmillan, London.
- Lukese, k (1984) **Mythology of Educational Research,** Rare Educational Books, New Delhi

Mbiti D.M (1974): **Foundation of School Management**, Nairobi University Press.
Nairobi

Mbilinji, M (1992): **Research Methodologies in Gender issues in Southern Africa**
Conceptual Theoretical issues. Zimbabwe Jongwa printers., Harare

Milaso, C.R (2000): **Sketching a methodology for Assessing Gender Equity**
Adjustment policies

Mugenda O. M and Mugenda (1999): **Research Methods Qualitative and**
Quantitative Approaches. Act press

Murphy, J.L (1995) **Gender issues in World Bank Lending:**
World Bank. New York

Naylor, J. (1999): **Management.** Edinburgh: Pearson Education Ltd

Okech. W. (1987). **Appointment and Demolition.**
Head teacher- Kenya Teacher. September No. 77, Nairobi

Okumbe, J.A (1998): **Educational Management Theory & practice.** Nairobi University
Press. Nairobi.

Olembo, J.O (1975): **Educational Management and Supervision in Kenyan Schools.**
Kenyatta University College. Nairobi

Olembo, J.O, Wanga P.E and Karagu, N, M (1992): **Management in Education.**
Educational research and Publication (ERAP).Nairobi

Orodho, J.A (2004): **Elements of Education and Social Science Research Methods**
(1st Ed) Malosa Publishers., Nairobi

Orodho, J.A (2004): **Technique of Writing Research Proposal and Report**
in Education And Social Science (1st Ed): Malosa Publishers. Nairobi

Pam, B and Collon, J (1998): **Why Teachers Say “Staff It” To Promotion: A Failure of Equal Opportunities: Gender and education**, 10(2) U.K Carfax.

Popkewitz, T.S (1998):**The Culture of redemption and the Management as research**
Review of Educational Research Spring 1998, 68(1) 1-100.
A Quarterly Publication of American Educational Research
Organization.

Republic of Kenya (1968): **Education Act Cap. 211 Laws of Kenya**.
Government Printers., Nairobi.

Republic of Kenya: **MOEST Responsibilities and Duties in School/Educational Institutions for Chief Headteachers; Headteachers; Deputies; Senior Teachers and Class Teachers (Management Guidelines)** TSC, Nairobi.

Republic of Kenya (2007): **National Development plan 2002-2008 (Effective Management for Suitable Economic Growth and Poverty Eradication)**. Government Printers, Nairobi.

Republic of Kenya (2005): **A Policy Framework for Education, Training and Research; “Meeting Challenges of Education Training and Research in the 21st Century**. MOEST Sessional Paper No.1, 2005. Nairobi.

Republic of Kenya (1999): **Totally Integrated Quality Education and Training; “for Unity, equity and development”**. A report of the Commission of Inquiry into the Education System in Kenya. Government Printers: Nairobi.

Rono, K. D (2002): **The Role of a Teacher in Producing Quality Education in Kenya**.

Unpublished Speech at Annual General Meeting of Nyanza Province
Primary School Head Teachers.

Tooley, J. (2002): **The Miseducation of Women**

: Continuum, London.

Wamahiu, S.P (1994): **Qualitative Research in Education: Issues in Educational**

Research in Africa: East African Educational Publishers., Nairobi.

Wangui, W (2003): **Enhancing Educational Access performance**. MOEST Circular

REF: G9/1/VOL.III (39) (Unpublished)

Wangari, M.W (2003): **Facts and Myths of Gender Issues in Kenya**. Enhancing

Women Rights. . I.C.J, Nairobi.

Wanjama, L.N. (2002): **Factors Influencing Gender movement to the Top Level of**

Educational management in Kenya. Unpublished PhD Thesis:

Kenyatta University. Nairobi.

Weiner, B. (1994): “**Integrated social and Personal Theories of achievement**

Striving: Review of Educational Research Winter 1994, 64 (4), 479

610, Los Angels.

Wellington, S.W.(1999): **Creating Women’s Network: San Francisco**; Jossey Bass

Publishers. San Francisco

Appendix 1:**Introduction letter**

Kenyatta University
Department of Educational
Management, Policy and
Curriculum Studies
P.O Box 43844
Nairobi

Dear Sir/Madam

I am a post graduate student registered at the Department of Educational Management, Policy and Curriculum Studies, Kenyatta University. I am currently carrying out a research on factors contributing to low participation of women in the management of public primary schools in Mandera North District. Since you are directly involved in the subject of this study, your completion of the attached questionnaire is important. All responses will be treated confidentially. All responses will be reported only in terms of entire population. Therefore do not write your name or that of your school in this questionnaire.

Thank you for your cooperation

Yours faithfully
Abdi S Mohamed

M.Ed student.

Appendix 2:

Questionnaire for Head Teachers

Questionnaire for Head Teachers of primary school in participation of Women in the management of public primary school in Mandera North District.

Part 1

Demographic Data and personal information

Please tick where appropriate or fill in information where required.

1. Type of School a) Boys b) Girls c) Mixed
2. Your gender a) Male b) Female
3. Marital Status _____
4. Years of experience as head teacher 1-3 4-6 7-9 10-12 13-15
16-18 19-21 22 and above
5. Age 24-28 29-33 34-38 39-43 44-48 48 and above
6. Professional Qualification Dip ED B.ED PCDE M.ED PD
Others Specify _____
7. Position Served previously (Indicate N/A if not served in any of the position
Duration of years as HOD 1-3 4-6 7-9 10-12 13-15 16-18 19
and above
Deputy Head teacher 1-3 4-6 7-9 10-12 13-15 16-18
19 and above

8. Which of the following stakeholders in primary school management play the greatest role in your appointment as head teachers? Tick as

- a) Sponsors
- b) MP
- c) SMC
- d) PDE/DEO
- e) Community
- f) Staff
- g) Students
- h) Others specify

9. a) Gender of your deputy Head Teacher: Male [] Female []

b) Date of appointment of your Deputy Head Teacher _____

c) Type of appointment: Internal [] External []

10. Number of Women in your staff

11. How many qualify for promotion to

Head Teacher _____ Deputy Head Teacher _____

Part II

Social- psychological Factors

12. To what extent are the following factors responsible for low participation of women in the management of public primary schools in Mandera North District? *Indicate by ticking.*

Strongly Agree (SA), Agree (A), Disagree (D), Strongly disagree (SD) and Not Sure (NS)

	SA	A	D	SD	NS
1. Marital Duties	[]	[]	[]	[]	[]
2. Child Bearing	[]	[]	[]	[]	[]
3. The positions are too challenging	[]	[]	[]	[]	[]
4. Thy the position as masculine	[]	[]	[]	[]	[]
5. Discouraged by spouses	[]	[]	[]	[]	[]
6. Discouraged by colleagues	[]	[]	[]	[]	[]

13. Identify other socio - psychological factors that hinder the participation of women in the management of public primary schools.

- I.
- II.
- III.
- IV.

Ministry of Education Policies and Promotional Practices

14. The Ministry of Education has given various roles to the following stakeholders in the promotions of teachers for administrative positions. To what extent has each of them

contributed to the low participation of women in the management of public primary schools in Mandera North District.

	SA	A	D	SD	NS
a) The role of school sponsor	[]	[]	[]	[]	[]
b) The role of the DEO	[]	[]	[]	[]	[]
c) The role of the MP	[]	[]	[]	[]	[]
d) The role of the School community	[]	[]	[]	[]	[]
e) The role of the Head Teacher	[]	[]	[]	[]	[]
f) The role of the SMC	[]	[]	[]	[]	[]
g) The role of the TSC	[]	[]	[]	[]	[]

15. In your opinion what should the Ministry of Education do to increase female teachers' participation of women in the management of public primary schools in Mandera North District?

- I.
- II.
- III.
- IV.

Community Attitudes

16. To what extent do the following factors lead to low participation of women in the management of public primary schools? *Rate them as:-*

Most True (MT), True (T), Rarely (R), Not True (NT), Not at All (NA)

	MT	T	R	NT	NA
a) Attitudes of local leaders	[]	[]	[]	[]	[]
b) Staff attitude	[]	[]	[]	[]	[]
c) Attitudes of other women	[]	[]	[]	[]	[]
d) Parents Attitudes	[]	[]	[]	[]	[]
e) Students attitudes	[]	[]	[]	[]	[]

17. For the following statement, mark True (T) or False (F) or Not Decided (ND)

The community in Mandera North district readily accepts female head teachers.

T [] F [] ND []

18. in what ways could the community be said to be responsible for the low participation of women in the management of public primary schools in Mandera North District

- I.
- II.
- III.
- IV.

Political Influence

19. To what extent do the following factors lead to low participation of women in the management of public primary schools?

Very Highly (VH), Highly (H), Average (A), Lowly (L), Not at All (NA)

	VH	H	A	L	NA
a. MPs political consideration	[]	[]	[]	[]	[]
b. Inter clan politics	[]	[]	[]	[]	[]
c. Politics of ethnicity	[]	[]	[]	[]	[]
d. Inter- religion politics	[]	[]	[]	[]	[]
e. Canvassing/lobbying	[]	[]	[]	[]	[]

20. Comment briefly on what extent political influences promotion to administrative positions and how it has affected active participation

.....

.....

.....

.....

Teachers' Qualifications

21. The following are reasons why there are only two female primary school head teachers in Mandera North District. To what extent do you agree or disagree to each of them. *Tick appropriately*

SA A N D SD

- a. Most of them don't qualify [] [] [] [] []
- b. Most of them do not attend management courses [] [] [] [] []
- c. Most of them are comfortable being assistant teachers [] [] [] [] []
- d. Most of them do not attend interviews [] [] [] [] []

22. Briefly identify other factors that have contributed to the low participation of women in the management of public primary schools that are not covered in question 21?

- I.
- II.
- III.
- IV.

23. How can the participation of women in the management of public primary schools in Mandera North District be improved?

- I.
- II.
- III.
- IV.

Thank you for your participation

Appendix 3:

Questionnaire for Teachers

Questionnaire for Teachers of primary school in participation of Women in the management of public primary school in Mandera North District.

Part 1

Demographic Data and personal information

Please tick where appropriate or fill in information where required

1. Type of School a) Boys b) Girls c) Mixed
2. Your gender a) Male b) Female
3. Marital Status _____
4. Years of experience as teacher 1-3 4-6 7-9 10-12 13-15
16-18 19-21 22 and above
5. Age 24-28 29-33 34-38 39-43 44-48 48 and above
6. Professional Qualification Dip ED B.ED PCDE M.ED PD
Others Specify _____
7. Which of the following stakeholder in primary school management play the greatest role in the appointment of head teachers? Tick as
 - i) Sponsors
 - j) MP
 - k) SMC

- l) PDE/DEO
- m) Community
- n) Staff
- o) Students
- p) Others specify

8. a) Gender of your

- i. Head Teacher: Male [] Female []
- ii. deputy Head Teacher: Male [] Female []
- iii. SMC chairperson: Male [] Female []

9. Number of teachers in your staff: Male [] Female [] Total []

10. How many qualify for promotion to

Head Teacher _____ Deputy Head Teacher _____

Part II

Social- Psychological Factors

12. To what extent are the following factors responsible for low participation of women in the management of public primary schools in Mandera North District? *Indicate by ticking.*

Strongly Agree (SA), Agree (A), Disagree (D), Strongly disagree (SD) and Not Sure (NS)

1. Marital Duties

SA A D SD NS
 [] [] [] [] []

- 2. Child Bearing [] [] [] [] []
- 3. The positions are too challenging [] [] [] [] []
- 4. Thy the position as masculine [] [] [] [] []
- 5. Discouraged by spouses [] [] [] [] []
- 6. Discouraged by colleagues [] [] [] [] []

13. Identify other socio - psychological factors that hinder the participation of women in the management of public primary schools.

- V.
- VI.
- VII.
- VIII.

Ministry of Education Policies and Promotional Practices

14. The Ministry of Education has given various roles to the following stakeholders in the promotions of teachers for administrative positions. To what extent has each of them contributed to the low participation of women in the management of public primary schools in Mandera North District.

- | | SA | A | D | SD | NS |
|-------------------------------------|-----|-----|-----|-----|-----|
| h) The role of school sponsor | [] | [] | [] | [] | [] |
| i) The role of the DEO | [] | [] | [] | [] | [] |
| j) The role of the MP | [] | [] | [] | [] | [] |
| k) The role of the School community | [] | [] | [] | [] | [] |

- l) The role of the Head Teacher
- m) The role of the SMC
- n) The role of the TSC

15. In your opinion what should the Ministry of Education do to increase female teachers' participation of women in the management of public primary schools in Mandera North District?

- I.
- II.
- III.
- IV.

Community Attitudes

16. To what extent do the following factors lead to low participation of women in the management of public primary schools? *Rate them as:-*

Most True (MT), True (T), Rarely (R), Not True (NT), Not at All (NA)

- | | MT | T | R | NT | NA |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| f) Attitudes of local leaders | <input type="checkbox"/> |
| g) Staff attitude | <input type="checkbox"/> |
| h) Attitudes of other women | <input type="checkbox"/> |
| i) Parents Attitudes | <input type="checkbox"/> |
| j) Students attitudes | <input type="checkbox"/> |

17. For the following statement, mark True (T) or False (F) or Not Decided (ND)

The community in Mandera North district readily accepts female head teachers.

T [] F [] ND []

18. in what ways could the community be said to be responsible for the low participation of women in the management of public primary schools in Mandera North District

- V.
- VI.
- VII.
- VIII.

Political Influence

19. To what extent do the following factors lead to low participation of women in the management of public primary schools?

Very Highly (VH), Highly (H), Average (A), Lowly (L), Not at All (NA)

	VH	H	A	L	NA
f. MPs political consideration	[]	[]	[]	[]	[]
g. Inter clan politics	[]	[]	[]	[]	[]
h. Politics of ethnicity	[]	[]	[]	[]	[]
i. Inter- religion politics	[]	[]	[]	[]	[]
j. Canvassing/lobbying	[]	[]	[]	[]	[]

20. Comment briefly on what extent political influences promotion to administrative positions and how it has affected active participation

.....

.....

.....

.....

Teachers’ Qualifications

21. The following are reasons why there is only one female primary school head teacher in Mandera North District. To what extent do you agree or disagree to each of them. *Tick appropriately*

	SA	A	D	SD	NS
e. Most of them don’t qualify	[]	[]	[]	[]	[]
f. Most of them do not attend management courses	[]	[]	[]	[]	[]
g. Most of them are comfortable being assistant teachers	[]	[]	[]	[]	[]
h. Most of them do not attend interviews	[]	[]	[]	[]	[]

22. Briefly identify other factors that have contributed to the low participation of women in the management of public primary schools that are not covered in question 21?

- I.
- II.
- III.

IV.

23. How can the participation of women in the management of public primary schools in Mandera North District be improved?

V.

VI.

VII.

VIII.

Thank you for your participation

Appendix 4:

Interview Schedule for District Education Officer

Interview Schedule for D.E.O Mandera North District on the participation of women in the management of public primary schools.

- 1) Gender: Male [] Female []
- 2) Experience as DEO _____
- 3) Date posted to Mandera North District as DEO _____
- 4) a) Are Women as interested as their male colleague in administrative position in primary school
b) What social-psychological factors affect female participation in the management of primary school in Mandera North District?
- 5) How could the government policy on primary school management as promotion policies be responsible for the low participation of women in the management of primary

M.O.E Policies and Promotion Criteria

6. Comment on the government policy on the role of the following stakeholders in primary school management and how these have affected the level of participation of women in management of primary school in Mandera North District.
 - I. The School Sponsors
 - II. SMC

- III. The suppliers
- IV. The School Committee
- V. Teachers Service Commission

Community Attitude

- 7. a) During your tenure a DEO Mander North District, have you received complaint from any school community headed by a female head teacher about her administration style?
- b) In your opinion, to what extent is the community in Mander North District responsible for the low participation of women in the management of primary schools?

Political Influence

- 8. a) How has political influence affected the participation of women in accessing management position in Mander North District
- b) How does the Divisional Education office deal with political interference especially when female head affected school?

Professional Qualifications

- 9. a) How much do professional qualifications affect the participation of female teachers in the management of primary school in Mander North District?
- b) Do women in Mander north District participate in capacity building workshops and seminars as men could?

- c) Does the District have deliberate criteria to identify qualifying women for promotion to management position in primary schools?
10. a) Comment on the general competence of women in primary school management in Mandera North District
- b) How can the participation of women in public primary school management be improved in Mandera north District.

Thank you for your participation

Appendix 5: Time Table

I. Literature Review and Proposal Writing	July/August 2009
II. Constructions of Instruments	September 2009
III. Correction of the Proposal	November 2010
IV. Pilot Study	January 2011
V. Construction of Final Research Proposal	January 2011
VI. Data Collection	February 2011
VII. Data Analysis	March 2011
VIII. Writing of Final Report and Correction	March/April 2011
IX. Submission	April 2011

Appendix 6:**Budget**

Items	Kshs.

--	
I. Travel	20,000
II. Pilot Study Expenses	18,000
III. Cost of Computer Use	12,000
IV. Cost of Stationary and Preparation of Questionnaires	20,000
V. Subsistence Allowances During the Research Period	20,000
VI. Cost of Equipment	15,000

TOTAL	105,000

Appendix 7: A Sketch Map of Mandera North District

Administrative Units of Larger Mandera

