



FACTORS INFLUENCING FEMALE TEACHERS' PROGRESSION TO TOP MANAGEMENT POSITIONS IN PUBLIC SECONDARY SCHOOLS IN NAROK NORTH SUB COUNTY, KENYA

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ABSTRACT

The purpose of the study was to examine factors influencing female teacher progression to management position in public secondary schools in Narok North sub County, Kenya. The study adopted a descriptive survey design. The target population of the study comprised of 30 public secondary schools which comprised 5 female principals, 25 male principals and 94 female teachers inclusive of deputy principals and heads of department in Narok North Sub County. A sample of 5 female principals, all 4 female deputy principals and 14 male principals were selected using stratified sampling to the study. Stratified random sampling was used to select 66 female teachers of Narok North Sub County. An interview guide for the Principals and deputy principals, two questionnaires were used to collect data. Test- retest method was used to test the reliability of the tools. Nineteen head teachers' questionnaires (83%) and 66 teachers questionnaires (95.6%) were returned. Thus, a questionnaire return rate of 79% was achieved which was deemed very good for data analysis. The major findings of the study revealed that there were fourteen male principals (73.7%) and five female principals (26.3%). The study findings also indicated that academic qualification and experience are no longer a hindrance to women appointment to leadership positions in public secondary school. Absence of role models interfere more with women's performance of school duties as compared to male teachers. The findings further established that female teachers have a negative attitude towards leadership roles and therefore, are reluctant to apply for leadership positions. In the light of the research findings the researcher made the following recommendations; The government through the Teachers' Service Commission should motivate female teachers to leadership through incentives. The Ministry of Education should encourage in-service courses on educational management to create awareness to all teachers on administrative roles.

Key Words: Role Models, Administrative Support, Administrative Workload, Individual Attitude

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INTRODUCTION

Management is important for the realization of educational goal which is to instill skills and values to the learners. It is therefore apparent that leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2011). Leadership is important in guiding human actions to conform to certain ideals and with proper leadership; societies experience development in many spheres of life (Mberia, 2016).

For a long time, leadership has been a dictate of the societal structures. As a result of this while women form more than a half of the population across the world, they are disproportionately concentrated in lower level and lower-authoritative leadership position (Davis, 2012). Traditionally leadership was construed as a masculine enterprise with special challenges and pitfalls for women (Visser, 2011). This notion appears to have persisted to date.

Research on gender and leadership conducted in the United States of America(USA) indicates that for the last two decades towards the year 2010, women have been entering the skilled and administrative ranks in the USA corporations at about the same proportion as men (Carter and Silva, 2010).Teaching profession internationally, with the exception of a few countries, is dominated by women, but despite the large numbers of women in the profession, they are greatly under-represented in positions of management (Linge; Willie and Damary, 2010).

According to Maria (2017), in Indonesia despite the Public Educational Service Commission legislation on access to headship in all public sectors being open to all qualified persons irrespective of gender, the gender inequality still persists in Cypriot Society. They all made strong efforts to further their education in order to enhance their options for advancement in the educational system, as it seemed they did not have any extra support from other women principals in such positions. In Papadakis's (2012), research on Cypriot women principals, the respondents exhibited a lower level of self-confidence. The Cypriot women credited this

to the 'European culture and society' in which she was socialized (Papadakis, 2012). Nevertheless, on moving on to headship positions, further support is needed for women to perform the role (Theodosiou, 2015).

According to Chiloane (2010), in her study on barriers to the advancement of women in leadership positions in the Gauteng, South Africa, despite having a South African Constitution that entrenches equal rights, discriminatory practices and structural inequalities are still alive and well in the South African business environment. While women dominate the teaching profession in South Africa, few of them occupy school management positions.

According to a report by the Southern and Eastern Africa Consortium for monitoring Education Quality (2010) revealed that less than 15% of secondary schools in Kenya are administered by female principals. Kenyan government introduced the gender affirmative action policy in the new constitution Article 81 (2010) that not more than two-thirds of the members of elective public bodies shall be of the same gender. By coming up with this specific policies and legislations, the government meant to expedite the promotion of woman to management positions in public offices who can act as role models for other females. Without a great number of role models in the most coveted school leadership positions, female teachers simply do not perceive themselves as potential leadership candidates .Hence, it is important for women to be mentored so that they can become the great leaders they have the potential to be.

Chisikwa, (2010), asserted that females' unique traits and abilities can especially be observed and experienced from a female's perspective in that there is need for woman who wishes to be in leadership position to learn from those currently in leadership position in order to eliminate negative attitudes and encourage more women to administrative position. Administrative support enlightened women who received necessary development and access to relevant information

respond to opportunities.

Statement of the problem

The government policy states clearly that not more than two-thirds of the members of elective post or appointive position should be of the same gender and however available data reveals that there are few female managers in education administration e.g. out of 30 registered public secondary schools in Narok North sub-county, only five are headed by female principals (UNESCO, 2014). This study therefore sought to establish the influence of manager's role models, Administrative support, Administrative workload and individual attitude influence female teachers' progression in school management positions.

A study by Mwendu (2017) indicated that with increased enrollments of women at higher levels of education, entry into academic career positions has been enhanced. It was apparent that TSC 2007 accords equal opportunities for both male and female teachers wishing to enter the administration of education. In addition to this, champions for equal treatment and opportunities in political, Economic and social activities for both male and female. However, despite all these measures and observation, women in Narok North Sub County continue to lag behind their male counterparts in regard to holding administrative positions as indicated below by the current data from the sub county director of education office. Therefore this study intended to investigate the factors influencing female teachers' progression to management positions in secondary schools in Narok North sub-county.

Purpose of the study

The purpose of this study was to examine factors influencing female teacher progression to management position in public secondary schools in Narok North sub county, Kenya. The research specific objectives were:-

- To assess the influence of availability of role models on female teachers' progression to management position in public secondary schools in Narok North Sub County

- To determine the influence of administrative support on female teachers' progression to management position in public secondary schools in Narok North sub-county
- To determine the influence of administrative work load on female teachers' progression to management position in public secondary schools in Narok North sub county
- To determine whether individual attitude in management influences female teacher progression to management position in public secondary schools in Narok North Sub County

REVIEW OF RELATED LITERATURE

The overview of female teacher progression to management position

Nearly all the countries have a common challenge of female teachers under representation in management positions in schools. It is evident that in most countries females lag behind their male counterparts in terms of administration in all aspects of management including education. According to Perumal (2014), South African democracy precipitated many changes and excavated many dormant issues, one of which was equity in the workplace which extended into the sphere of education - a sector in which women were rarely seen in leadership positions. This clearly indicates that woman being rare in leadership position is a common phenomenon across the world especially in education sector. As noted by ACCA (2013), there were few women in leadership positions as a result of the fact that there were differences in the way the men and women were mentored and sponsored, which gave men the edge over their female peers.

Role models and female teacher progression to management position

According to KPMG (2014), on women's leadership study in modeling leadership; confidence, the encouragement of positive role models and the presence of a strong professional network shaped a women's view of leadership in the workplace. Women identified confidence as an attribute that was key to leadership success. Throughout their

professional careers, it was evident that most women struggled with what they characterized as lack of it since 67% of women said they needed more support building confidence to feel like they could be leaders. Jose (2017), in his literature on women's ascension to leadership positions, showed that many women might not be attaining top managerial positions because of a lack of mentors and lack of leadership-career aspirations while Sperandio and Kagonda (2010) decried the lack of role-models and mentors in education leadership. They asserted that women in leadership positions may be breaking new ground, and are unable to offer the mentoring and encouragement to other women who may find it necessary to overcome their lack of confidence and self-esteem.

Administrative support and females teachers' progression to management positions

Men and women require support for leadership development to be able to manage institution effectively. This will help woman in getting access to developments opportunities and information equipping them will leadership skills. Women teachers are less likely to be given the types of development opportunity that is viewed as necessary to support progression into higher levels of school management positions, those women who had received the necessary development often reported having sought out and/or created the opportunities themselves (Lewis, 2010). This issue is not just of academic interest. Establishing coaching, mentoring, and networking programs that are geared towards women's unique needs not only give women opportunities to broaden their professional exposure, but can also raise the profile of female teachers into school management.

Administrative workload and female teachers' progression to management positions

According to African tradition, men were required to perform duties that were masculine in nature while woman were required to carry out the house chores i.e. cooking, cleaning, and raising children. This could have made woman view themselves as unable to perform the administrative duties as their

male counterparts do and may even fear being capable than men. The study of Osumbah (2011), indicated that the dual responsibility of employment and family care were too demanding. As such the issue of kids and/or own family is one which deters many female teachers once they must make the decision to take in a leadership role in a managerial position. This dual responsibility might make female teachers perceive administrative work as too much hence influence their willingness to apply for the administrative positions.

Individual attitude to management and female teachers' progression to management positions

Attitude about women leaderships are informed by stereotypes and subjective biases resulting from elements of societal stratification (Cheung & Halpen, 2010). Education has played a role in addressing gender disparities through its capability towards enhanced access to education opportunities and empowerment of women to be able to participate in major economic activities.

In a stratified society, men view women as less capable of leading. Kark, Waismel-Manor and Shamir (2012) noted that if the society is biased against women, women's ability to see themselves as suitable for leadership is but a mirage. Coleman (2011) also noted that gendered attitude play a crucial role in women career progression and strongly support women's child care and domestic responsibility whereas men have been give the role of breadwinner (Bushra, 2014). Mirza and Jabeen (2011) also noted that women are particularly less likely to acquire skills, training and competencies necessary for professional advancement and management position given the general attitude that is held against them.

Theoretical framework

The theory attempts to explain relational satisfaction in terms of perceptions of fair distribution of resources within interpersonal relationship. Adams asserted that employees seek to maintain equity between inputs and outputs and fair treatment which causes them to either be

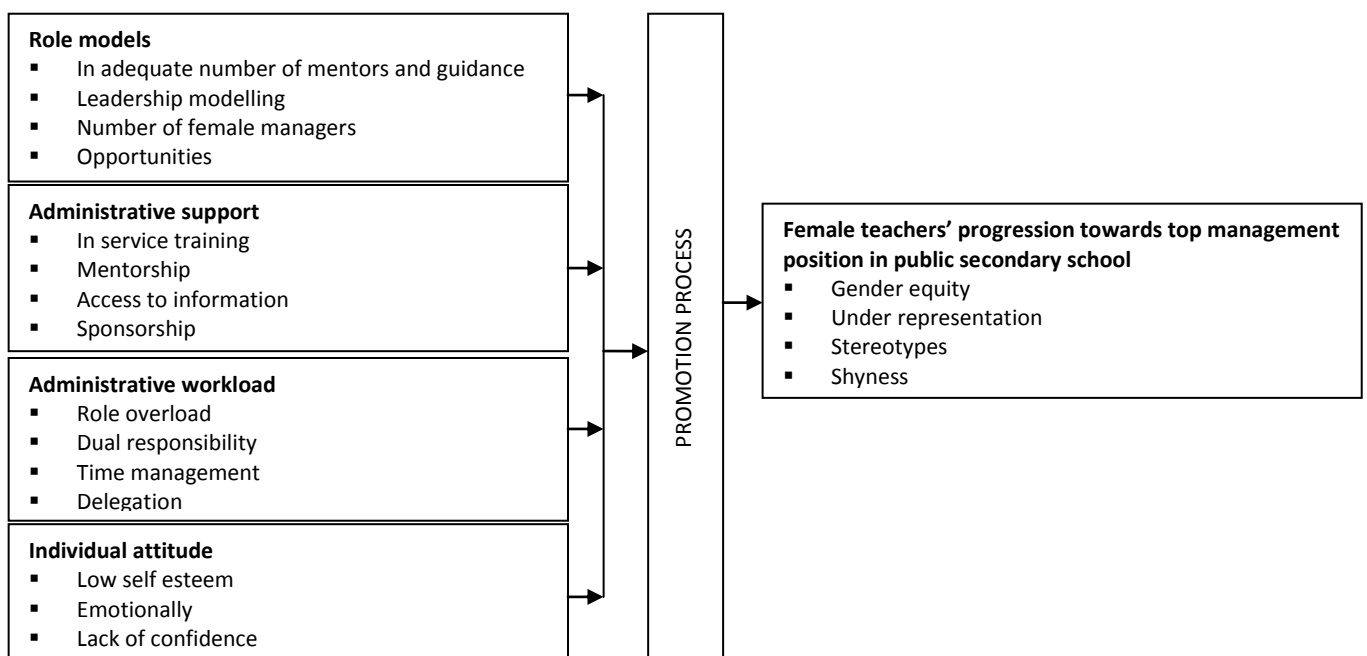
satisfied or dissatisfied, to keep the fairness maintained within the relationship of the co-workers and the organization; the criteria for promotion should be based on ability and not based on gender discrimination.

Since there has been no gender discrimination and having been accorded equal opportunities by the TSC, female teachers in Narok North sub County were not progressing into management positions in similar proportions to men and were underrepresented although they were similarly trained and academically qualified as their male counterparts. The structure of equity in the workplace was based totally on the ratio of inputs to outputs. Input was considered as the rate at which employees got into the institution while output was based on management progression in an institution. Considering that female teachers were more than male teachers in the sub county, they also needed to feature in the same proportion as males in leadership of public secondary schools

in Narok north Sub County. The equity theory was been applied in various research works. For instance Keter (2013), applied equity theory in finding out the factors affecting female teachers progression into leadership in public secondary schools in Transzoia East district. Education qualification was measured against appointment to leadership position.

Therefore equity theory has been found to be relevant for this study. Gender disparity which is the current situation in educational management in Narok North sub county district could be a result of female teachers' demoralization by the lack of opportunity for professional development (Hungu, 2011). Lack of administrative support, lack of role models, administrative work load and individual attitude are factors deemed to be affecting female teachers progression to management position in public secondary schools in Narok- north sub county Kenya.

Conceptual framework



Independent Variables

Dependent Variable

Source: Author (2018)

Figure 1: Factors influencing female teacher progression to management position.

RESEARCH METHODOLOGY

A descriptive survey research design was appropriate for the study because it involved collection of qualitative and quantitative data in attempt to answer the research questions. Descriptive survey design was used in this study where the questionnaires were administered to the principals and the female teachers in secondary schools to state their experiences of representation of female teachers in secondary school management in Narok North Sub County, Kenya. The target population was 30 public secondary schools which comprised 5 female principals, 4 female deputy principals, 25 male principals and 72 female teachers inclusive of deputy principals and heads of department in Narok North Sub County. Stratified sampling procedure was used to select 15 mixed schools and census to select 3 girls school and 1 boy school. Data collection involved the use of questionnaires and interviews with questionnaires being the major data collection

instrument. This study used the primary data which was obtained from the original sources using semi-structured questionnaires for both female principals and female teachers. The researcher administered the questionnaires personally to the respondents which in turn increased the response rate. Data collected was analyzed both qualitatively and quantitatively. Quantitative data was analyzed by use of descriptive statistic techniques and presented as frequencies, percentages and means using Statistical Package for Social Sciences (SPSS).

RESULTS

Role models in relation to female teachers' progression to management position

Principals and deputy principals were asked to give their opinion relating to role models and how it influenced female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown in Table 1.

Table 1: Role models in relation to female teachers' progression to management position

Role models	N	SA	A	N	D	SD	Mean
I have organized for mentorship programs	19	0 0%	4 21.1%	0 0%	12 63.2%	3 15.8%	3.74
I have mentored many female teachers	19	0 0%	6 31.6%	1 5.3%	10 52.6%	2 10.5%	3.42
There is no adequate number of mentors for female who want to advance in educational management	19	0 0%	11 57.9%	2 10.5%	4 21.1%	2 10.5%	3.89
Female teachers are the best administrator's in modeling others	19	0 0%	2 10.5%	3 15.8%	9 47.4%	5 26.3%	3.74
I have provided information on leadership opportunities to female teachers	19	1 5.3%	3 15.8%	0 0%	11 57.9%	4 21.1%	3.16
Mentorship programmers are adequate for female teachers	19	0 0%	1 5.3%	4 21.1%	14 73.7%	0 0%	3.68

Table 1 showed that 12(75%) of the principals Disagree (D) with the statement that mentorship programmes have been organized for female teachers to take up management positions. Three principals (15.8%) strongly disagreed that

mentorship programs have been organized make women not to take up management positions. Eleven 11(57.9%) of the principals agreed that There was no adequate number of mentors for female who want to advance in educational

management. Also shown was that, 14(73.7%) of the principals, agreed that most female principals were mentored. The findings agreed with Sperandio and Kagonda (2010) decried the lack of role-models and mentors in education leadership. They asserted that women in leadership positions may be breaking new ground, and are unable to offer the mentoring and encouragement to other women who may find it necessary to overcome their lack of confidence and self-esteem.

Administrative support in relation to female teachers' progression to management position in public secondary schools

Principals and deputy principals were asked to give their opinion relating to administrative support and how it influenced female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown in Table 2.

Table 2: Administrative support in relation to female teachers' progression to management position in public secondary schools

Administrative Support	N	SA	A	N	D	SD	Mean
I have access to information on promotion to school management positions	19	0	1	0	13	5	4.16
		0	5.3	0	68.4	26.3	
I organize seminars and workshop on promotion to management position	19	0	6	0	6	7	3.74
		0	31.6	0	31.6	36.8	
I was encouraged to go for an administrative position	19	0	6	2	6	5	3.05
		0	31.6	10.5	31.6	26.3	
I provide sponsorship for teacher in service training	19	0	7	5	6	1	3.26
		0	36.8	26.3	31.6	5.3	
I attend the female teachers in service mentorship programs	19	0	2	1	13	3	3.89
In service training encourages promotion to management position	19	0	10.5	5.3	68.4	15.8	
Sponsorship to in service training foster promotion to management position	19	0	0	2	14	3	4.05
		0	0	10.5	73.7%	15.8	

Table 2 showed that 13(68%) of the principals disagree (D) with the statement of having access to information on promotion to school management positions. Thirteen principals 13(68.4%) disagreed that in service training encouraged promotion to management position. Fourteen 14(73.7%) of the principals disagreed that sponsorship to in service training fostered promotion to management position. The findings of this study agreed with Kanco (2013), there were some kinds of support services available to female administrators to enhance their progression to management position.

Administrative work load in relation to female teachers' progression to management position in public secondary schools in Narok North Sub County

Principals and deputy principals were asked to give their opinion relating to administrative work load and how it influenced female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown below in Table 3.

Table 3: Administrative work load in relation to female teachers' progression to management position

Administrative work load	N	SA	A	N	D	SD	Mean
Family chores is too demanding to go for an educational administrative position	19	1	7	0	8	3	3.26
		5.3	36.8	0	42.1	15.8	
Balancing between educational	19	0	8	1	5	5	3.37

administration and marital roles is easy		0	42.1	5.3	26.3	26.3	
Management is stereotyped as masculine	19	2	5	7	5	0	2.79
		10.5	26.3	36.8	26.3	0	
Discouragement from spouses make women no take up management positions	19	0	4	2	10	3	3.63
		0	21.1	10.5	52.6	15.8	
Female teachers feel shy to became managers	19	0	7	1	9	2	3.32
		0	30.8	5.3	47.4	10.5	
Administrative tasks are too demanding to be accomplished	19	0	10	0	8	1	3.00
		0	52.6	0	42.1	5.3	
Stereotyping of women interfere with their promotion	19	1	5	2	11	0	3.21
		5.3	26.3	10.2	57.9	0	
Inability of female teachers to balance job requirements and family roles	19	4	7	0	8	0	3.63
		21.1	36.8	0	42.1	0	

Table 3 showed that 7(36.8%) of the principals agreed (A) with the statement that Inability of female teachers to balance job requirements and family roles. Four principals (21.1%) strongly agreed that inability of female teachers to balance job requirements and family roles. Nine 9(47%) of the principals disagreed that female teachers felt shy to became managers. Also shown was that, 8(42%) of the principals, disagreed that Family chores was too demanding to go for an educational administrative position. As Selpha, Mulwa and Cheloti (2015) in their journal of Education and Practice noted that there was a tendency for many women who had qualifications, expertise and aptitude not to apply

for positions of leadership in education management. This was a clear indicator that female teachers may perceive the administrative work load as being a greater work to bear.

Individual attitude in relation to female teachers' progression to management position in public secondary schools

Principals and deputy principals were asked to give their opinion relating to administrative individual attitude and how it influenced female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown below in Table 4.

Table 4: Individual attitude in relation to female teachers' progression to management position

Individual attitude towards administrative position		SA	A	N	D	SD	Mean
Female teachers are not willing to apply for leadership positions.	19	0 0%	5 26.3%	0 0%	12 63.2%	2 10.5%	3.58
Female teachers don't seek leadership positions because they fear they will be posted far away from their homes	19	0 0%	4 21.1%	3 15.8%	11 57.9%	1 5.3%	3.47
female teachers fear responsibilities that come with education management positions	19	0 0%	2 10.5%	1 5.3%	13 68%	3 15.8%	3.89
Female teachers fear responsibilities that come with educational management position	19	0 0%	9 47.4%	1 5.3%	8 42.1%	1 5.3%	3.05
Challenge that comes with leadership	19	0	3	2	11	3	3.74

are admired by female teachers	0%	15.8%	10.5%	57.9%	15.8%		
Lack of interest hinders female teacher progression to management position	19	2	2	3	10	2	3.42
	10.5%	10.5%	15.8%	52.6%	10.5%		

Table 4 showed that 12(63.2%) of the principals agreed (D) with the statement that Female teachers were not willing to apply for leadership positions. Thirteen principals (68%) disagreed that female teachers feared responsibilities that come with education management positions. Eleven 11(57%) of the principals disagreed that challenge that comes with leadership are admired by female teachers. Also shown was that, 9(47%) of the principals, agreed that Female teachers fear responsibilities that come with educational management position. Coleman (2011) also noted that gendered attitude play a crucial role in women career progression and strongly support women's child care and domestic responsibility whereas men

have been give the role of breadwinner (Bushra, 2014). Mirza and Jabeen (2012) also noted that women are particularly less likely to acquire skills, training and competencies necessary for professional advancement and management position given the general attitude that is held against them.

Role models in relation to female teachers' progression to management position

Teachers were asked to give their opinion relating to role models and how it influences female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown below in Table 5.

Table 5: Role models in relation to female teachers' progression to management position

Role models	N	SA	A	N	D	SD	Mean
I have attended mentorship programs	52	4	6	11	27	4	3.40
I have been mentored many female principals		7.7%	11.5	21.2	51.9	7.7	
There is adequate number of mentors for female who want to advance in educational management.	52	3	20	10	17	2	2.90
Female teachers are the best administrators in modeling others		5.8	38.5	19.2	32.7	3.8	
Female teachers can lead better than male teachers	52	0	8	4	23	17	3.94
Mentorship programmers are adequate for female teachers		0	15.4	7.7	44.2	32.7	
Most female principals are mentors	52	0	5	9	25	13	3.88
		0	9.6	17.3	48.1	25.0	
I have been mentored many female principals	52	3	18	9	18	4	3.71
		5.8	34.6	17.3	34.6	7.7	
There is adequate number of mentors for female who want to advance in educational management.	52	0	3	9	40	0	3.04
		0	5.8	17.3	76.9	0	
Female teachers are the best administrators in modeling others	52	0	5	9	25	13	3.71
		0%	9.6	17.3	48.1	25.0	

Table 5 showed that 27(51.9%) of the teachers Disagree (D) with the statement that had attended mentorship programs. Three principals 25(48.1%) disagreed that most female principals were

mentors. Eleven 11(57.9%) of the principals agreed that there was no adequate number of mentors for female who wanted to advance in educational management. Also shown was that, 25(76.9%)

disagreed that there was adequate number of mentors for female who wanted to advance in educational management. The findings agreed with Sperandio and Kagonda (2010) decried the lack of role-models and mentors in education leadership. They asserted that women in leadership positions may be breaking new ground, and were unable to offer the mentoring and encouragement to other women who may find it necessary to overcome their lack of confidence and self-esteem.

Administrative support in relation to female teachers' progression to management position in public secondary schools

Teachers were asked to give their opinion relating to administrative support and how it influences female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown below in Table 6.

Table 6: Administrative support in relation to female teachers' progression to management position

Administrative Support	N	SA	A	N	D	SD	Mean
I have access to information on promotion to school management positions	52	2	2	4	31	13	3.98
I have attended seminars and workshop on promotion to management position		3.8	3.8	7.7	59.6	25.0	
I have been encouraged to go for an administrative position	52	0	14	7	12	19	3.69
Our school organizes in-service training for teachers			26.9	13.5	23.1	36.5	
I have attended female teachers in-service mentorship programs	52	5	15	6	15	11	3.19
		9.6	28.8	11.5	28.8	21.2	
I have attended female teachers in-service mentorship programs	52	6	26	7	9	4	2.60
		11	50	13.5	17.3	7.7	
I have received adequate support from my managers	52	6	20	8	18	0	2.73
		11.5	38.5	15.4	34.6	0	
Female teachers require administrative support to progress to school management position	52	0	5	3	36	8	3.90
		0	9.6	5.8	69.2	15.4	

Table 6 showed that 13(68%) of the principals disagreed (D) with the statement of having access to information on promotion to school management positions. Thirteen principals (68.4%) disagreed that in service training encouraged promotion to management position. Fourteen 14(73.7%) of the principals disagreed that sponsorship to in service training foster promotion to management position. The findings of this study agreed with Kanco (2013), there were some kinds of support services available to female administrators

to enhance their progression to management position.

Administrative work load in relation to female teachers' progression to management position in public secondary schools

Teachers were asked to give their opinion relating to administrative support and how it influenced female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown below in Table 7.

Table 7: Administrative work load in relation to female teachers' progression to management

Administrative work load	N	SA	A	N	D	SD	Mean
Family chores is too demanding to go	52	2	19	0	22	9	3.33

for an educational administrative position		3.8%	36.5%	0%	42.3%	17.3%	
Balancing between educational administration and marital roles is easy	52	0	21	3	14	14	3.40
Management is stereotyped as masculine	52	4	15	19	14	0	2.83
Discouragement from spouses make women not to take up management positions	52	0	11	4	28	9	3.67
Female teachers feel shy to become managers	52	0	28	0	21	3	3.35
Administrative tasks are too demanding to be accomplished	52	0	19	2	25	6	2.98
Stereotyping of women interfere with their promotion	52	2	14	5	31	0	3.25
Inability of female teachers to balance job requirements and family roles	52	10	20	0	22	0	2.63
		19.2%	38.5%	0%	42.3%	0%	

Table 7 showed that 22(42.3%) of the teachers disagreed (D) with the statement family chores was too demanding to go for an educational administrative position. Thirteen principals 21(40.4%) agreed that balancing between educational administration and marital roles is easy. Twenty-eight 28(53.8%) of the teachers disagreed that discouragement from spouses make women not to take up management positions. The study agreed with observed that women with children aged between one and nineteen, represented the smallest percentage of superintendents, compared to women with no or grown children. This dual

responsibility might make female teachers perceive administrative work as too much hence influence their willingness to apply for the administrative positions.

Individual attitude in relation to female teachers' progression to management position in public secondary schools

Teachers were asked to give their opinion relating to administrative individual attitude and how it influences female teachers' career progression in secondary schools in Narok Sub County. Their responses were as shown below in Table 8.

Table 8: Individual attitude in relation to female teachers' progression to management position in public secondary schools in Narok North Sub

Individual attitude towards administrative position	N	SA	A	N	D	SD	Mean
Female teachers are not willing to apply for leadership positions	52	2	3	4	38	5	3.79
Female teachers don't seek leadership positions because they fear they will be posted far away from their homes	52	2	4	13	26	7	3.62
Female teachers are capable of carrying out educational administrative duties easily	52	2	6	22	18	4	3.31
Female teachers fear responsibilities that come with educational management position	52	4	13	20	6	3	2.60

I admire the challenge that comes with leadership	52	12 23%	11 21.2%	15 28.8%	11 21.2%	3 5.8%	2.65
Lack of interest hinders female teacher progression to management position	52	6 11.5%	19 36.5%	8 15.4%	15 28.8%	4 7.7%	2.85

Table 8 showed that 38(73.1%) of the teachers agree (D) with the statement that female teachers are not willing to apply for leadership positions. Eighteen principals (34.6%) disagreed (SD) that female teachers feared responsibilities that come with education management positions. Eighteen 18(34.6%) of the principals disagreed (D) female teachers were capable of carrying out educational administrative duties easily. Also shown was that, 19(36.5%) of the principals, agreed (A) that lack of interest hinders female teacher progression to management position. This finding agreed with Mutunga (2015) female's teacher under-representation in management positions may be attributed to female's own decisions and interest not to apply for management position in education for a variety of reasons, such as Psychological factors which include low self-esteem and a lack of confidence that they will succeed.

SUMMARY

The presence of women in positions of leadership is essential to encourage aspirations in the younger generation and to counter reservations about women's capacity for leadership roles. The respondents displayed absence of role models hinder female teachers from progression into leadership positions in public secondary schools in Narok North sub county, Kenya. Marital obligations hinder women from progressing to leadership due to the cultural positioning of a woman.

Female teacher are perceived to have a negative attitude towards leadership roles and therefore they are reluctant to run for leadership position. The respondents had a strong agreement that there exists a clear gender disparity in leadership.

Men and women require support for leadership development to be able to manage institution effectively. This will help woman in getting access to

developments opportunities and information equipping them will leadership skills. The respondents indicated that there is limited access to information on promotion to school management positions.

Women are perceived to lack the ability to balance family responsibilities and job expectations; this did pose as a reason to why they do not seek promotion to leadership. The respondents agreed that women are too busy with domestic chores and child rearing. This implies that family responsibilities reduce the chances of female teachers participating in administrative roles in the schools. Social biasness on women leadership has caused a great impact on the female

teachers' consciousness on their capability towards leadership. These have greatly affected their attitude on progression into headship positions. Most of the teachers indicated that they had never applied for the positions and those who indicated that they had, had only applied once. The study findings revealed that majority of the respondents were not interested in the post since they felt that the leadership roles are too demanding, thus applying means inviting frustrations. Academic qualification is deemed to determine the leadership capability of an individual, thus, female teachers academic qualification was investigated to establish whether it hindered their progression into leadership positions in public secondary schools. From the study findings, the respondents greatly disagreed to the fact that the female teachers were not academically qualified like their male counterparts, revealing that female teachers were equally qualified to leadership progression. Leadership progression was deemed to require high experience.

The study findings revealed that female teachers were equally experienced to hold leadership

positions. Though there was underrepresentation of female teachers in leadership, the study findings reveal that they had the potential to lead. The study findings revealed that majority of the female teachers are contented with their current positions as teachers as they were unwilling to apply for promotions. Gender roles such as domestic chores and child rearing interfere more with women's performance of school duties as compared to male teachers.

Marriage lowers leadership participation among women and boosts it among men, because they spend more time on house work and a direct lack of leisure time. Gender roles are greatly perceived to be female jobs thus the study depicted that female teachers were reluctant to take up leadership positions so as not to be posted away from their families.

CONCLUSION

Female teacher's attitude towards leadership roles was highly displayed to be the major cause of female teachers under representation in educational management. The study findings revealed that female respondents made reference to motherhood and extra domestic pressures as the major hindrances to their progression into leadership none of them spontaneously mentioned public policies as necessary to provide strategies to overcome obstacles and difficulties post by family responsibilities. Instead these matters were viewed simply as private negotiations between partners.

On the other hand the government is to blame with the failure to recognize or encourage men's contribution with parental leaves associated with the care of newborn baby or sick child only available to mothers. Interventions have not targeted constraints placed on mothers by traditional norms and understandably there has been little progress in the share of household work. From the study findings academic qualification is no longer an issue as both male and female are equally qualified.

Structural changes with regard to women's attitudes and roles are needed to address gender inequality. Moreover women need to be part of a solution rather than projecting themselves as victims. The research findings reveal that absence of role models is partly to blame for female representation in leadership of public secondary schools.

In concluding discussions it was noted that though there were multiple opportunities to leadership for both male and female, there appeared to be fewer obstacles for men in relation to their personal and social responsibilities when attempting to find leadership positions in a care.

RECOMMENDATIONS

- Educational leaders (School Principals, Education Officials and Women and Children affairs) need to ensure that all applicable e guide lines are fully implemented and that they appoint and support coordinators as one of their strategies to institutionalized and monitor gender fairness in their schools.
- Societies need to accept potential females' contributions in leadership activities to attain developmental goals of the country and they need to encourage rather than discourage them.
- Female teachers are needed to realize their innate abilities and teach their colleagues to change community, parents and student negative attitude towards them through discussion in different public stages.
- Deliberate efforts need to be made by concerned bodies (Women and Children affairs) to increase societal awareness on the importance of females' participation in every leadership position particularly in schools.
- Women and men in position of power in educational systems need to deliberately mentor more women.
- Males need to accept potential females' contributions in leadership activities to attain developmental goals of the country. In addition,

they need to encourage rather than discouraging them.

- Women in position of leadership need to communicate the feeling of effectiveness they derive from their work and might motivate other women to seek position of leadership, particularly at the level of the school principal and counter perceptions of stress related to school leadership that discourage those who have potential to apply to school principal.

Suggestions for Further Study

The study proposed further research in the following areas:

- This study needs to be replicated in other sub Counties in Narok County in order to compare the results.
- A study should be carried out to investigate the influence of gender leadership styles on school performance.
- Leadership profiles by gender on education performance

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