

**FACTORS INFLUENCING FEMALE UNDER-REPRESENTATION IN THE  
MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN RIGOMA SUB-  
COUNTY, NYAMIRA COUNTY, KENYA**

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**A Thesis Submitted to the School of Education and Social Science in Partial  
Fulfilment for the Conferment of Degree of Masters in Education Leadership  
and Management of Kenya Methodist University.**

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## **DECLARATION AND RECOMMENDATION**

### **Declaration**

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

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### **Recommendation**

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## **DEDICATION**

This academic work is dedicated to the everlasting Memory of my parents, Mr. Johnson Momanyi and Esther Nyaboke Momanyi.

## **ACKNOWLEDGEMENT**

I am grateful to the Almighty God for the gift of life, courage and wisdom to go through this academic experience. God has given the same to all those that have been so instrumental in guiding me through the completion of this thesis. May His name be glorified.

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## **ABSTRACT**

Various studies around the world show that the majority of public primary schools are headed by male teachers. Despite these observations, no systematic study has been conducted to identify the factors that contribute to this challenge, particularly in the sub-district of Nyamira. The goal of the current study was to investigate the reasons behind the underrepresentation of women in the management of public elementary schools in Kenya's Nyamira County's Rigoma Sub-County. The goal of the study was to understand how social-cultural factors, academic achievement, and the importance of mentoring affect the underrepresentation of women in public primary school administration in Kenya's Rigoma Sub-County. A research design used for the current study was descriptive design. The target population for the current study comprised; 4 curriculum support officers, a sub-county education director, 280 female teachers, 200 male teachers, 24 schools and a sub-county quality assurance and standards officer. The schools were selected using cluster sampling design, purposive sampling design for head-teachers, simple random sampling procedure was used to sample teachers from sampled school. The sample size was; 18 head-teachers, 54 male teachers and 54 female teachers. The research tools are; Guide to interviews, observations, document analysis and questionnaires. The validity of the research tool was tested by providing two professionals to guide the researcher for validation. The test-retest approach was then employed to establish reliability. We gathered both primary and secondary data, which we then quantitatively and qualitatively assessed. The data were frequently analysed using descriptive statistics. Tables and figures are used to present the analyzed data. This study found that cultural issues such as religious beliefs, myths, culture and gender roles led to the underrepresentation of women in education management among teachers. The findings, which showed that the majority of respondents believed female primary school teachers held fewer leadership positions, are proof of this. The survey also discovered that because there aren't enough female role models to excite and inspire women, there aren't enough of them working in education management. Finally, this study finds that academic qualifications have a strong impact on the under-representation of women in leadership positions in public primary schools, as the majority of female teachers do not achieve the qualifications required for promotion and only hold P1 certificates. The study concluded that cultural problems, lack of mentors and low educational attainment led to the underrepresentation of women in education management among teachers. The study recommends increasing teachers' awareness of the impact of cultural factors in education to enable them to advance to leadership positions in schools. It also urges further investigation on the methods used by successful female administrators to overcome challenges and advance in their careers.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CEDAW</b>	Convention on the Elimination of all forms of discrimination against female
<b>CSO</b>	Curriculum support officers
<b>DHRO</b>	District Human Resource officer
<b>DQASO</b>	District Quality Assurance officer
<b>FPE</b>	Free Primary Education
<b>KNUT</b>	Kenya National Union of Teachers
<b>KICD</b>	Kenya institute of curriculum development
<b>MOEST</b>	Ministry of education Science and technology
<b>NACOSTI</b>	National council of science technology and innovation
<b>PTA</b>	Parents Teachers Association
<b>TSC</b>	Teachers Service Commission
<b>ZQUASO</b>	Zonal quality assurance officers

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter covers research background, problem formulation, research objectives, research objectives, research questions, research meaning, research scope, research acceptance and definitions of operational terms.

#### **1.1 Background of the study**

Female underrepresentation in school management is a global, regional and local challenge. In the US, according to a 1999-2000 study, data from schools shows an underrepresentation of women as principals. Girls continue to experience substantial inequality and exclusion in the educational system throughout their lives, notwithstanding recent improvements (Klein, 2018) In 2018, an estimated 32 million and 31 million girls of primary school age, respectively, discontinued their studies.

Women's role in the administrative hierarchy is viewed as being of the utmost importance. For instance, the Beijing Conference stated that although women are present on the economic stage, they do not hold positions of decision-making (Tachiwaa, 2018). The underrepresentation of women in public elementary school leadership is attributed to a variety of socio-cultural and economic causes, among others. The number of female primary school teachers considerably rose worldwide after World War II (Guerrero, 2007). In Greece, there were 46 percent female primary school teachers in 1974–1975; this number rose to 55.8 percent from 2008–2019. (Greek Ministry of Education, 2019). This can be linked to the fact that women are in positions traditionally considered women's jobs, such as nursing and teaching of public schools.

South and West Asia have the largest gaps in the out-of-school population. 80 percent of them are not in school (UNICEF, 2013). Due to obligations to their families, female instructors are prevented from choosing administration roles, which is a barrier (Brown, 2004).

Greece's societies urge young students to pursue higher gender equality and provide equal opportunity to boys and girls (Lim, 2002). Only 1.7 of the education ministries are led by women, despite government fairness in the educational system. Similar to this, just 3.3% of women's education services are provided nationally (Greece for Education, 2019). Unfortunately, the education systems of many nations throughout the world still reflect the low proportion of leadership roles held by women in Greece.

Many nations, including the UK, have passed legislation to stop unjust job discrimination against women. Despite the law, there are extremely few women in school leadership positions (Lim, 2017). The government needed reforms, but this law was unable to accomplish them because men's attitudes toward women in management seemed to be unfavorable (Cole, 2018).

The 1973 constitution of Pakistan places a strong emphasis on gender equality. This demonstrates why women must participate fully in national activities (Mehra, 2019). According to Mehra's poll, 81 percent of married instructors identified having a family as the primary justification for not accepting managerial roles. Because the job requires a lot of labor, responsibility, and stress, many teachers steer clear of it. While acting the part of a mother and a wife, they assert that this interferes with their social life (Mehra, 2019).

Management is decision-making process that has certain mainly linked to several ideologies and is not easy to adequately determine (Coleman, 2002). In reaction to worldwide developments in education, many women have contributed greatly to governance (Cumbillo & Brown, 2015).

In Korea, 14% of school administrators are women (Kim, 2005). China's trend is similar, at 73% (Su al, 2000). Female instructors are more prevalent at the lowest levels of the teaching profession in Africa. 36% of all teachers were male and 64% female, of which 59% were in managerial positions and 69% in substitute positions. Women make up 41% and 31%, respectively (Bell, 2005). The underrepresentation of women in education administration among teachers in these nations appears to be strongly influenced by culture and religion. The general public believes that women are emotionally unstable at work (Brown & Irby, 2013). Women's decision-making is influenced by this notion. Women have not benefited from achieving gender equality. According to the Gender Equality Commission (Gallo, 2015), this is part of gender-based violence.

Many educated women in Africa are underrepresented in the management of educational institutions (Saitis, 2018). In 2019, 75 percent of women in Lesotho were educated, but only 10 percent headed educational institutions. In leadership positions in Zambia, there are 2% women and 89% men. Kenya had 4.6 percent in 2009; but, by 2018, things had improved to 18 percent (Simes, 2019). A study by Gdera (2019) in Burkina Faso revealed that it is a recent policy under the Presidential Decree of Burkina Faso 2017 that primary school teachers with less than eight years of teaching experience cannot apply for managerial posts. He seems to have received this managerial position taking into account his age and experience.

Uganda has a national equality strategy that prioritizes women's empowerment while trying to end harmful gender-based discrimination. But in Uganda, there are still considerable gender disparities in terms of political engagement, economic empowerment, and education (Wohne, 2018). Men and women should be empowered in a 50:50 ratio, and both sexes should have the same level of empowerment, according to development goals. However, the nation is predicted to fall short of these targets by 2015. (United Nations[UN], 2015).

Gender-specific disparities were found in Kenya following a review of the literature on the underrepresentation of women in education administration up to 2000. According to the Ministry of Education of Kenya Ministry of Education Science and Technology (MOEST, 2018), out of 24,000 Public schools, 2,000 of them were managed by the female while 22,000 schools were managed by male and Female served as administrators in girls' schools only. In Nyamira Public Primary schools, female teachers occupied lower ranks of administration such as class-teachers while their male counterparts dominated in management positions (2019). The current study's foundation was the obstacle element that underlies this.

The administrative vacuum of public elementary schools should be evenly distributed between male and female teachers (MOEST, 2013). Women in administration contribute by serving as active mentors and role models for those looking to advance professionally (Darwin, 2015). Researchers' main focus is on the causes of the low representation of women among instructors in education administration. They face challenges such as gender roles, religion, socialization and culture, lack of mentors and educational qualifications (Wanjama, 2018).



Chemjor (2005) demonstrates that despite having more women in leadership roles than males, Kenya still lacks the national infrastructure necessary to support the implementation of women's rights. The government's efforts to reduce public bias may fail if these differences are not addressed. Wavinya (2018) investigates how Makueni District teachers feel about leadership. Even achievements are highlighted in the K.C.P.E. in female principals compared to male-headed. The performance of female managers can only be compared if there is an equal distribution of managerial positions between men and women. According to Pala (2020), old gender norms are still very much present in society. There is a perception that senior position promotions are unfairly prejudiced against women. Male instructors are more likely than female teachers to apply for promotions and be accepted into administrative positions (Saitis, 2020).

In Matungulu District, Machakos District, Mutinda (2018) looked at the representation of women in positions of leadership in public primary schools. According to the findings, there were 1.33 percent female directors and 98.67 percent male directors in managerial roles. The economic, sociocultural, academic, and support for women are some of the causes of this phenomena. It is rumored that women encourage their husbands' managerial job applications (Obonyo & Orlale, 2018). The same phenomenon that female teachers do not hold managerial positions is also felt in Rigoma District, Nyamira District. This is especially true for public elementary schools. In Manga District, there are 49 male teachers and 8 female teachers (Nyamira District Education Office, 2020). Table 1.1 shows the distribution of primary school leadership positions in Rigoma District.

**Table 1.1***Distribution of Head teachers and deputy Head teachers by gender*

	Head teachers				Deputy Head teachers			
	Males		Females		Males		Females	
	M	%	F	%	M	%		%
Esani Zone	13	81.25	3	18.75	12	75	4	25
Eronge Zone	17	19.44	1	5.56	16	8.89	2	11.11
Gesima Zone	19	18.65	4	17.39	17	73.7	6	26.29
TOTAL	49	85.96	8	14.04	45	78.9	12	21.05

*Source: Nyamira County Education Office, 2020.*

Table 1.1 shows that Rigoma sub-district has three zones, namely Esani, Eronge and Gesima. There are 57 schools, eight run by girls and 49 run by boys. It is clear that there are more men than women in managerial positions. This disparity made it necessary to conduct this study to determine what contributes to the underrepresentation of women in the management of public elementary schools in Kenya's Nyamira County and Rigoma Sub-County.

## **1.2 Statement of the problem**

There have been many gains made on female empowerment globally, however female underrepresentation in positions of leadership is still challenging in public primary schools in Kenya (MOEST, 2020). The female under-representation in decision-making positions had made female teachers remain stagnated as classroom teachers (MOEST, 2020). Despite this, the Kenyan government is working on a

number of ongoing projects to close the gender gap at all levels of educational administration, including the hiring of qualified female managers, a gender-balanced intake of pre-service teachers, engendering the curriculum, and quality assurance officers on gender issues (Livingstone, 2020). According to Chege & Sifuna (2020), government documents such as; Economic Recovery Strategy and Ministry of Education Strategic the Kenya Vision 2030, have also addressed gender issues on female education leadership/management to help in avoiding gender biases in the management of public schools. Additionally, other authors, such as Muthege in 2018, have tackled the wider issue of female underrepresentation in Kenya's public elementary school management.

This tendency prevents female instructors from having a significant influence on decision-making in Kenya's state primary schools. This lack of representation has serious consequences for female teachers, as their needs and interests are not taken into account in decision making. The young child who will become the future female leader lacks a mentor who can give her confidence by serving as an example. The current study, therefore investigated factors including social-cultural, education qualification and the role of mentorship on female under-representation in education management among teachers in Rigoma Sub-County, Nyamira County.

### **1.3 Purpose of the Study**

This study sought to assess the factors that influence female under-representation in the management of public primary schools in Rigoma Sub-County, Nyamira County, Kenya.

#### **1.4 Objectives of the study**

- i) To identify the social-cultural issues that lead to female under-representation in education management in Rigoma Sub-County, Nyamira County, Kenya.
- ii) To establish the influence of academic qualification in relation to female under-representation in education management in Rigoma Sub-County, Nyamira County, Kenya.
- iii) To determine the role of mentorship in promoting female participation in school leadership and management in Rigoma Sub-County, Nyamira County, Kenya.

#### **1.5 Research questions**

- 1. What are some of the social-cultural issues that lead to female under-representation in management positions in public primary schools in Rigoma Sub-County, Nyamira County?
- 2. How do education qualification affect female under-representation in education management in Rigoma Sub-County, Nyamira County?
- 3. What is the role of mentorship on female under-representation in education management among teachers in Rigoma Sub-County?

#### **1.6 Significance of the study**

In order to close the information gap about the variables influencing the low representation of women in the management of education in SD Negeri in Rigoma District, Nyamira County, this study was carried out. The findings will therefore support female instructors who want to hold leadership positions. This is so that they can take into account and operate within the limitations that, from the standpoint of

women in administrative roles, present problems with gender balance. In SD Negeri in Rigoma District, Nyamira County, this study was carried out to close the knowledge gap on the factors that affect the poor representation of women in the management of education. As a result, the findings will support female instructors who want to hold leadership roles. This is because they will consider and work under constraints that pose issues with gender balance from the perspective of women in administrative roles.

The results of the research may help communities consider changes in gender socialization and cultural issues that are detrimental to women in leadership positions. This is because this study examines and makes recommendations on several issues against the under-representation of women in teacher education. Therefore, female teachers will aspire for and climb the ladder to management positions.

### **1.7 Scope of the study**

The area which was investigated under female under-representation in management of primary schools was Rigoma Sub-County, Masaba North Sub-county Nyamira County, Kenya. When the schools were open, from January to March of 2018, the study was conducted. The main focus was on 22 school managers, 585 teachers, 4 Zonal Quality Assurance Officers, (ZQASO) and 1 District Quality Assurance Officer (DQUASO). The study engaged respondents who were Purposively sampled from Rigoma Sub-County. Extreme research norms were adhered to by the research by keeping confidentiality, anonymity, seeking consent from respondents, the researcher avoided plagiarism and practiced integrity during the research period. Teachers and administrators with advanced degrees employed at private institutions

were not included in this study. This is because the factors behind the representation of women may differ from those of teachers working in public primary schools.

Researchers interviewed and gave questionnaires only to teachers who were present during the research. Although their contributions may have been significant, those who were pregnant, unwell, or on study leave were not included in the study. The study was guided by Equity theory and Pearson's theory on gender relation.

### **1.8 Assumptions for the study**

All respondents are assumed to have provided accurate responses to all survey questions. The researcher sets up situations that encourage participants to provide honest answers in order to do this. In the first place, it was made abundantly clear to respondents during the data collection that participation in the study was optional and that one might withdraw from it at any time without penalty. Second, the confidentiality and anonymity of the responses were guaranteed.

Furthermore, it was expected that the data gathering tools would produce information that would allow the researcher to respond to the study questions. This is due to a pilot study that was done to ensure the dependability of the data collection tools. The researcher made the supposition that there was an official criterion for teacher promotion that was devoid of gender bias and that female instructors had goals for high administrative positions in the field of education.

## **1.9 Operational definition of terms**

**Sub-County** -An education administrative unit in a county such as Rigoma Sub-County.

**Gender** - relates to how duties, responsibilities, and obligations for women in educational systems are distributed in society between men and women.

**Gender roles** - These are obligations and responsibilities that society considers appropriate for both men and women.

**Female under-representation**- female low attainment of a post

**Management** -Being in the position of leading others in an institution or a school.

**Public primary schools** - All citizens who meet the prerequisites may enroll in these institutions because they were established by the government.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The aim of this chapter was to evaluate the literature on the underrepresentation of women in managerial roles in public elementary schools, with a focus on the social-cultural, academic, and mentoring roles in increasing female participation. The chapter also presents the theoretical framework and conceptual framework.

#### **2.2 Literature Review**

The literature was reviewed under various subheading related to the factors influencing female under-representation in management of primary schools among teachers as follows: To analyze the influence of academic qualification in connection to female under-representation in education administration in Rigoma Sub-County, one must first identify the social-cultural elements that contribute to this underrepresentation. The role of mentorship in promoting female participation in leadership and management. It also presented the conceptual and theoretical framework.

Although women make up a large portion of the education industry globally, their contribution to education management remained minimal (UNESCO, 2003). The under-representation was a global problem that was influenced by situational elements including the function of mentoring and balance in educational administration as well as personal factors like education level, ambition, and family dedication (Darwin, 2015).



In Asia, female who planned to teach expected gender attitudes that were outdated by Western societal hierarchy in which female were the lowest members and showed differences to their males (Chic & Grace, 2010).

In South Africa, ethnic traditions, multicultural communities, as well as the complicity of women themselves, all contributed to the deep-seated practice of gender discrimination. Each cultural value perceived female as inferior to male. Because of these cultural norms, conformity, and political structures, gender inequality in South Africa is still a problem in the twenty-first century (Celikten, 2005). There is a problem with female underrepresentation in education management in Kenya, according to study done by the Ministry of Education Science and Technology (MOEST, 2013).

Due to their size as a global demographic, women must play a substantial role in education management. Their inclusion is necessary for human rights and affirmative action so that females can learn from them (Shakeshaft, 1991).

### **2.3 The social-cultural factors in female underrepresentation in education management**

Designing, planning, and executing organizational goals and resources to achieve specific organizational goals is referred to as management (Okumbe, 2016). The means and objectives of an organization are decided by management. Both in industrialized and developing nations, women in leadership roles are quite uncommon (Gisholm, 2017). She claims that less than 5% of women hold high positions in the majority of Middle Eastern and North African countries, with the exception of Egypt, India, Bangladesh, Malaysia, and the Republic of Korea.

Momanyi (2018) points out that there is a lack of information regarding the quantity and caliber of career opportunities for women who have access to higher education. He goes on to point out that women are few in university professors, despite the visible achievements in the humanities faculty. Female graduates lack employment, promotion and advancement opportunities due to discrimination and their role as housewives. This situation requires changing cultural attitudes and gender stereotypes in the workplace to increase women's representation in education management.

Pakistan has improved the lives of women by passing a law prohibiting discrimination against women in public life (Government of Pakistan, 2010). According to Hertillinger's research from 2017, there aren't many women in senior roles in the former Soviet Union, and the number drops off dramatically as one rises through the ranks. She acknowledges that although women make up 70% of the teaching workforce overall, they are underrepresented in leadership positions, and many young women grow to dislike administration as they become older and begin to identify men with power.

The culture of Indonesia is one of the main barriers that prevents its women from achieving leadership positions. In Indonesian culture, men are given precedence over women. Women are socially constructed to believe that their job is only necessary to complement that of men and that their contributions to the family are insignificant. The husband is accepted as the primary breadwinner of the family in a society where marriage is considered more as a religious belief in raising the next generation than as a shared economic advantage (Yulai, 2018).

This culture has had an impact on how competitive men and women are. Many women avoid competing with their spouses because they think men should get priority because they provide the family with more financial benefits. Men are given additional rights and benefits in this social environment so they can obtain positions more easily.

Work-life balance is another barrier for women in managerial roles (Justus, 2017). Once a woman marries or starts a family, she is doubly burdened, which exposes her to the dilemma of deciding between work and family. When the children are older or more mature and her husband's work allows the move, wives must select when to seek a better position based on when their lives are more mature than their husbands'. According to this analysis of male and female space in public and private, women must conform to masculine norms in order to advance in the workplace (Eddy, 2018).

Islamic traditions are significant in influencing people's sentiments because they are followed by more than 90% of the world's Muslims. Unfortunately, the traditional understanding of Islam restricts women's participation in activities outside the house and prevents them from holding leadership positions. According to this reading of the Qur'an, the division of labor between the sexes represents the ideal family or social structure and the husband is superior to his wife. Women are told to be meek and subservient and play a supportive role. Without the husband's consent, women are not permitted to participate outside of the home. In addition, women cannot hold leadership positions (Dewi, 2018).

The conquest of women took place in harmony with the conquest in the family, as well as in women's organizational and socio-political life. Given that there are twice as many male as female principals, it is obvious that men dominate the field of education. In accordance with the quotation from Acker and Fauger (2018) education is a patriarchal institution that invariably favors men. Because of their authority and masculinity, male leaders are preferred in Indonesian educational institutions. Men have a more authoritative demeanor (Kabakoff cited in Wilking 2001). Because it implies that women are less involved and less assertive, the Kenyan definition of professional involvement is not one that is favorable to women. According to Setiadarma (2018), many Kenyan women leaders are hard to verify because of their subservience. Women find it difficult to exert themselves because of this. As a result, few women have access to positions of leadership or decision-making. And this leaves a hole in the research on the reasons why males are still overrepresented in leadership roles in public primary schools, especially in Kenya's Rigoma Sub-County.

The Kenyan government is making great efforts to promote women to senior management positions. On October 20, 2009, President Mwai Kibaki underlined the importance of women's participation in decision-making in a Kenyatta Day speech. As a result, gender disparity will decline in Kenyan society (Mugo, 2016). The draft constitution's Bill of Rights, which was presented during the 2003 Constitutional Conference, placed a strong emphasis on equality in the management of education. However, other groups rejected the proposed new constitution in the 2005 national election as well, claiming that it would violate the natural order of imbalance between men and women (Obonyo & Orlale, 2017).

Despite government initiatives to reduce discrimination against women in educational leadership, a few things have always prevented this satisfying experience. Women are less involved in management than men because they have additional family leadership responsibilities (Saitis, 2018). This is in line with another study by Odera, which discovered that a substantial portion of posts were declined due to too high management levels, redundant workloads, and the involvement of too many elementary school teachers in school-family administration. There is no time for kids, and when one helps run the school, they lose their family presence and their position is forgotten by the wives and kids. According to her, the higher requirements of the family, which are unquestionably more essential than other needs, seem to rule the lives of female instructors around the world (Odera, 2019). The combination of women's strong leadership commitment and primary responsibilities at home determined their choice not to be involved in school administration.

Culturally, much of the housework is reserved for women (Livingstone, 2004). The majority of a woman's time is spent on household tasks including childcare, cooking, cleaning, and shopping. They put in a lot of labor for the family, which makes it challenging for them to obtain managerial jobs (Livingstone, 2004). According to research, few women accept advancements when offered because they are concerned about how their families will manage without them. As a result, many women forfeit their promotion opportunities to men (Chemjo, 2018). A woman's work life is disrupted by marriage and motherhood, and once she returns from maternity leave, she is viewed as geriatric in a culture where youth is associated with adaptability and creativity. As a result, there are low-paid female teachers who are also low-level

mothers (Tschege, 2016). Momanyi (2018) notes that needing children for weakness is a barrier for women to take leadership positions. Women are challenged by job and family expectations and end up in leadership positions (Saitis, 2018). The Kenyan government promotes equality between men and women in managerial positions.

The direction in which a culture's members behave is determined by it. Values, beliefs, and ideologies play a significant role in shaping future job decisions (Epstein, 1977). Every society has specific obligations that are taught to both sexes as they mature and apply to men, women, boys, and girls equally. Equal rights are guaranteed to everyone under international human rights legislation, regardless of gender, race, or caste. Women do not always have the same rights as men in terms of access to land, property, education, and economic prospects in many societies (Pala, 1978).

Fenn (2017) says that the stereotype of gender roles that favors men is a major barrier to the peroxidation of women's managerial opportunities. A cliché arose that linked management to male activity. According to Lim (2018), the Kikuyu, Kamba, Luo, Embu, and Kuria traditional schools educate girls to become quiet, obedient brides in the future. In contrast to boys, who are brought up to be aggressive, relentless, and dictatorial, they are also trained to be polite and caring house managers.

Mwaniki (2016) asserts that myths, proverbs, riddles, customary practices, and various educational systems that disparage and sanctify the status of men while declaring women to be inferior contribute to further support arguments for oppression. This entire situation prohibits women from making critical decisions

(Mwaniki, 2016). Today's women, like today's men, are educated, and they shouldn't be constrained by the social mores of bygone societies or the vices of former colonial rulers.

A pedagogy of difference plagues women's education in Africa and worldwide, emphasizing the disparities rather than the commonalities between men and women (Gisholm, 2011). Men are still seen in some sociocultural ideologies as managers, thinkers, and decision-makers, while women are portrayed as housewives, modest, and simple.

Because women have access to decision-making processes, the patriarchal idea that masculinity is primarily a private matter confines women to the home. Movement restrictions, such as the requirement that women in Middle Eastern nations be accompanied by men when going to the market, demonstrate women's respect for male authority (Guerero, 2017).

Odera (2016) quotes an elementary school principal as saying that even after accepting administrative positions, women are not treated with the same respect as their male counterparts. A number of obstacles that hinder women in the teaching profession have been recognized by the Association for the Advancement of African Education (ADAE). This includes societal beliefs and practices that elevate men and women to leadership roles in education, preventing women from receiving such recognition (Mehra, 2019). He went on to say that women lacked communal and educational support.

Odera (2019) got to the opinion that teachers prefer male teachers because they have been brainwashed to believe that men are more reasonable and conscious than

women in Focusing on Female Principals. He found that boys, compared to girls, were socialized to make decisions and hold positions in the state from childhood. Momanyi (2017) concludes that the negative perception of society that demeans women prevents them from being appointed as school leaders. Any plan to increase teacher morale must be put into action by providing both male and female educators with equal opportunities to advance to leadership positions (Okuinbe, 2018). In many parts of the world, female teachers have fought for equality, while in other parts of the world, the status of women varies by country and region (Merida, 2013).

When appointing teachers for managerial jobs, several countries prioritize teacher experience and age (Livingstone, 2004). In Burkina Faso, Grace (2009) did a study that revealed the most recent rule, which has been outlined in the country's presidential decree since 2009, which states that primary school teachers with less than eight years of experience in the classroom cannot seek for managerial posts. It seems that joint education prioritizes seniority when the manager certainly not someone with managerial knowledge and skills.

Mehra (2019) conducted a study on the age of female teachers in management in Greece in 2008. Seventy percent of the 304 instructors in the sample who are in management are women who are over 40 and have between 10 and 20 years of experience instructing in public elementary schools. Older women participate in decision-making in many traditional societies. These senior female managers seem to benefit from this independent variable common in many African organizations (Lim, 2017).



Marriage binds men and women together because of certain fundamental gender roles. The majority of domestic chores are traditionally performed by women (Livingstone, 2014). The majority of a woman's time is spent on household tasks including childcare, cooking, cleaning, and shopping. They work very hard to support their families, which makes it challenging for them to obtain high management positions (Livingstone, 2014). Few women are willing to accept transfers from their families, according to research, since they are worried that their family won't be able to exist without them. As a result, many women fall behind men in terms of advancement (Chemjor, 2018).

According to Powell (1981), women are unsuited for careers that demand a proven track record and compel them to put their children and families as a whole before themselves. A woman's work is disrupted by marriage and motherhood, and when she returns from maternity leave, in a society where youth is linked with adaptability and inventiveness, she is viewed as geriatric. Teachers who had children from a previous relationship are in lower-paid and less-important positions. Motherhood is linked to less involvement in the workforce (Chege, 2018).

Hertlinger (2016) noticed how women were socialized by their families as children in his research of the issues facing working women in Kenya. This socialization process has altered how men and women are expected to act in various roles. Society has long supported the notion that a woman's primary function in life is to marry and produce children, with everything else happening in and around that.

Chemjor (2018) finds that conflicts with family interests arise when female teachers start moving to the administrative level. Because of their spouses' work and the

educational needs of their children, six of the ten women who took part in her study chose against moving. According to Momanyi (2017), having children deters women from assuming leadership positions. Women are unable to hold executive jobs because of the need to uphold familial and professional standards (Saitis, 2016).

Barriers to women's advancement to managerial positions are both internal and external (Otieno, 2017). Gregory asserts that an individual's opinion of their capacity to behave as a leader and the leadership style they employ are the two main factors that contribute to internal barriers.

Powel (2016) says that to be successful in a particular career, one must balance skills, interests, and values. To lead, you need to feel confident in yourself. Women lack strong ideals, which results in low self-esteem and a poor self-image (Saitis, 2018). Success and good self-esteem go hand in hand. According to Saitis, early socialization may be the cause of low self-esteem. Saitis continues by pointing out that even if a teacher enters the field with a sense of effectiveness and purpose, their performance will be hampered by the actions and attitudes of many men—particularly those who have a say in the culture of the school and staff.

In her 2019 study, Odera (2019) examined the influence of gender in adult relationships and discovered that while men dominate lengthier conversations and disrupt female involvement, women encourage the discourse. Men believe that women who persistently defend their arguments have moral weaknesses (Chege, 2014). Were found that schools administered by women were more stable and organized than those with male teachers when he studied women in Kenya. Teachers

should work to dispel societal stereotypes of them and show that they have managerial abilities.

In India, although the Indian female had the opportunities to be empowered and climb the ladder to management positions, cultural barriers hinder them. The cultural norms prevented them from not making their own choices. They were not able to access the opportunities because they were not educated and other family affairs such as house chores hindered them. Female were more valued on the reproductive roles/duties (Ruwa, 2015).

In Africa, cultural and social factors hinder female to aspire for promotion. For example children, as shown by the results of the study; of working mothers spending a lot of time with their children and taking breaks in 2000, 73% of working women voluntarily quit work at some point in their lives, compared to 24% of their male counterparts (Hewlett & Luce, 2010).

In Kenya, several factors such as culture, economic value and religion combine to deny female opportunities to education and management (UNESCO, 2014). For instance, among the Maasai Community, girls have been on an impediment of cultural beliefs that prevented many from enrolling or completing school (Etaugh & Nekaray, 2013). They included economic incentives for early marriages such as cash, dowries, cost of education and their way of life (Community Voice, 2015).

Recent studies show that female under-representation in a management position in primary schools in Rigoma Sub-County still existed. Only 8 schools were managed by female teachers out of 65 public primary schools (DEO's office Masaba North, 2018). Therefore the research was undertaken to identify the barriers to female

under-representation in management positions in public primary schools and suggested remedies to curb the situation (Merida, 2013).

#### **2.4 Academic qualifications in relation to female under-representation in management**

The position of school administration involves certain talents. Female instructors are being prepared for administrative positions through more doctoral certification programs or internships in the US, but this is not mirrored in upper management (Logan, 2018). This is due to the persistent gender-based employment hurdles. There is still the historical androcentric perspective (Shakeshaft, 2010). There is a cultural view that administration is dominated by men. Women have particular demands and obstacles that must be taken into account in programs that train women to be educational administrators in the future. This entails learning how to alter prejudicial attitudes toward women, hone decision-making abilities, and function successfully within cultural and political structures (Brown & Irby, 2005).

The role of education administrator requires efficient use of human resources, funds and equipment to effectively provide quality education. Managers must be appointed based on proven competence and have educational qualifications (Olembo et al., 2014).

Deputy managers are required to attend at least one training course sponsored by the Kenya Personnel Education Institute (KESI) before being appointed as manager. They take rigorous courses in human resource management, public relations, and financial management. The likelihood of a gender balance in managerial roles is therefore increased through further training and education. Women have been

propelled up the career ladder to managerial roles, among other things, thanks in large part to their education (Wanjama, 2002).

Girls' access to higher education in Kenya has been impacted by the economic worth of education. This is because parents prefer boys to stay in school over girls in the face of costs and opportunities to access education, which results in under-representation of women in leadership positions in the education sector (Chic & Grace, 2010).

This trend, reflected in colleges and universities, is carrying over into the workplace, especially in leadership positions in education. Education Center statistics show the low representation of women in management (Juma & Ngoma, 2003). For instance, only one woman is among the 122 teacher education officers from primary to municipal civil workers, and only 4 of Kenya's 26 teacher education institutes' directors are women (UNESCO, 2010).

As girls move through the educational system in Kenya, the education system does little to alter their aspirations for their future educational and professional pursuits. It appears that boys and girls are not exposed to the same educational curriculum in light of the reported differences in educational career expectations. The curriculum challenges boys, whereas girls have fewer career alternatives. Because they are raised with aspirations for less fulfilling, domestic jobs, they grow up to be women without ambitions for progress (Wanjama, 2002). The careers department at the school should guide students in making career choices with minimal gender bias.

The study findings identified the factors which influenced female under-representation in management position and generated possible solutions to curb the

under-representation in education management among teachers in Rigoma Sub-County Nyamira County, Kenya.

## **2.5 Mentorship and participation leadership and management in primary schools**

Role models and mentors are interchangeable phrases for individuals who help others advance their careers (Darwin, 2015). The literature from the past ten years demonstrates that women's access to leadership roles in higher education through career mobility is hampered by a lack of assistance from role models and mentors. Mentors set the bar for imitation.

The number of female principals is significantly lower than that of male principals due to the gender gap in educational leadership (Moich, 2017). Women are not allowed to join informal networks or ties in organizations (principals) where men predominate (Ouston, 2018). Additionally, according to traditional Indonesian ideals, women are subordinate to men, hence men dismiss the "voice" of women (Suryadi & Idris, 2016). It seems that men are generally more prone than women to share their knowledge, especially in casual settings, when they are administrators or supervisors (Enrich, 2015). Male managers find it difficult to impart their wisdom and experiences to their female employees. Men also strive to avoid women in professional settings since for some traditional male groups, women are seen as temptations (Mulia, 2008). Women's work is undervalued compared to men's work due to social construction.

Yula (2017) comprehensive study of educational leadership in sub-Saharan Africa shows that male leaders understand their privileges and reinforce each other's

responsibilities to support one another's career development. Because males are hesitant to share with them and few women can offer assistance, this is not the situation with women.

The main reason why so few women are encouraged to hold leadership positions is a lack of role models. School leadership is described by female students as "a hegemonic male cultural academy" (Ouston, 2019). You find it difficult to converse with guys on work-related topics. They prefer to receive assistance from other females. For teachers who want to advance to leadership roles, the principal is an important person to know. the requirement for other women to inspire and mentor them in order for them to feel inspired. The social messages that males receive about rising to leadership positions are not the same for female educators.

The idea that women should mentor other women is one remedy that research has put up in recent years to solve the issue of women's lack of expertise in traditional mentoring as well as misconceptions of male chauvinism and gender roles. Women's job possibilities are thought to be improved by same-sex assistance programs, which are viewed as a panacea (Enrich, 2017).

Other female directors who want to advance in their careers need a mentor or someone with more expertise. The proportion of women in leadership positions in education is impacted by the absence of resources to support and encourage female teachers and school administrators who are interested in assuming these positions (Enrich, 2017).

It has been established that girls enroll at a lower rate than guys do. The literacy percentage among Indonesian women is still 64%. (Kompas, 2019). Women have

consistently had trouble getting access to education throughout Indonesian history. Regarding formal and non-formal education in society, especially in rural areas, there are two gender biases, namely the belief that their daughters should not receive higher education because they will end up in the kitchen and do not need to give our daughters a higher education. That even if they do, they won't be theirs forever; one day, they'll get married and walk away (Suarta, 2017).

This presumption of gender inequality is significant in societies that follow a patrilineal descent pattern, like the majority of ethnic groups in Indonesia. They put the father's family above the mother. They also prioritize the education of their children. Suryadi and Idris (2014) found that the low participation of women led to low levels of higher education among women. One of the key causes of women's underrepresentation in leadership roles across all industries, including education, is this issue. Exemplary teachers are the most effective mentors. They offer features that include training, sponsorship, and promotions. Mentors provide mentees with psychological support such as motivation, self-confidence, and increased self-esteem by serving as advisors (Patton, 2009).

The best mentors for women who want to work in education leadership positions are school administrators (Gardiner, 2018). Without a mentor, just 17% of American women would be able to advance in school administration, despite the fact that women need family support to provide them a respite from the decision to work longer hours. To gain the expertise and political savvy required for a woman to establish herself as an administrator, professional support is crucial (Benner, 2018).



According to study, women often don't have access to mentors who may assist shape the next generation of leaders since they tend to associate with male role models (Walker, 2003). According to studies, there are fewer female teachers in leadership and decision-making roles in education than at every level from the permanent secretary to the principal (Wanjama, 2011).

Mentors are more important for the socialization of professional management in education than as classroom teachers. Through mentoring, newcomers can learn about political realities, how to advance projects through the hierarchy, creative solutions, budget contacts, and survival skills that aren't covered in any employee handbook (Groogan & Brunner, 2005). In male-dominated sectors, mentoring for academic progress has been shown to give mentees more prospects for career advancement, job satisfaction, and separation from compensation. Female teachers who received mentoring achieved 69% promotions compared to 44% of women who did not receive mentoring (Patton, 2009). The lack of role models in senior administrative positions contributes to the low aspirations of female teachers for pedagogical leadership positions.

Due to the fact that educational administration has historically been a male domain, there is a limited possibility of coming across other women in administrative roles and studying how they manage their obligations. This is a barrier to women seeking leadership roles in education administration (Wanjama, 2011).

Women in Kenya have historically had fewer mentors and institutional and informal networks than men (Matasyoh, 2016). This lowers the likelihood of progression for women by making it challenging for them to learn insider information about cultural

norms in positions of leadership in organizations. They lack important information, are silent in meetings and therefore feel isolated. Women in management keep their female counterparts on the fringes of management. There were no female students, but they cut and stabbed each other.

## **2.6 Theoretical Framework**

### **2.6.1 Equity theory**

Equity theory is the foundation of this subject. John Stacey Adams proposed this theory in 1963. According to this hypothesis, the sense of an equitable distribution of resources in interpersonal interactions must lead to relational happiness. According to Adams, employees work to establish a balance between the inputs and outputs they provide to the workplace and how those inputs and outputs are seen by others (Adams, 1963). According to his theory, people cherish being treated fairly, which inspires them to uphold fairness in interactions with coworkers and the business. It illustrates that rewards should be given based on an individual's own accomplishments and skills rather than on the basis of arbitrary factors like gender or socioeconomic background. Promotional standards must be based on aptitude and openness (Adams, 1963).

The advancement of women to executive positions in the Rigoma District does, however, exhibit certain gender discrepancies. Despite having the same education and training as their male colleagues, many women are not given managerial promotions (Makori, 2018). Obonyo and Orlale (2019) found that sociocultural factors prevented women from filling these leadership positions in public schools.

The founders of this approach include authors like Rousseau (2015–2018), who contended that natural statesmen are born equal and that personal characteristics shouldn't jeopardize social equality. Because it demonstrates the prejudice that influences teacher advancement, this hypothesis is pertinent to the suggested study aims. This helped improve the situation of under-representation of women in leadership positions in public elementary schools in Rigoma District.

### **2.6.2 Pearson's theory on gender relation**

The Gender Relationship Theory by Ruth Pearson (1992) provides the foundation for this study. According to Pearson's thesis, society evaluates all activities depending on how men and women interact and play out their social roles. According to the framework, the idea of gender roles and behaviors in this situation is firmly ideological. Instead of the activities that men and women engage in, policies frequently reflect a fixed interpretation of the roles of men and women. According to this concept, society appears to have the greatest control over what men and women actually contribute, which ends up being discriminatory toward women (Pearson, 1992). These stereotypes have a negative impact on how well men and women succeed in practically every area of life, including leadership, education, and general development.

The framework for gender relations developed by Pearson is in line with the viewpoint that emphasizes the evolution of social distinctions between men and women over time and between cultures.

The occupational mobility of women into managerial positions indicates their entitlement to managerial work as well as the fulfillment of their actual gender roles,

making Pearson's framework for gender relations applicable for this study. The study "women are underrepresented in education" uses links to Ruth Pearson's ideology, because women's underrepresentation in education management is directly influenced by gender-specific social issues and negative perceptions that are learned and change over time. Over time, women are socialized to be submissive, and thus to be leaders and exhibit qualities such as self-confidence, determination, and directness that are considered socially unacceptable and stubborn (Brunner, 2000).

Researchers note certain weaknesses in Pearson's theory, because society has ingrained perceptions and socializations that are difficult to eradicate. There are roles in society that are essentially feminine and unalterable. Because of the two natural responsibilities of reproduction and production, having children, for instance, needs more dedication on the side of women. Practical women's gender roles have several public perceptions.

## **2.7 Conceptual Framework**

The framework suggests that cultural issues such as religion, culture beliefs, gender roles and socialization, are gender issues that led to female under-representation in education management in Nyamira county. As the first independent variable is being conceptualized into religion, cultural beliefs, gender roles and socialization constrains resulting female under-representation in education management among teachers from generation to generation. And this is indeed in line with Ruth Pearson's theory on gender relation on female role and voice in the society.

While the second independent variable (women's educational attainment) is conceptualized as education level, work experience and vocational training and is supported in Ruth Pearson's gender theory. The third independent variable

mentorship on female participation in school leadership and management is conceptualized into coaching, sponsoring, self-esteem and female aspiration which are presumed to have a positive bearing on identifying factors that lead to Female Under-representation in the Management of Public Primary Schools in Rigoma Sub-County, Nyamira County, Kenya. Therefore, the socialization process that characterizes leadership as male domination causes women's self-perceptions that result in a lack of self-confidence and low self-esteem (Kang'ethe, 2005).

In Kenya's Nyamira County's Rigoma Sub-County, the study hypothesized that social-cultural factors might have an impact on the underrepresentation of women in the management of public primary schools.

The first level contains the independent variable. To determine how the independent variable affects the dependent variable, the researcher adjusts and manipulates the independent variable (Mbwesa, 2006). It might have a favorable or unfavorable effect. The effect is measurable. They have developed manipulative and uncontrollable characteristics (Mugenda & Mugenda, 1999). Gender roles, women's self-image, socialization, mentoring roles, and educational and training qualifications were used as independent variables in the study.

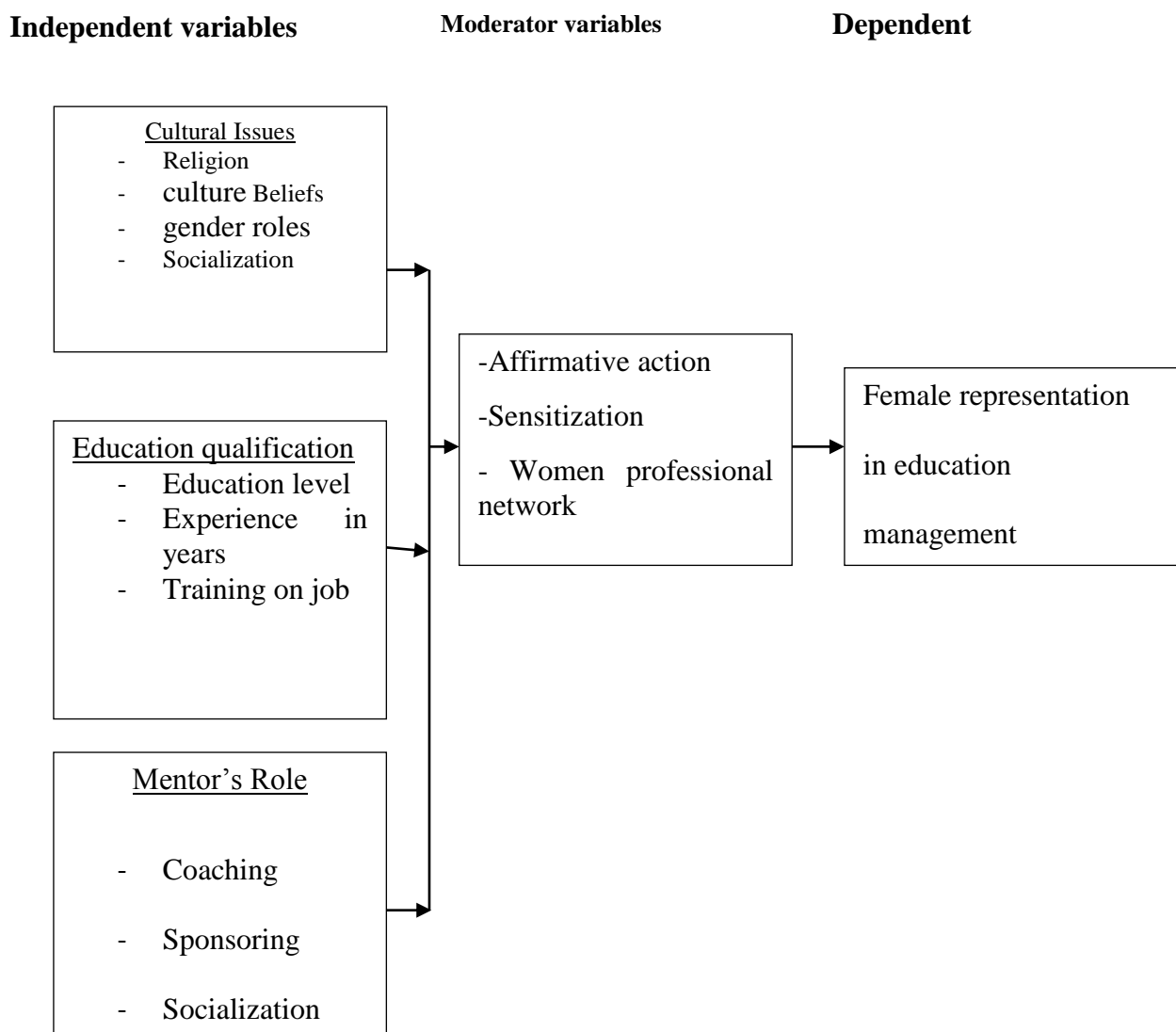
The dependent variable is at level two. This phenomenon is what the research investigating it is (Orodho, 2002). This is the thing being judged. The poor participation of women in education administration in public elementary schools in Rigoma District, Nyamira District, Kenya, is the dependent variable in this study.

The moderator level is the third level. Between the independent variable and the dependent variable, the moderator variable functions as a catalyst. This modifies the

impact on the relationship between the independent and dependent variables from what was initially anticipated (Mbweza, 2006). In the research, the moderating variables indicated positive actions, gender-specific socialization, and women's professional networks. All of these measures take gender into account to support underrepresented groups against the exclusive effects of history.

**Figure 1.1**

*Conceptual Framework*



*Source: author (2021)*

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research approach that was employed for data collecting and analysis is described in this chapter. It comprises the following: research design, study setting, study population, sampling strategy, sample size, tool validity, tool reliability, data collection methods, and data analysis.

#### **3.2 Research Design**

A framework, plan, system, or approach utilized to come up with answers to research problems is called a research design (Orodho, 2003). In this study, a descriptive research strategy was chosen as the response to the research question. This study employs a descriptive research design because it effectively defines and explains how each independent and dependent variable behaves, establishes their relationship, and determines whether they have an impact on one another (Mugenda & Mugenda, 2003). Hence, the descriptive research design aims to assess whether there is a relationship between the variables that can influence each other and provide an overview, which shows what are the consequences of women's representation in education management under sub-teachers, Rigoma district, Nyamira County.

Descriptive research design involves collecting data by giving questionnaires to individual samples (Orodho, 2003). An effort was made to gather information from respondents regarding the attitudes and beliefs that motivate the researchers' decision to conduct study in the Rigoma District, a specific geographic area. It identifies the types of interventions that can be implemented to reduce this gap (Mugenda, 2008).

Researchers can examine and explain the traits of female teachers in connection to their degree of education, work position, and career goals thanks to the descriptive design (Mbweza, 2006). Making certain straightforward judgments, like how many teachers hold administrative jobs and what influences under-representation in school administration, should be aided by descriptive design. When it's possible that the true number of questionnaire respondents is unknown, the researcher admits the limits of the descriptive design. Despite its drawbacks, descriptive design is thought to be the best strategy for this investigation.

### **3.3 Study area**

The current research was based in Nyamira County, Rigoma sub-County. Nyamira is one of the 47 districts of Kenya (see Appendix IX). The district was deliberately chosen because, according to a scientific study by Uwezo (2018), the percentage of female leadership roles in public primary schools in the Nimira District was lower than the national average at 24.83% compared to 75.17% of male counterparts. for the inclusion of women by 27.2%. Therefore, this influenced the researcher sought to explore the factors resulting in those low female representation in management positions.

The location of the study was Rigoma Sub-County, Nyamira County, Kenya. The respondents were 65 principals, 585 teachers (male and female), 1 district education officer, 4 curriculum and quality assurance officers. Despite the lack of information on the underrepresentation of women in education from the Ministry of Education's Statistics Office in the North Masaa District, there is a chance to learn more at the school level utilizing surveys for male and female teachers and interview guides for principals. This is because some managers and admins desire promotions and there is



gender bias at that level. At this level, eligible candidates are expected to provide information about the factors that contribute to the status quo. The researcher used the principal to establish contact. For access to the interviewee, contacts must build a certain level of familiarity. The information that the respondents submitted will determine how well the research turns out.

### 3.4 Target Population

Target population was from Rigoma Sub-County. The total numbers of respondents were 510. The curriculum support officers were 4, 1 sub-county education director, 280 female teachers, 200 male teachers, 24 schools and 1 sub-county quality Assurance and standards officer.

**Table 3.1**

#### *Target Population*

Type of school	Boys Boarding	Girls Boarding	Mixed day	Mixed Boarding	County office	Total
No. for School	4	4	8	8		24
Head teacher	4	4	8	8		24
Female teachers	40	40	60	60		200
Male teachers	60	60	80	80		280
CSO					4	4
Sub-county Directors					1	1
DHRO					1	1
TOTAL	104	104	148	148	6	510

*Source: Nyanira County Education Office (2020)*

### **3.5 Sampling techniques and sample size**

#### **3.5.1 Sampling Techniques**

Sampling is the process of choosing a small subset of the population's overall size to serve as a representative sample (Nicholas, 2006). Although the sample is a more manageable, smaller portion of the population, it is sufficiently representative of the total group, giving a true image of the population as a whole in respect to some research-related concerns (UNESCO, 2005). Clustered, saturated, target, and simple random sampling approaches are all used in this study.

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Purposive sampling, according to Patton (2002), is a research technique where informants are chosen based on specific traits. Therefore, directors were chosen using a targeted sample strategy. To include each principal from the chosen schools, the researcher utilized a targeted sample strategy. Additionally, targeted sampling is dependent on the researcher's choice, according to Oso and Onen (2009)

On the other side, a simple random selection technique was used to interview parents from the selected schools. According to Mugenda & Mugenda (2003), random sampling gives every participant an equal chance of being chosen, making it a fair way to select a sample from the target population. For the previously indicated

reasons, the researcher also employed a straightforward random sample to ensure that all second graders had an equal chance of becoming a part of the study.

In this investigation, a straightforward random sampling method was utilized in each case to determine a precise sample size using a table of random numbers. A random number table, as was previously said, provides each member of the population with an equal and independent probability of being selected as a sample. The techniques below are used to create a straightforward random sample using a table of random numbers: the number of each member of the population is found from 1 to N, the population size and sample size are scientifically determined, taking the starting point of randomness, a number table is constructed, sample table reading direction (top-to-bottom, left-to-right, or right-to-left) is selected, selected is made from the first n numbers whose digits range from 0 to N, and this continues through the table until the sample size is obtained.

Researchers used a saturated sample to select district education officers. The target population was too small for this study, thus the saturated sample was enough to choose sub-district education officers (Sharma, 2008). Research respondents were selected from 4 male Islamic boarding schools, 4 female Islamic boarding schools from 24 public elementary schools in Rigoma District. Target sampling is used to select schools. This was done to ensure that respondents were selected from the relevant primary school categories in Rigoma. Targeted sampling is seen as appropriate since it identifies significant sources of variation in the population and selects samples that are representative of these differences (Orodho, 2009).

### 3.5.2 Sample Size

The sample, according to Mwangi (2006), is the population from whom data is gathered. Eight male schools, eight female schools, and two mixed schools make up the sample size. These 18 principals were chosen specifically based on their roles in the school's administration. Three male instructors and three female teachers, one from each school, made up the remaining responders. With the aid of convenience sampling, they were chosen. There are 54 total female instructors and 54 total male teachers in the teaching profession. Based on the cases that were available, these were chosen (Orodho, 2009). Thus, 126 people from the 18 public primary schools responded to the survey.

**Table 3.2**

*Sample Size*

Type of school	Boys school	Girls school	Mixed school	Total
No. of school	8	8	2	18
Head teachers	8	8	2	18
Female teachers	24	24	6	54
Male teachers	24	24	6	54
Total	56	56	16	126

*Source: Researcher, 2020*

### 3.6 Research instruments

The researcher employed a questionnaire, interviews, observation, and document analysis as study instruments to gather data.

### **3.6.1 Questionnaire**

A questionnaire is a technique for gathering data that asks respondents to answer questions. In most cases, questionnaires are used to gather crucial data from big groups. The questionnaire's items are created to address the study's specific research aims and questions (Mugenda & Mugenda, 2003).

One advantage of the questionnaire is that it offers respondents adequate time to give accurate responses (Kothari, 2014). Questionnaires were distributed by the researchers to 4 curriculum support officers, 1 sub-district education director, 280 female teachers, 200 male teachers, 24 schools, and 1 sub-district quality and standard assurance officer (appendix IV and V). The questionnaire has open and closed elements which are divided into several sections with elements such as: In order to promote women's participation in leadership and school management in public elementary schools, sociocultural, academic qualifications, and the mentoring role all play a part.

### **3.6.2 Interview guide**

The purpose of an interview is to exchange information with the respondent (Ruane, 2008). This is a direct means of gathering data (Creswell, 2014). In order to gather more specific data on the causes of the underrepresentation of women in education management among teachers in Rigoma District, Nyamira District, an interview strategy was employed to gather information from the quality assurance officer.

Interviews were carried out with headteachers and curriculum support officers (appendix II and III). The researcher prepared an interview guide schedule to ensure uniformity of administration and according to the study objectives. This technique

was found to be important because more accurate information was obtained and due to the personal presence of the interviewee, there is flexibility in the inquiry (Kothari, 2005).

### **3.6.3 Observation checklist**

It is a tool that offers knowledge by way of observation (Kombo & Tromp, 2016). It is a technology that aids in contextualizing behavior so that scientists can better comprehend it. This strategy was utilized by the researcher to gather data on female managers who work as elementary school teachers. The researcher utilized the observation checklist as a guide to observe the obstacles to women holding leadership positions in the sample schools they observed and the gender leadership style that was helpful (Kombo & Tromp, 2016).

### **3.7 Piloting of the instruments**

Pilot studies are a crucial part of the entire research process, according to Denscombe (2017), as they allow researchers to gauge the efficacy of various research methodologies. Two schools in the Rigoma sub-district were chosen at random to participate in this study's testing of the research tool. The actual survey did not include these institutions. This enables the researcher to broaden the focus of the various research tools, organize the items, and improve the precision and sufficiency of the wording of the research items in the various research tools, leading to the revision or deletion of some of the questions initially identified as ambiguous.

Simple random selection is used to choose schools, giving every school in the population an equal chance of being chosen (Orodho, 2008). The two institutions were excluded from the sample. Trial is very important to identify ambiguous

responses. This allows respondents to comment and suggest improvements (Mugenda & Mugenda, 2011). Errors such as repeated questions and unclear instructions are identified and corrected.

### **3.7.1 Reliability**

Reliability is the ability of an instrument to consistently measure what it is supposed to measure, or the degree to which the same (or a similar) tool will produce similar results for similar people at different times (Wiersma & Jurs, 2018). The instruments' ability to consistently measure the same state on the same person was examined (Sproull, 1988). The instrument was put to the test by comparing its accuracy against the equivalent (parallel) form. With the same pilot subject, two different types of tools—in particular, interviews and questionnaires—were used. The outcomes were compared and the reliability of the data was determined. The instrument is regarded as dependable if the pattern of item responses is constant (Hittleman & Simon, 2016).

A trustworthy instrument has an instrument reliability coefficient of  $r = 0.70$ . The instrument is regarded as more trustworthy the closer its instrument reliability coefficient is to 1.0. The questionnaire was given to the principal to provide specific information on the difficulties faced by women in leadership positions in public elementary schools, and interviews were conducted by the researcher with Quality Assurance and Management Officers. These actions demonstrated the validity of the questionnaire and interview instrument.

### **3.7.2 Validity**

The amount to which an instrument measures what it is intended to measure is referred to as validity (Hittleman & Simon, 2016; Wiersma & Jurs, 2015). Instruments are verified to see how well they will measure the things that they are intended to measure. In order to assess how well the items generated represent or will measure the precise objectives, topic, abilities, information, or behavior being examined, these tools are primarily tested for content validity. This was determined adequately through my manager's use of rational analysis tools. To ensure the validity of the content of the questionnaire used in this study, independent experts were consulted and their contributions were incorporated into the construction of the instrument.

### **3.8 Data Collection Procedure**

The researcher has a letter of recommendation and obtained a research permit from the Kenya Methodist University Graduate School. The researcher then requested permission to conduct study from the National Council for Scientific Technology and Innovation (NACOSTI). The district and sub-district schools gave the researcher permission before she visited the school. Agreements with principals and researchers issued cover letters to teachers. The researcher then visits the school and, through regular visits, establishes a relationship with the respondent at the school that allows the subject to clarify questions that may not be clear. Cell phones are used to reach respondents and find out the extent of their answers. While observing the questionnaire, the researcher completed the observation checklist.

This study uses primary data sources by contacting respondents to obtain direct data using self-filled questionnaires aimed at collecting data. The self-administered



questionnaire approach allows researchers to cover large populations quickly and at a reasonable cost. The department subsequently sent a letter of recommendation to the researcher. The letter served as the means of getting NACOSTI's official clearance for the research.

The permit has been submitted to SCEO Masaba North Sub-County in Nyamira County. DEO requested the essential information from all public elementary school principals in a letter sent to all of them. The researcher then scheduled a meeting with the chosen school's principal. School visits are carried out on a predetermined date to explain the purpose of the visit. Researchers submitted approval of permits and letters from SCEO. The researcher asked permission from the principal to be interviewed and was given permission to manage other respondents. Tool is taken after a week. This will provide them enough time to submit the necessary information.

### **3.9 Data Analysis**

The process of summarizing, categorizing, rearranging, and sorting the raw data acquired in accordance with the research objectives is known as data analysis (Mbweza, 2006). The data collected is qualitative and quantitative. This research quantitatively and qualitatively analyzes the data collected from the field. Namely, this data analysis method requires many stages; Data Cleaning and Explanation. Data cleaning is the tabulation and editing of data to show whether there are anomalies in the responses of the collected data and to assign certain numerical scores to respondents for further assessment and to compile a questionnaire for the consistency of their editing (Billett, 2017).

According to Singh et al. (2018), descriptive statistical methods are used to characterize the data and ascertain the degree to which the respondents agree with specific claims about each element. In order to examine the gathered data, descriptive statistics were used, including measures of central tendency. As a result, errors from the 10 superfluous written responses were removed before the primary data from the field was finalized. Each study topic received a unique code that was used to summarize the results. Coded items were looked at with the intention of using descriptive statistics like percentage, mean, and standard deviation. The data are presented using frequency distribution tables, graphs, and percentages.

### **3.10 Ethical consideration**

Ethical considerations are of great importance throughout the whole research process (Stake, 2017). Before starting to conduct this research, logistical and ethical considerations were observed by obtaining a consent letter to conduct the research in public primary schools from the University, post-graduate school of education and a research permit from NACOSTI.

Since ethical considerations are part of research work and according to Bryman (2014), it is unavoidable. Therefore, the current study is not exempt from a full ethical review as it involves professional consultants on aspects of their working life. Despite these exceptions, ethical guidelines and the rule of law were taken into account by researchers (Holloway, 2018). Since participants were given a consent form (see Appendix I) outlining the purpose of the study and clarifying what was contained in the participation, ethical considerations for whistleblowers to protect against harm, exposure, and anonymity were therefore guaranteed, according to Bailey Hennink, and Hutter (2015). The researcher also explained to the participants

their freedom to withdraw from the study at any time and the secrecy with which their data would be handled.

This study examines ethical questions according to Robinson (2019), in dealing with the problems of human life. This is done by ensuring that data collected from hospitality respondents is kept confidential and for educational purposes only. Respondents will also be given the opportunity to opt not to participate in the study if they so choose.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the results of the research, interpretation of the data and the results of relevant discussions. The structure of this chapter is based on the research objectives that guide this research. This chapter provides information on instrument returns, respondent demographics, presentation of results, interpretations, and discussions in line with the research objectives.

#### 4.2 Response return rate

This survey involved a sample of 126 respondents. It consists of 18 principals, 54 teachers and 54 female teachers. The response return rate was as provided in Table 4.1.

**Table 4.1**

<i>Response rate</i>				
<b>Respondents</b>	<b>Sample size</b>	<b>Responded</b>	<b>Not Responded</b>	<b>Response frequency (%)</b>
	126			100.0
<b>Head Teachers</b>	18	18	0	100.0
<b>Male Teachers</b>	54	54	0	100.0
<b>Female Teachers</b>	54	54	0	100.0
<b>Total</b>	126	126	0	100.0

*Source: Field data, 2021*

The results shown in Table 4.1 show that all 126 respondents finished the survey and sent it back, for a response rate of 100.0%. The response rate is representative of and congruent with the opinions of Mugenda and Mugenda (1999), who thought that a 50% response rate was sufficient for evaluation and reporting. A response rate of 60% or more is considered excellent, while a rate of 70% or higher is considered excellent, according to Mugenda and Mugenda. This positive return rate was due to the researcher involving research assistants to administer the questionnaires.

### 4.3 Respondents' demographic characteristics

#### 4.3.1 Respondents' gender

The study sought to discover gender of head teachers, as provided in Table 4.2.

**Table 4.2**

<i>Gender of head teachers</i>		
<b>Parents' Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	14	77.77
Female	4	22.23
<b>Total</b>	<b>18</b>	<b>100.0</b>

*Source: Researcher (2021)*

Male respondents (Head Teachers) made up the majority with 77.77% of the total. The others were female as captured in Table 4.2. This is an indication that male teachers were better educated than their female counterparts, thus giving a good ground for management post.

#### 4.3.2 Age

Table 4.3 shows respondent's academic levels in determining of achievement of gender equity in headship positions in public elementary schools in Nyamira County.

The age of the respondents is presented in Table 4.3.

**Table 4.3**

*The age of the respondents*

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
18 to 25	5	11.4
26 to 35	9	20.5
36 to 45	20	45.5
46 and above	10	22.7
<b>Total</b>		<b>100.0</b>
	<b>126</b>	

*Source: Researcher's (2021)*

According to the findings, 45.5% of respondents, or between the ages of 36 and 45, made up the majority of the sample. 22,75 respondents were over the age of 46. Twenty-five percent of respondents were between the ages of 26 and 35. 18.4% of the population was between 18 and 25. This demonstrates that respondents tend to be older than 36. demonstrating their capacity for handling responsibility and their ability to pinpoint the causes of the underrepresentation of women in managerial positions in public elementary schools. It was argued that, those from the backgrounds of well-educated parent tend to be more successful in developing in their work place and are generally better prepared for academic growth because of

good guidance from parents, early access to better tertiary education (Diemer & Ali, 2019).

#### 4.3.3. Years worked in the current school

**Table 4.4**

*Numbers of years worked in the schools*

<b>Work Duration</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 5 years	1	7.14
Between 6 and 10 years	2	14.29
Between 11 and 15 years	3	21.43
Between 16 and 20 years	7	50.00
21 years and above	1	7.14
<b>Total</b>	<b>14</b>	<b>100.00</b>

*Source: Researcher (2021)*

Table 4.4 shows that majority of the head-teachers had managed the same school. Between eleven and fifteen years represented by 50.0% of the sample. 21.43 % had headship for between eleven and fifteen years. Another 14.29 % between six and ten years, and 7.14 % for less than five years. Further, 7.14 % of the respondents had worked for twenty one and above years as grade two teachers. It means that the respondents had a long experience and therefore they are able to correctly create the effect of selected elements on the factors influencing female under-presentation in public primary schools. Head-teacher's years of experience are correlated with work place career development. The teaching experience supports mastery of content and competencies (Gimbert et al., 2017).

#### 4.4 Influence of Social cultural issues on female under-representation in education management

The study sought to discover the influence of Social cultural issues on female under-representation in education management as provided in Table 4.5.

According to Table 4.5 findings, 65 of the respondents were men and 61 (48%) were women. 11 male school principals (9%), 54 male and female teachers (43%) and 7 female principals (5%), respectively. The willingness of male instructors to accept administrative jobs when given the opportunity can be used to explain this disparity.

**Table 4.5**

<i>Gender</i>					
Category	of respondents	Male		Female	
		Frequency	Percentage	Frequency	Percentage
Teachers		54	43	54	43
Head teachers		11	9	7	5
Total		65	52	61	48

*Source: Researcher, 2021*

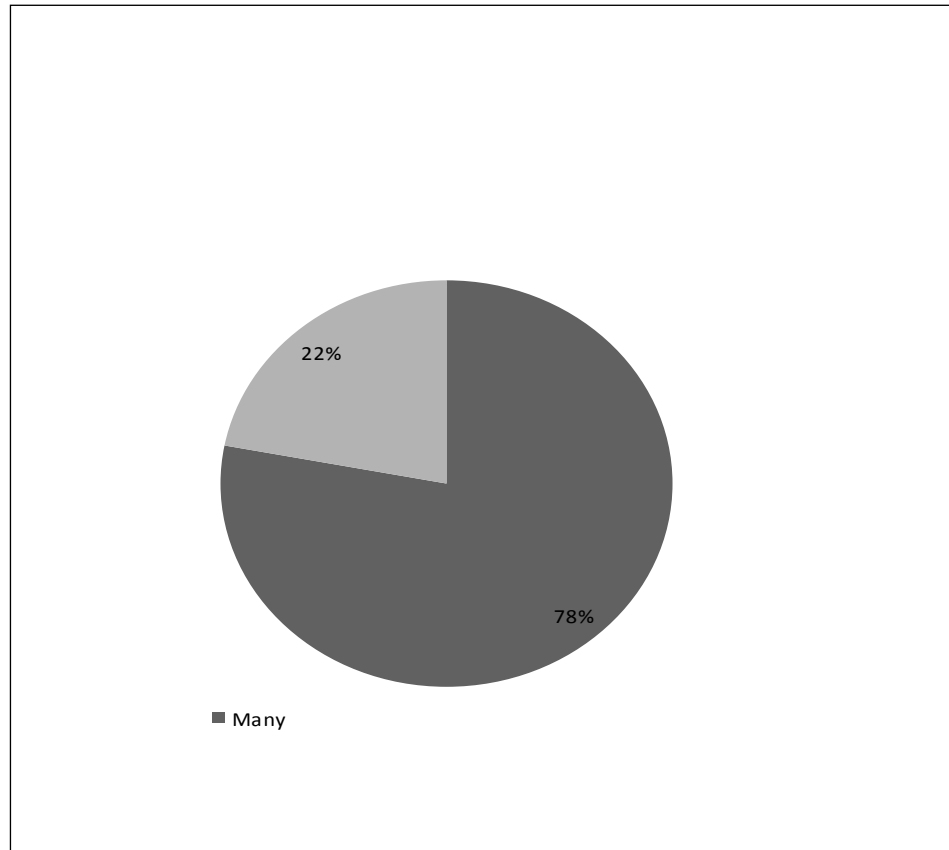
#### 4.5 Representation of female in management positions

According to Figure 4.1, there were 78% fewer and 22% more female answers when asked about the proportion of women in leadership roles in schools. This indicated female under-representation in management position which was the interest of the researcher. The under-representation was attributed to family roles played by female.



**Figure 4.1**

*Representation of female in management position*



*Source: Researcher, 2021*

**Table 4.6**

*Difference between male and female administrators according to male teachers.*

Response	Frequency	Percentage
Yes	35	65
No	19	35
Total	54	100

*Source: Researcher, 2021*

According to Table 4.6, 35% of men and 65% of women who responded to the survey claimed there was no difference. The conventional view that women are

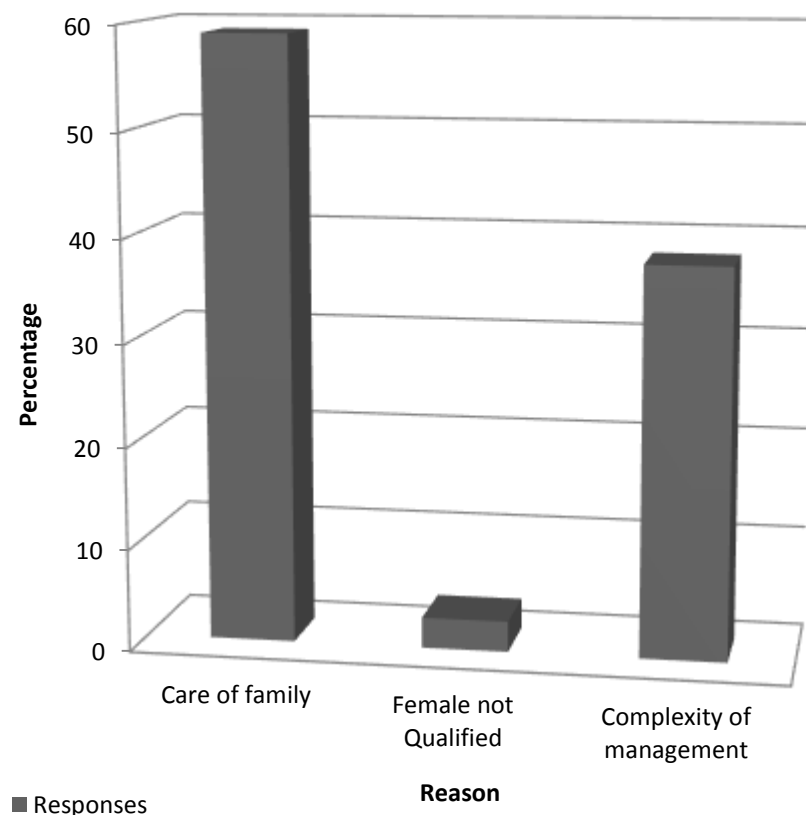
expected to be more accountable for their families can be used to explain those who exhibit disparities. This is consistent with Celikten's perspective, which holds that women should maintain intimate relationships with their husbands, children, and extended families (Celikten, 2005).

The polled male teachers backed up their response by claiming that men had more experience than women in enhancing infrastructure frameworks and that men were authoritative while women were emotional and subjective. They also indicated that working with women was easier because they were less authoritarian than men who were authoritarian in terms of giving orders and delegating tasks

**Figure 4.2**

*Female teachers' responses on female under-representation in management*

*positions*



*Source: Researcher, 2021*

Figure 4.2 demonstrates that 59% of respondents said that women prioritize taking care of their families. Only 3% of respondents claimed that women were unqualified for the job. The fact that women are directly responsible for caring for their families can be used to explain this. This is in line with the findings of Adikson (2011) who found that women's ideology and views about the ideal family have an impact on how they view work and professional life, the careers they choose, and how satisfied they are with their roles as wives, moms, and unemployed workers.

**Table 4.7**

*Female Teachers Reasons for non-acceptance of a promotion involving a transfer*

	Frequency	Percentage
Family responsibilities	22	71
Inconvenience of migrating	6	19
Spouse cannot agree	3	10
Total	31	100

*Source: Researcher, 2021*

According to the table, 71% of instructors were unable to accept a promotion that would have required them to leave their current job in order to be closer to their family because of other obligations. This can be explained by the fact that having children as a gender role necessitates having a stable job and staying put. This is in accordance with Hewitt, who emphasizes that the social assumption that women follow males to their employment prevents women from choosing to work in

administration. This supports Kochan's research, which found that women are more likely to migrate into male-dominated occupations than vice versa (Kochan, 2000).

**Table 4.8**

*Acceptance of position requiring long working hours by female teachers*

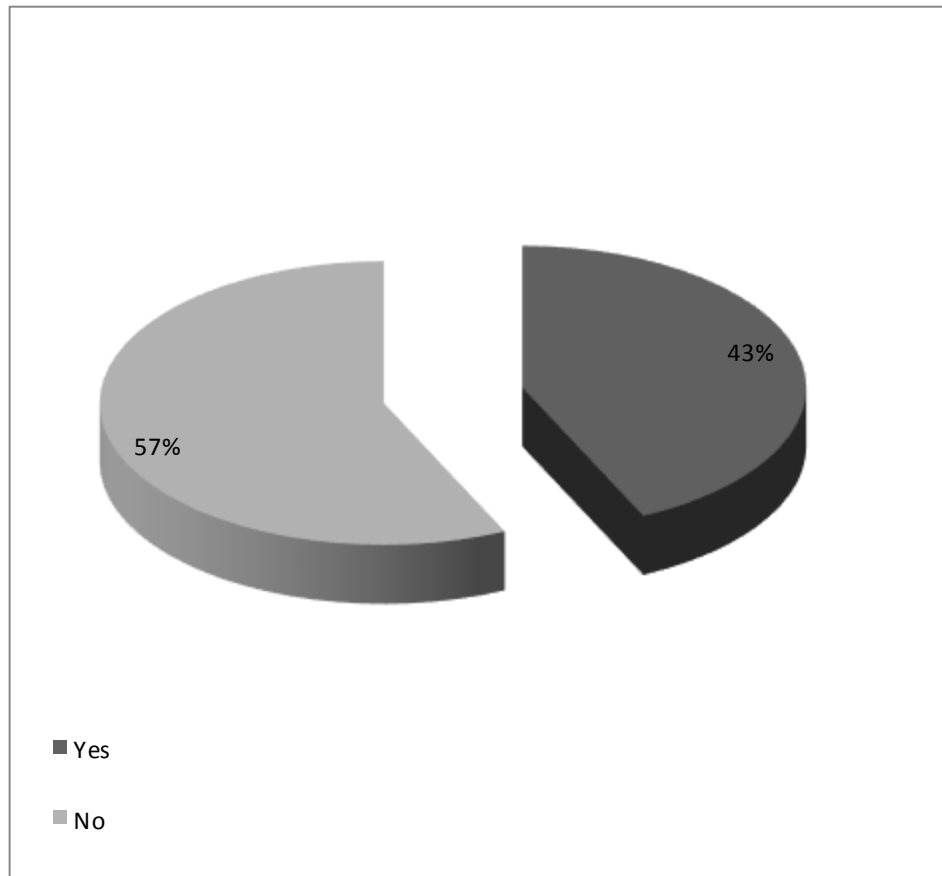
Acceptance of positions	Frequency	Percentage
Yes	24	44
No	30	56
Total	54	100

*Source: Researcher, 2021*

According to the survey, 56% of participants stated they would not accept the role, while 44% said they would. People who said they wouldn't accept the position were also asked to give a justification for their decision. They claim that taking care of family obligations bothers them. This agrees with Shakeshaft's conclusions that women's professional success is influenced by their family commitments. Women who want to be in leadership positions are constrained by family obligations, or those who employ them feel this is the case (Shakeshaft, 2005).

**Figure 4.3**

*Female teachers Response on Promotion involving a transfer*



*Source: Researcher, 2021*

According to the survey, 43% of participants would accept the transfer while 57% would not. This is explained by the fact that a woman's decision to move is influenced by things like family responsibilities and her husband's approval. This seems to support Spencer and Kochan's observations that women were less likely than males to relocate to a new neighborhood far from their current residence.

Women consider security in an established relationship to be a key factor in their decision to remain where they are. Gender socialization entails a change from male to female employment (Specer & Kochan, 2000).

**Table 4.9**

*Reasons for Non-Acceptance of Positions requiring long Working Hours by Female Teachers*

Reasons	Frequency	Percentage
Family responsibilities	27	84
Complexity of administration	4	14
Lack of spouse support		
Total	32	2

*Source: Researcher, 2021*

Table 4.9 shows that 84% of the women surveyed were against working long hours. They claimed family responsibilities as the explanation for the reduction. This can be attributed to the high time and attention demands that women face from caring for their families. 2% of the women polled claimed that their deterioration was brought on by their husbands' lack of support. This may be related to men's socialization to the idea that women should be caregivers and refrain from taking on more demanding roles like administrative employment.

This is consistent with UNSECO's conclusions that males earn income while women care for the home (UNESCO, 2013).

**Table 4.10***Commitment to administrative work*

<b>Level of commitment</b>	<b>Male</b>		<b>Female</b>	
	Frequency	Percentage	Frequency	Percentage
Very committed	8	15	19	35
Committed	42	78	30	56
Not committed	4	7	8	9
<b>Total</b>	54	100	57	100

*Source: Researcher, 2021*

According to the survey, 365% of female supervisors were not involved, compared to 78% of participants who reported that male managers were. The poll also revealed that 7% of respondents stated male responses were not active in administrative tasks, as opposed to 9% of respondents who said the same about female teachers. Women perceive themselves as leaders less positively than males do, and they feel that they need to further develop their leadership identities (Brunner & Grogan, 2005). They lack a leadership identity as a result of having low self-esteem and self-confidence, which has an impact on their job involvement and mobility.

To test how women perceive their promotion to a managerial position, a four-point Likert scale was used, with 1 for “strongly agree”, 2 for “agree”, 3 for “disagree” and 4 for “agree”. "

"Strongly agree" scores range from 0 to 1, "agree" scores range from 1.1 to 2, "disagree" scores range from 2.1 to 3, and "disagree" scores range from 0 to 3. I vehemently disagree" has a range of 3.1 to 4.0. A significant variation in the responses of the respondents is indicated by a standard deviation greater than 1.

**Table 4.11***Male and Female teachers view on need for more female school managers*

<b>Response</b>	<b>Male teachers</b>		<b>Female teachers</b>	
	Frequency	Percentage	Frequency	Percentage
<b>Yes</b>	35	65	30	56
<b>No</b>	19	35	24	44
<b>Total</b>	54	100	54	100

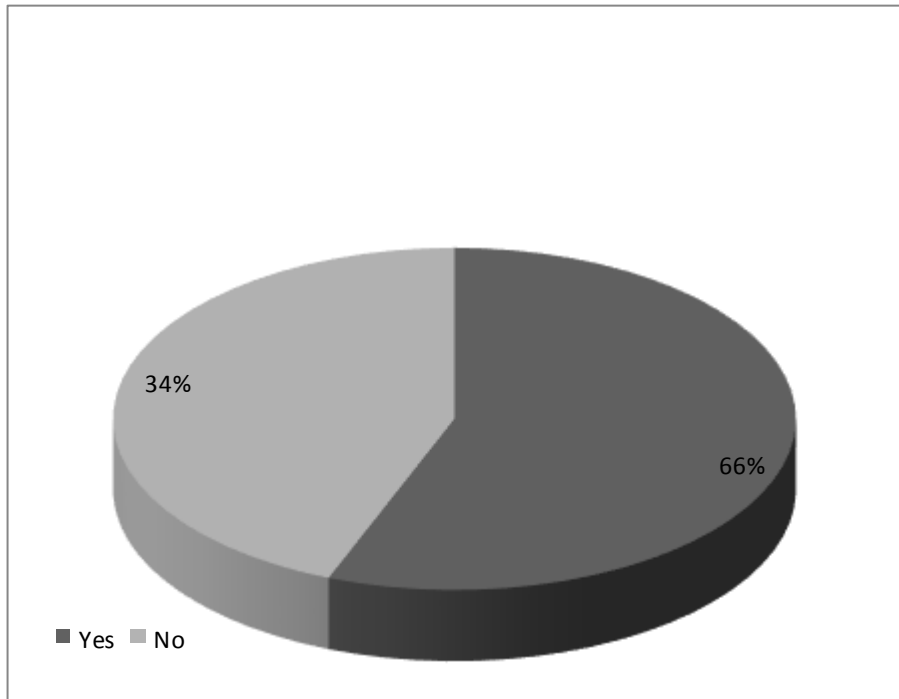
*Source: Researcher, 2021*

According to the survey, 65% of males believed there should be more female teachers in school leadership roles, while 35% of men believed there was no need for women in similar positions. 44% of the women surveyed thought there was no need for more teachers in leadership roles, while 56% agreed. The survey results show that the majority support the promotion of female teachers to school leadership positions. This is an indication that traditional beliefs and stereotypes influence leadership and management. This is supported by Hart's findings, which show that traditional beliefs and stereotypes present women as socially unacceptable leaders (Hart, 2015).



**Figure 4.4**

*Female teachers view on support by local community to rise to management positions*

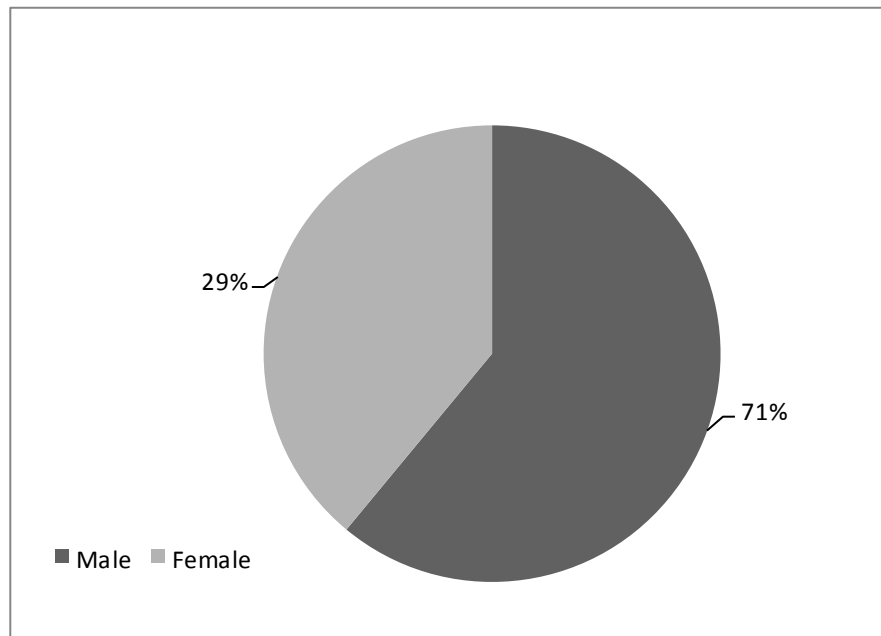


*Source: Researcher, 2021*

According to the study's findings from interviews, 66% of women stated society supports female teachers in leadership roles, while 34% said society does not. This can be explained by permitting female instructors to work in urban settings with progressive societies free of gender-oppressive sociocultural norms. Women are encouraged by society to take on leadership roles, but because of constant cultural messages of inferiority complexes, they are unable to reach the top levels of school leadership (Braithwaite, 2005).

**Figure 4.5**

*Respondents view on reasons for the Non-support by local community*



*Source: Researcher, 2021*

According to the survey, 71% of participants were familiar with male leadership. This is a result of some women working in rural environments, which are culturally different. This has an impact on public perception of women in leadership. This is in line with Johnson's results, according to which school board members lacked faith in women's capacity to manage the erection of new structures. He finished the job, surprising the board (Johnson, 2013).

#### **4.6 Impact of Academic qualification in Education Leadership and Management.**

The survey found that 65% of male respondents have a diploma and 9% have other types of qualifications such as diplomas and certificates as their current level of

education. The final qualifications of the teachers questioned were 60% for other types of qualification and 40% for graduates. The Ministry of Education assigns diploma teachers and diploma teachers to secondary schools, which accounts for the dearth of principals with master's degrees.

Teachers are also more likely to be men than women. This might be related to the many roles that women play, including gender roles, which can occasionally make it challenging to advance in education. In contrast, Logan's findings showed that although there were more women than men enrolled in pre-administrative education programs, this did not translate into administration (Logan, 2000). This is due to the persistence of historical obstacles to women's employment. According to Kangethe (2007), there is still a cultural belief that management is a male domain.

**Table 4.12**

*Education level*

<b>At appointment</b>				<b>Currently</b>		
Category of respondents	Male teachers	Female teachers	Headteachers	Male teachers	Female teachers	Headteachers
Masters	6	2	0	17	4	1
Degree	4	0	6	9	8	3
Diploma	22	31	0	9	22	18
Others	68	67	94	65	66	78
<b>Total</b>	100	100	100	100	100	100

*Source: Researcher, 2021*

**Table 4.13***Attendance of professional workshops and seminars by respondents*

		Female teachers		Male teachers	
Attendance of seminars and workshops	Frequency	Percentage	Frequency	Percentage	
	Often	25	46	30	56
	Rarely	26	48	19	35
	Not at all	54	100	54	100

*Source: Researcher, 2021*

According to the poll, 46% of teachers were women and 56% of teachers were men who regularly attended workshops and seminars. 6% of males and 9% of women didn't show up for any seminars or workshops. The results show that one of the reasons female teachers don't advance to leadership positions in their schools is because they don't attend professional development seminars and workshops. It is believed that this affects their chances of advancing to managerial positions. Due to the dual gender roles that women play, it is challenging to find time for seminars, which contributes to this imbalance. This is in line with the findings of Obonyo (2010) who found that as girls advanced through the school system in Kenya, little was done to alter expectations about their futures in the classroom. Due to disparities in educational attainment and professional objectives, it appears that boys and girls are not given the same educational options. They become non-progressive women

because their aspiration from an early age was towards a rewarding and home-oriented career (Wanjama, 2002).

**Table 4.14**

*Application for promotion by female teachers*

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>No</b>	46	85
<b>Yes</b>	8	15
<b>Total</b>	54	100

*Source: Researcher, 2021*

According to the study, 15% of teachers who were asked whether they had sought for a promotion claimed they had, while 85% of instructors indicated they had not. This may be due to women's family responsibilities. This is an indication that women seek promotion to managerial positions but are not fully successful due to gender roles. This is consistent with Celikten's findings, which indicated that women in traditional societies are expected to take on more responsibility for their families and uphold close bonds with their spouses, kids, and extended family (Celikten, 2005).

#### **4.7 The role of models and mentors in relation to female under-representation in management position.**

**Table 4.15**

*Teachers Response on having a Mentor*

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>No</b>	24	44
<b>Yes</b>	30	56
<b>Total</b>	54	100

*Source: Researcher, 2021*

Table 4.15 indicates that 56% of teachers surveyed have mentors, while 44% do not. Respondents who had a companion were also asked to state their reasons for needing a companion.

Their answers are as follows: to socialize, to build their self-esteem and to model others. Those without a mentor may set a bad example. This is consistent with Kang'ethe's finding that the lack of role models in senior managerial positions contributes to women's aspirations for leadership positions in education management (Njogu, 2007).

**Table 4.16***Female teachers' preference for a mentor in terms of gender*

<b>Percentage</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Male</b>	17	31
<b>Female</b>	37	69
<b>Total</b>	54	100

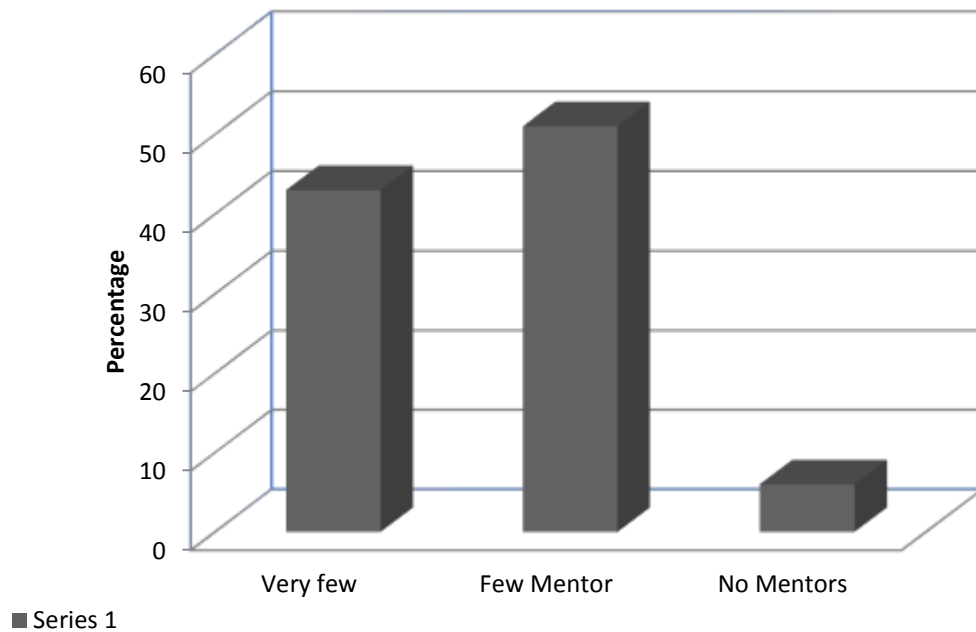
*Source: Researcher, 2021*

In the poll, it was shown that 69% of female teachers preferred to be mentored by a female principal, whereas only 31% preferred a male principal.

The reason for this is that women believe their partners are more qualified to give them advice. This is in line with Gardiner's results, according to which female school administrators serve as mentors for women who want to work in management positions (Gardiner, 2000). This suggests that the low presence of women in education administration is due to a lack of mentors.

**Figure 4.6**

*Female teachers' responses on adequacy of female mentors*



*Source: Researcher, 2021*

According to the survey, 43% of teachers claimed there were not many female mentors, and 6% said there were none at all. The absence of female leaders in senior management roles can be attributed to the paucity of female mentors for applicants, which may contribute to the underrepresentation of women in education administration. Walker's views that women often don't have mentors because they adopt the masculine concept of producing the next generation of leaders are supported by this (Walker, 2003).

Kangethe (2007) asserts that because school administration is predominantly a male domain, there are limited opportunities for women to see other women in leadership positions and how they carry out their tasks.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

A summary, research findings, and suggestions are included in this chapter. The purpose of this study was to pinpoint the causes of the underrepresentation of women in the management of public elementary schools in Kenya's Nyamira County's Rigoma Sub-County. The following specific goals serve as the foundation for this study: first, to identify the sociocultural factors that contribute to the underrepresentation of women in educational policy in Rigoma District, Nyamira District, Kenya; second, to examine the impact of higher education credentials in relation to the underrepresentation of women in educational management in Nyamira District, Rigoma Sub-County, Kenya; and third, to ascertain the function of mentoring in encouraging women's participation.

To get data from respondents and accomplish research objectives, researchers used questionnaires and interviewing protocols. Respondents were divided into the following groups; Curriculum supervisors, principals, teachers. Respondents came from public elementary schools, both male and female schools. In order to conduct this study, the researcher employed a descriptive design. The collected data is processed first to eliminate errors made by respondents. SPSS version 20.0 was used to code and analyze the data. The findings are listed below, organized by objective.

## **5.2 Summary of Findings**

### **5.2.1 Social-cultural issues that lead to female under-representation in education management in Rigoma Sub-County**

The main conclusion of this investigation is that cultural factors and gender norms in society contribute to the underrepresentation of women in leadership posts in public primary schools. This is a factor that affects how likely it is for women to hold administrative roles. Women respondents indicated that males continue to hold the majority of top managerial jobs.

According to the study's findings, women hold fewer managerial jobs than men do because they prioritize taking care of their families. Culture and religion have also contributed a lot. Women in some other communities are not required to lead their husbands.

Another problem that arises from these results is that the local community does not support female teachers for administrative positions because they are accustomed to male principals.

Additionally, male teachers who claim they do not support their spouses in administrative positions favor men over women for first promotions show the influence of socialization and gender stereotypes.

### **5.2.2 Academic qualification in relation to female under-representation in administrative position**

According to the report, fewer female instructors have advanced degrees than male teachers. Few women graduated, and none of the principals had a master's degree, according to the report.

The results showed that female teachers participated in professional seminars and workshops less frequently than male teachers who frequently attended. The results also show that very few women apply for promotions, because most of them do not have the expected grades and qualifications.

### **5.2.3 Role of mentors in relation to female under-representation in management**

The survey found that most teachers had no mentors at all. As the results show, female teachers prefer to be mentored by female colleagues. It was noted that the number of mentors was low, which was reflected in the responses from female teachers.

## **5.4 Conclusion**

### **5.4.1 Conclusion on social-cultural factor**

According to the study's findings, gender roles, culture, and conventional views all significantly contribute to the low presence of women in the field of education management. This means that in order to have more time for administrative duties, instructors must share gender roles with their husbands. This study also demonstrates how socialization and gender preconceptions contribute to the low participation of women in education administration among female instructors. In order to dispel ingrained stereotypes about how male and female teachers should behave, gender sensitivity is crucial in educational settings.

### **5.4.2 Conclusion on academic qualification factor**

In terms of the impact of educational qualifications, this leads to a lack of representation of women in leadership positions among public elementary school

teachers in Rigoma District. Female teachers should take the time to attend seminars and workshops to improve their management skills.

#### **5.4.3 Conclusion on female mentors factor**

In terms of the function of mentors, this study reveals that women are underrepresented among instructors in Rigoma District's educational administration due to a shortage of mentors. In order to mentor their colleagues and serve as role models for girls, schools need more female teachers in leadership roles.

### **5.5 Recommendations**

The results of the study reveal that there are problems that cause the lack of representation of women in education management among public elementary school teachers in Rigoma District, Nyamira County. The researcher would like to make the following recommendations to address the disability factor.

#### **5.5.1 Recommendation on female Academic qualifications**

The community needs to be made aware that there are no professions that are specifically targeted at men and women, and that gender roles must be allocated fairly at the home level so that girls can grow up with cultural influences. The young girl will be aware that she is capable of performing the same tasks as men, including administration and leadership.

Education policymakers should take steps to create special positions for female teachers, including in boys' schools, to address the under-representation of women in education administration. This can be accomplished by instructors serving as principals in schools for boys as well as girls.

Policy makers should design curricula that include gender issues to sensitize the public to socio-cultural issues that lead to under-representation of women in government. As a result, female teachers are able to alter their perception of themselves and come to identify with their male counterparts as managers.

### **5.5.2 Recommendation for Academic qualifications**

The Ministry of Education must address the gender education gap through positive actions to ensure solid education for girls, to lay the foundations for women's future leadership positions, so that in the future we will need a large number of academically qualified women.

To improve teachers' career skills and knowledge and give women the opportunity to effectively compete with males in public school leadership and management, the ministry should create policies that will make attendance at workshops and seminars a necessity for all teachers.

In order to promote female teachers' leadership and management in public schools, women should form professional networking groups where they may share advice and help one another develop their self-worth and social skills.

### **5.5.3 Recommendation for mentorship**

Teachers who are already in administrative posts could mentor their female colleagues who want to take on leadership roles by setting an excellent example. In order to prevent girls from holding administration positions in boys' schools and mixed schools, society should support women in leadership roles by offering them as much assistance as possible with boys' behavior management.

### **5.6 Suggestions for Further Research**

A study on evaluation of the quality of career guidance, student motivation and academic achievement among female learners in public and private schools should be done.

A survey can be conducted at the district level to get a wider perspective from the various respondents in the district.

To ascertain whether they are impacted by the same variables as in public schools, a study of the underrepresentation of women in education management in private schools should be conducted.

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## **APPENDICES**

### **Appendix I: Introduction Letter**

KENYA METHODIST UNIVERSITY.

DEPARTMENT OF EDUCATION

Dear Respondent,

You have been randomly selected to participate in the study to identify factors that lead to female under-representation in the Management of Public Primary Schools in Rigoma Sub-County, nyamira county, Kenya, leading to the award Degree of Masters in Education Leadership and Management of Kenya Methodist University.

Remember your responses will be used for academic purposes only and will be treated with utmost confidentiality.

Thank you for your response.

Yours faithfully,

MOMANYI RUTH MORAA

EDU – 3- 8011-1/2014

## **Appendix II: Interview Guide For Curriculum Support Officers**

The bearer of this questionnaire is a student at KeMU doing Master in Education leadership management. She is out to research on female under-representation in Management of Primary schools in Rigoma Sub-County. The assistance accorded will be highly appreciated.

### **INSTRUCTIONS**

Please answer the questions below. It is important to note that the information given is meant for research purpose only and will be treated with strict confidence. Therefore you do not need to give details about your identity.

1. a. In your zone, female teachers are under-represented in management positions in public primary schools.

True

False

- b. In your own opinion what is your understanding of female under-representation in school management?

i) .....

ii).....

2. Do female teachers apply for promotions in your zone in large numbers?

Yes

No

- b. If no, why do you think they decline?

i) .....

ii).....

iii) .....

3. a. When promoting teachers in your administrative units, do you give equal chances to both male and female teachers?

Yes

No

- b. Do female teachers turn up in large numbers?

Yes

No

- c. If no give reasons.

i) .....

ii).....

4. In your administrative unit, (zone) does the community consider gender when promoting teachers?

Yes

No

If yes state reasons why.

i) .....

ii).....

5. Do you prefer schools in your zone to have a mentor?

Yes

No

If yes, for what purpose?

6. a. Do you organize seminars and refresher courses for your teachers?

Yes

No

b. If yes, for what purpose?

7. What qualification does one need in order to be a head teacher?

8. a. Does the number of male teachers who meet the qualifications equal the number of female teachers?

Yes

No

b. If no, what causes such disparity?



9. a. In your own opinion, does culture influence school management in your zone?

Yes

No

b. If yes, whom does it favour most?

Female teachers

Male teachers

c. Why do you think so?

i).....

ii).....

### **Appendix III: Interview Guide For Head Teachers**

The bearer of this questionnaire is a student at KeMU doing Master in Education leadership management. She is out to research on female under-representation in Management of Primary schools in Rigoma Sub-County. The assistance accorded will be highly appreciated.

#### **INSTRUCTIONS**

Please answer the questions below. It is important to note that the information given is meant for research purpose only and will be treated with strict confidence. Therefore you do not need to give details about your identity.

1. Is the management of your school composed of both male and female?

Yes

No

2. If no, do you think it is important to have equal opportunity for both male and female?

Yes

No

3. a. In your administration work, do you give equal responsibilities to both male and female?

Yes

No

b. If no, give reasons for your answer

i) .....

ii).....

iii) .....

4. When you delegate responsibilities as a school manager, what factors do you consider?

Gender

Experience

Qualification

Others

5. a. In your own opinion based on experience, what problems do female face as they progress in their career as administrators?

Family related

Work related

Community related

Others

b. If others, highlight some of the problems.

6. a. Do female teachers avail themselves to attend seminars and professional workshop in large numbers?

Yes

No

If no, why do you think they decline?

7. It is important to have more female teachers in decision making positions.

Yes

No

Give reasons for your answer

8. a. Do female teachers readily take administrative responsibilities when given by Teachers Service Commission?

Yes

No

b. If no why do you think they decline?

9. a. From your experience as a school manager, do you think the local community consider gender as a factor when choosing leaders?

Yes

No

b. If yes, is it male or female leaders?

c. Give reason for your answer.

10. a. Do you have a mentor in your career as an administrator?

Yes

No

b. If yes, for what purpose?

Socialization

Convidence building

Set a model for others

Other

c. If others, name them

11. What is the current level of your education?

12. What is the level of education on first appointment by Teachers Service Commission?

13. Do you attend professional courses and conferences?

Yes

No

If yes, for what purpose?

14. a. Do female teachers in your school apply for promotions?

Yes

No

b. If no, why do you think they decline?

15. a. Does the school offer opportunities for further advancement in education and training?

Yes

No

b. If yes, who advances in large numbers?

#### **Appendix IV: Questionnaire For Male Teachers**

The bearer of this questionnaire is a student at KeMU doing Master in Education leadership management. She is out to research on female under-representation in Management of Primary schools in Rigoma Sub-County. The assistance accorded will be highly appreciated.

#### **INSTRUCTIONS**

Please answer the questions below. It is important to note that the information given is meant for research purpose only and will be treated with strict confidence. Therefore you do not need to give details about your identity.

1. In your own opinion what problems do female teachers face as they progress in school management positions?

Work related

Family related

- 2 a. If you were to be given a choice, would you like to work under a male or female school manager?

Male

Female

- 2 b. Give reason for your answer.

- 3 a. There is a difference between a male and female managed school?

Yes

No

- 3 b. Give reasons for your answer?

4 a. Do you share your family responsibilities with your spouse?

Yes

No

4 b. If yes, for what importance?

To ease the family burden for female

To create more time for female to do school work

Others

5a. Women with young children should take administrative positions?

Yes

No

5 b. Give reasons for your answer

6 a. In your view, do you think it is important to have more female as school managers?

Yes

No

6 b. If yes for what purpose?



To have equal number of men and female

To set a model for other teachers

To improve the living standards of female

Other reasons

7a. Self-confidence is a requirement in leadership?

Yes

No

7 b. If yes, what do you think is the level of confidence in female.

Have little confidence

Have moderate confidence

Have a lot of confidence

Have no confidence

7c. If no, give reasons for your answer.

8. a. Do you think both men and female stand equal chances of promotion?

Yes

No

8 b. If no, who stands a higher chance?

Men

Women

8 c. Give reason for your answer

Men have high confidence

Women have low confidence

Women have other family duties

Men do not have other family duties

9a. Suppose your spouse was given a promotion as school administrator, would you support her to take it?

Yes

No

9b. Support your answer

10. Besides each of the statements presented below, please indicate the answer that describes your feelings about a male and female school manager.

1. I strongly disagree

2. Disagree

- 3. Neutral
- 4. Agree
- 5. Strongly agree

a. Men have high confidence levels than female

1 2 3 4 5

b. Men are more aggressive on work issues than female

1 2 3 4 5

c. Men have high organizing ability

1 2 3 4 5

d. Men have better leadership qualities as compared to female

1 2 3 4 5

e. Women allow emotions guide work relations

1 2 3 4 5

11. Do you have a mentor in your career as a teacher?

Yes

No

12. If yes, what purpose?

Career development

For socialization

Confidence building

None of the above

13. Suppose you were to choose a career mentor, would you choose a male or female?

Male

Female

14. Give reason for your answer

15. What was your level of education on your first appointment by Teachers Service Commission?

P1 holder

Diploma

Degree

Masters

Others

16. What is your current level of education?

P1

Diploma

Degree

Masters

Others

17a. How often do you attend professional workshops and seminars?

Few

Many times

Not at all

17b. Do you think the workshops are important?

Yes

No

17c. If yes, what is the importance?

Career development

Improve promotion chances

Socialization

None of the above

18a. Do you attend interviews for promotion?

Yes

No

18.b. If yes, have you been promoted?

Yes

No

18c. If you have not been promoted, what do you think could be the reason?

Lack of qualification

Chances are few

Criteria for promotion not clear

Other

19. Do you think there is a relationship between promotion and academic advancement?

Yes

No

20. If no, give reason for your answer

## **Appendix V: Questionnaire For Female Teachers**

The bearer of this questionnaire is a student at KeMU doing Master in Education leadership management. She is out to research on female under-representation in Management of Primary schools in Rigoma Sub-County. The assistance accorded will be highly appreciated.

### **INSTRUCTIONS**

Please answer the questions below. It is important to note that the information given is meant for research purpose only and will be treated with strict confidence. Therefore you do not need to give details about your identity.

1a. From a female point of view, do you think female managers in schools are:

- Few
- not there
- A few
- Inadequate
- Under represented
- Many

1 b. If few, why do you think they are few

Are not qualified

Are not ambitious

Are not given chance / priority

2a. Suppose you were to be given a position that calls for long working hours, would you take it?

Yes

No

2b. If no, why would you decline?

Family responsibilities

Lack of qualifications

Complexities of administration

Lack of spouse support

3. In your opinion, what factors do you think hinder movement of female to top management positions. Indicate your choice by a tick.

Regular maternity leave ( )

Child problems ( )

Lack of education qualification ( )

Women are not ambitious ( )

The complexity of administration ( )

4. What problems do female face as they progress to management positions?

Work related

Family related

Others

5 a. Suppose you were promoted and the new position requires you to migrate away from home, would you take it?

Yes



No

5 b. If no, why would you decline?

Due to family responsibilities

Inconvenience of migrating

My spouse cannot agree

Others

6. Besides the statements indicated below, please indicate your level of satisfaction

1 Extremely satisfied

2 Dissatisfied

3 Satisfied

4 Extremely dissatisfied

a) How satisfied are you with your current position as a teacher?

1 2 3 4 5

b) As a head of department

1 2 3 4 5

c) To spend time with my children

1 2 3 4 5

d) To spend time with my spouse

1 2 3 4 5

7a. In your opinion as a female teacher, do you think we need more female in school management positions?

Yes

No

7b. Give reason for your answer

8. What do you think is the number of female in management positions in schools?

- Are few
- Not there
- Inadequate
- Adequate
- Are many

9. If few, what could be the reason for this?

Women are not ambitious

Women care for the family first

Women are not qualified

It is a man's job

10a. How would you rate the level of commitment of male school managers?

1. Not Committed

2. Committed
3. Very committed

10b. How would you rate the level of commitment of female school managers

1. Not Committed
2. Committed
3. Very committed

11a. Suppose you were to be given a choice, would you prefer to work with a male or female school manager?

Male

Female

11b. Give reason for your answer

12a. From a female point of view, do you think the local community support female as leaders in schools?

Yes

No

12b. If no, why do you think there is no support?

Have no confidence in female

They prefer male school managers

They are used to male school managers

Others

13. Besides the statements presented below, indicate the level of agreement

1. Strongly agree
2. Disagree
3. Agree
4. Strongly disagree
5. Neutral

a) Women aspire for promotion to administrative positions

1 2 3 4 5

b) Women prefer to teach in class and not administration duties

1 2 3 4 5

c) Women prefer to teach in class and not administration duties

1 2 3 3 4 5

d) Women hate to migrate when they get a promotion

1 2 3 3 4 5

14a. Do you think female are as good as men in decision making?

Yes

No

14b. If no, give reason for your answer

15a. Do you have a mentor in your career as a teacher?

Yes

No

15b. If yes, for what purpose?

16. Given a choice, do you prefer to have a male or female mentor?

Male

Female

17. As a female teacher do you think there are enough mentors for the future female administrators?

- Are few
- A Few
- Not enough
- Not there
- Under represented

18a. Do you think those in management positions are playing a mentor role to the teachers?

Yes

No

18b. If no, give reason for your answer

19. What was your level of qualification on first appointment?

P1 holder

Diploma holder

Degree

Masters

Others

20. What is your current level of education?

P1 holder

Diploma holder

Degree

Masters

Others

21a. How often do you attend professional workshops and seminar?

Often

Rarely

Not at all

21b. How do you rate the importance of the professional workshops and seminars.

Very important

Important

Not important

22a. Is there a relationship between promotions and education qualification?

Yes

No

22b. How are they related?

Highly related

Related

Lowly related

Not related

23a. Do you apply for promotions?

Yes

No

23b. If yes, have you been promoted for the last three years?

Yes

No

23c. If no, why do you think you have not been promoted?

Lack of qualifications

Chances are few

The criteria used

Other reasons



**Appendix VI: Research Authorization Letters from the School of Postgraduate  
of Kenya Methodist University**



## Appendix VII: Research Authorization Letters



### **MINISTRY OF EDUCATION State Department of Early Learning and Basic Education**

Email: masabanorthdeo@gmail.com  
Telephone: .....

**MASABA NORTH SUB-COUNTY  
EDUCATION OFFICE  
P.O BOX 423 -40202  
KEROKA**

When replying please quote

**6<sup>TH</sup> MARCH, 2018**

REF: ED/MAS'N'/ 16

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO CONDUCT RESEARCH – RUTH MORAA MOMANYI**

The above named person is a student at **Kenya Methodist University**. She has been given authority by the National Commission for Science, Technology and Innovation to conduct Research on **“Female under representation in management of primary schools in Rigoma Division of Masaba North Sub County”**, in Nyamira County.

The research will commence immediately and end on **8<sup>th</sup> February, 2019**.

Please accord her your assistance.

Thank you.

**THOMAS NYABAYO  
FOR SUB-COUNTY DIRECTOR OF EDUCATION,  
MASABA NORTH.**

FOR:  
SUB-COUNTY DIRECTOR OF EDUCATION  
MASABA NORTH  
P O Box 423-40202, KEROKA  
Date.....

CC:

- **C.D.E – NYAMIRA COUNTY**
- **DCC – MASABA NORTH**

MINISTRY OF EDUCATION



Telegram: "EDUCATION", Nyamira  
Telephone: (058) 6144224

COUNTY DIRECTOR OF EDUCATION  
NYAMIRA COUNTY  
P.O.BOX 745  
NYAMIRA

When replying please quote

NCEO/1/25 VOL.II/39

REF.....

5<sup>TH</sup> MARCH, 2018

DATE: .....

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CONDUCT RESEARCH BY RUTH MORAA MOMANYI.**

The above named person is a student at **Kenya Methodist University**. She has been given authority by the National Commission for Science, Technology and innovation to conduct Research on "**Female under representation in management of primary schools in Rigoma Division of Masaba North Sub-county**", in Nyamira County

The research will commence immediately and end on **8<sup>th</sup> February, 2019**.

Please accord her your assistance.



DIMBA KENNEDY  
FOR;COUNTY DIRECTOR OF EDUCATION  
NYAMIRA COUNTY.

## Appendix VIII: Research Permit



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Wajaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/41799/21009**

Date: **8<sup>th</sup> February, 2018**

Ruth Moraa Momanyi  
Kenya Methodist University  
P.O. Box 267- 60200  
MERU.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Female under representation in management of primary schools in Rigoma Division Nyamira County-Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for the period ending **8<sup>th</sup> February, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nyamira County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*G P Kalerwa*

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nyamira County.

The County Director of Education  
Nyamira County.



## CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH CLEARANCE  
PERMIT

Serial No.A **17398**

CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:**  
**MS. RUTH MORAA MOMANYI**  
**of KENYA METHODIST UNIVERSITY,**  
**121-40503 GESIMA,has been permitted**  
**to conduct research in Nyamira County**

**Permit No : NACOSTI/P/18/41799/21009**  
**Date Of Issue : 8th February,2018**  
**Fee Recieved :Ksh 1000**

**on the topic: FEMALE UNDER**  
**REPRESENTATION IN MANAGEMENT OF**  
**PRIMARY SCHOOLS IN RIGOMA DIVISION**  
**NYAMIRA COUNTY-KENYA**

**for the period ending:**  
**8th February,2019**

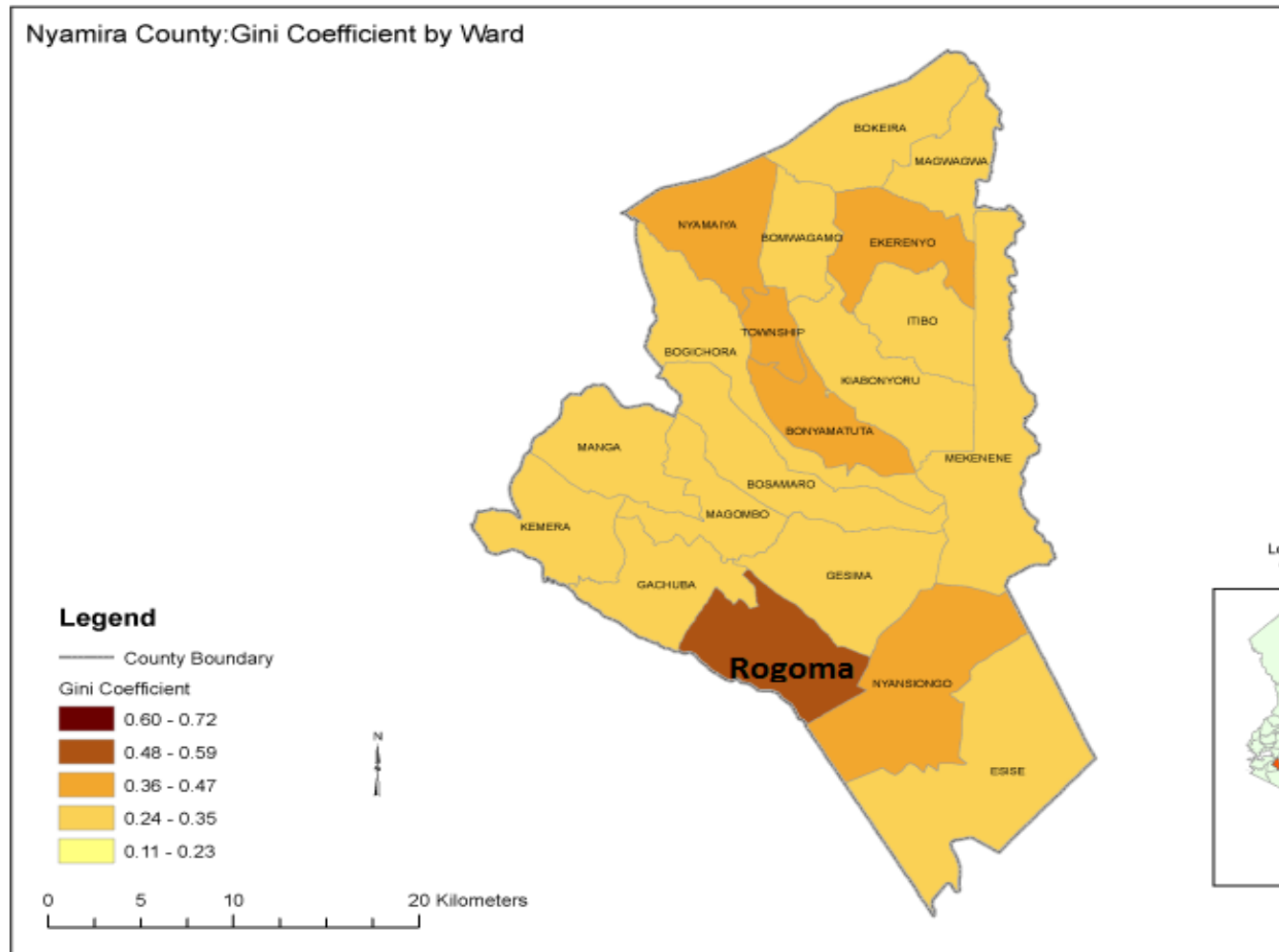


*Momanyi*  
.....  
**Applicant's**  
**Signature**

*Go Kalekwa*

.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

## Appendix IX: Map of Study Area



*Source: Nyamira County Commissioner Office, 2021*