

**GENDER ROLES AND WOMEN PARTICIPATION
IN LEADERSHIP OF PUBLIC PRIMARY
SCHOOLS IN KIRINYAGA CENTRAL
DISTRICT IN KENYA**

A Thesis
Presented to the school of
Postgraduate Studies and Research
Kampala International University
Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree Masters
in Education Administration and Management

By:
Njagi Dillys Muthoni

April, 2011



DECLARATION A

"This Thesis is my original work and has not been presented for a Masters Degree or any other academic award in any University or Institution of Learning."

NIJAGI DILLYS MUTHONI .




Name and Signature of Candidate

5-5-2011.

Date

DECLARATION B

"I/We confirm that the work reported in this Thesis was carried out by the candidate under my/our supervision.


Dr. J.S. Oudeyer


Name and Signature of Supervisor

5 - 5 - 2011

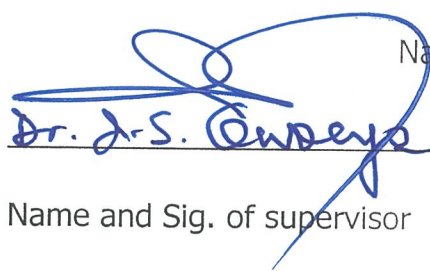
Date

APPROVAL SHEET

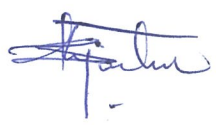
This thesis entitled "Gender roles and Women Participation in Leadership of Public Primary Schools in Kirinyaga Central District in Kenya" Prepared and submitted by Njagi Dillys Muthoni in partial fulfillment of the requirements for the degree of Masters in Education Administration and Management has been examined and approved by the panel on oral examination with a grade of

Dr (Mrs) Anumake, George  18/11

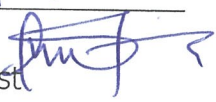
Name and sig. of Chairman


Dr. J.S. Ombayo

Name and Sig. of supervisor

Khorata Saah D. 

Name and sig. of Panelist

Dr. Ali T. Aschubli 

Name and Sig. of Panelist

Name and sig. of Panelist

Date of Comprehensive Examination : _____

Grade: _____

Name and sig. of Director, SPGSR

Name and Sig. of DVC, SPGSR.

DEDICATION

I dedicate this work to my loving husband Samuel Ikua for his moral and material support during the course of my study, my loving children Grace and Emmanuel for their support and understanding.

ACKNOWLEDGEMENT

I would like to appreciate God's favour and Grace upon me in the course of undertaking my academic work. I wish to extend my heartfelt gratitude to those who have helped to come up with this work.

I thank my supervisor Dr. Joseph Owoeye for his commitment, for the time he sacrificed in directing me to present standard work.

It is also great pleasure to mention the Head teachers of Kirinyaga Central district and cooperating teachers for allowing to me to conduct my research in their schools. My appreciation also goes to the Principal of Karia Secondary School for his cooperation, the DEO, Kirinyaga Central for allowing me to collect data in the district.

My sincere gratitude goes to my friends who have worked with me and encouraged me in spirit. Dorris Kirimi, Winifred, Mercy and to a number of other colleagues and friends whose names i have not mentioned, for their moral support.

God bless you all.

LIST OF ABBREVIATIONS

ADEA	-	Assistant for the Development of African Education
PDE	-	Provincial Director of Education
MOE	-	Ministry of Education
DEO	-	District Education Officer
KIE	-	Kenya Institute of Education
KNEC	-	Kenya National Examination Council
CHE	-	Commission of Higher Education
HELB	-	Higher Education Loans Board
KESI	-	Kenya Education Staff Institute
KISE	-	Kenya Institute of Special Education
JKF	-	Jomo Kenyatta Foundation
KLB	-	Kenya Literature Bureau
SEPU	-	Science Equipment Production Unit
KSES	-	Kenya Social Equipment Scheme
VC	-	Vice Chancellor
DVC	-	Deputy Vice Chancellor
NUT	-	National Union of Teachers
MOEST	-	Ministry of Education, Science and Technology
MDG	-	Millennium Development goals.
IGA	-	Inter Governmental Authority for Development.

ABSTRACT

The purpose of the study was to determine the Gender roles and women participation in leadership. The study investigated the factors that seem to hinder women teachers from progressing to positions of leadership in public primary schools, in Kirinyaga Central District in Kenya. To achieve this, four research questions were formulated to guide the study. The first question sought to determine the profile of the respondents. The second question sought to establish gender roles of women. The third question sought to determine the levels of perception of women participation in leadership and the final question sought to establish whether there is a relationship between gender roles and women participation in leadership. The study was carried out in Kirinyaga Central District, which has 36 public primary schools from which 10 schools were sampled and (4) teachers in every school filled the questionnaire. The random sampling method was used to identify the schools. Descriptive correlating research design was adopted, the purpose of the design was to study the relationship that exist between Gender role and women participation in leadership positions as exemplified in public primary schools. The researcher employed self-administered questionnaire. The questionnaire was prepared because all those who took part were literate. The result showed that women were under represented in leadership of public primary schools, Factors like Gender roles and negative women perception of themselves were seen to be the major drawbacks. It was recommended that education policy makers should encourage women to apply for leadership positions. Appointments should be based on affirmative action. Communities should be educated to appreciate and see women role in leadership as good as that of males.

TABLE OF CONTENT

Declaration A	i
Declaration B	ii
Approval sheet	iii
Dedication	iv
Acknowledgment	v
List of Abbreviations	vi
Abstract	vii
Table of contents	viii
List of tables	xi

Chapter	Page
One THE PROBLEM AND ITS SCOPE	1
Background of the study	1
Statement of the problem	6
Purpose of the study	6
Research Objectives	6
General objective	6
Specific objective	6
Research questions	7
Null Hypothesis	7

Scope of the study	8
Content scope	8
Geographical scope	8
Significance of the study	8
Definition of key operational terms	8
Two REVIEW OF RELATED LITERATURE	10
Introduction	10
Concepts, opinions, ideas, from Authors/ Experts	10
Theoretical perspective	11
Related studies	11
Three METHODOLOGY	27
Research Design	27
Research population	27
Sample Size	28
Research instruments	28
Instrument validity and reliability	28
Data gathering procedures	29
Data Analysis	29
Ethnical Consideration	29

Limitations of the Study	31
Four PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	31
Five FINDINGS, RECOMMENDATIONS AND CONCLUSION	37
Introduction	37
Discussion	38
Recommendations	38
References	39
Appendices	
Appendix I- Transmittal Letter	43
Appendix I B Transmittal Letter for the respondents	44
Appendix II Clearance from ethics committee	45
Appendix III Informed consent	47
Appendix IV A Face sheet profile for the respondents	48
Appendix IV Questionnaire	49
Appendix V Curriculum vitae	53

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

BACKGROUND OF THE STUDY

Nearly all societies in the world share in common the problems of female subordination. The problems women face all over the world make them to be classified as belonging to a disadvantaged class. In most countries of the world, women enjoy equal rights with men in employment. In other countries, they are generally under-represented in their labour force, earn less than men do and are often found in differentiated areas of employment termed as 'feminine'. Occupational segregation by gender constitutes a major social problem for working women. This occurs when women's work can be clearly distinguished from men's occupations and when concentration of men and women appear at different levels in work hierarchies. The latter form of the job participation difference is known as vertical segregation (Blau & Ferber, 1992).

Globally, less than 20 percent of senior management are women (United Nations, 1995). The review and appraisal of Nairobi forward looking strategies of 1985 and the 1994 world survey on the role of women in development showed that female decision makers are often concentrated in traditional sectors such as education and nursing, but are scarce in top managerial posts at the executive level. The review further indicated that the proportion of women on top government decision making positions (ministerial level or higher) is relatively low. In economic ministries (including finance, trade, economy and planning ministries and central banks) women participation is even lower than 3.6%. In 1987, no woman held decision-making posts in economic ministries or central banks of 108 of the 162 governments studied (United Nations 1995).

Women presently constitute a large proportion of the teaching profession in many parts of the world. Yet women are still under-represented in educational administration. When one compares the number of women teachers with the number of women in school administration, the number is misappropriate (Graynor,

1997). A survey conducted by the Executive Education and XAVIER University (1992), revealed that in the 1990's women held 37.7% of the elementary school principal positions, followed by 20.5% at the Junior high/middle school level, and 12% of the high school level in Britain. The Australian Department of Education secretary, Geoff Spring, at a 1998 conference said that women make up almost 70% of the workforce in school education; are highly qualified and achieving increasing success as they seek and obtain formal leadership roles in the same ratio as men in the education workforce (Spring, 1998).

The present situation in most African countries is that women as compared to men teachers are under-represented in management and decision-making position in schools, earn less money, are confined at low status positions and their overall access of opportunity of advancement in the profession is more limited (Graynor, 1997). The teacher management and support program, Assistant for the Development of African Education (ADEA) working group of 1993, identified gender imbalance in favour of men education management in the member countries. It recorded that "though teaching is one profession where women participate in relatively large numbers, tend to fade out as one ascends the education ladder from pre-primary to tertiary and management and policy levels'.

Various countries have been trying to address the gender imbalance in the last 25 years. The Berlin conference of 1995 recognized equality between men and women in the society accorded equal citizenship rights, freedom of women from discrimination and affirmative action. The constitution of Kenya guarantees equality of men and women in all aspects of life.

In Kenya, as elsewhere in the third world, differentiated gender roles that neglect women to lower status continue to characterize aspects of life such as education and development. (UNICEF, 1999). Educational administration in Kenya is dominated by men. Workshop by a National Task force on gender and education held in October 1996 identified critical gender gaps in the professional personnel that manage education in the country both at the ministry's headquarters and in the field. Out of the Ministry, female officials constituted 3.4% only.

The ministry had only appointed one female provincial Director of Education (PDE) and one female District Education Officers (DEO), (MOE, 1996), Onyango, (2003), in her study on the reasons why there are few women holding high offices in the ministry of Education, opined that, the majority of women in the ministry headquarters are assigned supportive duties while their male counterparts occupy decision-making positions.

Currently, women constitute a large majority of the teaching profession in Kenya even though the proportion of female trained and qualified teachers has increased drastically, it has not been reflected in Kenya particularly, where female teachers are concerned. Leadership positions in schools seem to remain a monopoly of males. Among head teachers, their deputies, senior teachers, women constitute only 20%, hence it is not clear whether the low percentage is a reflection of the paucity of qualified female teachers or the general attitude of males towards women in leadership positions. Women are poorly represented in the field of management. Out of eight Provincial Directors of education (PDE), only one is a woman, of Kenya's seventy six (76) districts only six are managed by women as district education officers (TSC records, 2005). Similar disparities are evident in the management of the major bodies under the ministry of Education namely, the Kenya National Examination Council (KNEC), Commission of Higher Education (CHE), the Higher Education Loans Boards (HELB), Kenya National Commission for (UNESCO), Kenya Education Staff Institute (KESI), Kenya Institute of Special Education (KISE), Jomo Kenyatta Foundation (JKF), Kenya Literature Bureau (KLB), Science Equipment Production Unit (SEPU) and the Kenya Social Equipment Scheme (KSES). Of these 12 important bodies of the Ministry of Education only two are entrusted with women leadership, that is Kenya Institute of Education (KIE) and Kenya Institute of Special Education (KISE) (Moest Records, 2005).

The strong force of women discrimination in Education management in the country extends to primary and post primary institutions out of the six public universities only one has a women Vice chancellor, despite a few rising to the post of deputy Vice Chancellor. Miriam Manya in her article entitled "will public varsities ever

get women Vice Chancellor (VC)”? noted that systematic discrimination played itself out to ensure that women – Deputy Vice Chancellor (DVC) do not rise higher than they are (The East African Standard, August 2004).

According to (UNESCO, 2000) nearly all societies in the world share in common the problems of female subordination. In only 22 countries do women represents 25% or more of elected legislators (Seager, 2003). The state with the highest share of women in government is important not only for the right of women, but perhaps for the nature of governance itself. Recent studies suggested that when women are elected in sufficient number they introduce different perception of the norms of appropriate governance- but only a few states have achieved a critical mass of elected representatives have been recognized since the civil war. Today only five of the 874 position in Sudan’s new government are held by women, (Couldey, 2005).

Kenya has poor records of improving percentages of women in decision making positions. In 2007 a constitutional amendment that would have created 50 special seats for women in parliament was thrown out due to lack of quorum to vote on it. The country came close to passing a law reserving position for women at all levels of decision making when such measured were included in draft constitution drawn up by a National Constitutional Conference in 2003 and 2004. But the draft document was rejected in 2005 referendum due to wide spread dissatisfaction with the Kibaki Government of the time rather than specific opposition to the clauses on women.

Kenyan’s authorities have reneged on their pledge to reserve quotas for women in public service as well as parliament. A presidential declaration in 2006 that women would be allocated 30 percent of appointments in the public service has not materialized. Three years later, women leaders are accusing authorities of lacking commitment to achieving this figure. This pressure intensified following the appointment of a 12 member team to help resolve disputes that have engulfed the ruling coalition government. An all- male team was appointed by president, women complained of being marginalized, and two women have since been added to the list following public outcry.

Currently only 7 out of a total of 37 ministers are women while out of 53 assistant ministers, only 6 are women.

Kenya first attempted to introduce affirmative action legislation in 2000, a bill that was subsequently rejected by president Daniel Arap Moi. As debate for affirmative action for women heightens, it is becoming clearer that meeting MDG which stipulate gender equality in the political stratum may not be an easy task for Kenya.

According to (Daily Nation Friday July 9, 2010) At workshop organized by Igad June 2010 to discuss the regional strategy for higher representation of women in decision making in Nairobi , mahboub maalim the executive secretary said that women were poorly represented in decision making positions. The gaps, he said needed to be addressed for the countries to progress. He pointed out that women's perspectives, experiences and knowledge were required in policies and programmes made to benefit the sub- region. According to Igad the number of women appointed to positions in governments has risen to 20 percent over the last four years , but the inter – Government Authority for development (Igad) report says it is impossible for the countries to have equal representation between men and women in top leadership by 2015. Overall , the document says 20% of the positions in the government had been taken by women since 2006 against a target of 30% .

While Kenya continue to perform dismally in increasing the number of women in key positions of leadership, neighboring Uganda and Tanzania have made giant steps in this area. Uganda constitution has enshrined an affirmative action measure to boost female representation in government and public service. Through the system established in 1995, special seats for women were created in parliament , increasing the percentage of women law makers to about 25 percent , according government figures .The same systems specifies percent representative of women in public service .

Similar initiative has been shown in Tanzania where parliament in 2000 passed a bill to increase seats for women in parliament and public service to at least 30 percent.

Rwanda's case has been the most spectacular, which now has the largest number of women in parliament - 56 percent- in the world. The country's constitution provides for quota systems that reserve 24 out of 80 seats in the lower house and 6 out of 20 in upper house for women. The constitution also requires that women fill 30 percent of policy – making posts in the public service. In Rwanda the gap that was between men and women is closing up.

Statement of the Problem

Women seem under represented in the management of public primary school in Kenya the key administrative posts in the structure of Primary schools in the post of headship, post of deputy headship and various post of heads of departments, women representation is as low as 29.26% while majority girls' schools are headed by male headteachers , all mixed schools in addition to boys' schools are headed by male headteachers, few female teachers serve as deputy head teachers and very few as heads of departments in the districts as compared to male teachers(TSC records , 2005). The problem in the study is therefore to find out if a relation exist between gender roles and women participation in leadership in public schools in Kirinyaga Central District.

Purpose of the Study

The study was to investigate the gender roles and women participation in leadership of public primary school in Kirinyaga central district.

Research Objectives

General: The study will investigate the relationship between gender roles and women participation in leadership among selected public primary schools in Kirinyaga Central district.

Specific : the study will :-

1. To determine the profile of the respondents in terms of:
Age

Gender

Highest educational qualification

Marital status

Years in service

2. To identify the gender roles of women among selected public schools in Kirinyaga Central district.

3. To determine the level of perceptions of women in respect to their role and level of participation in leadership.

4. To determine whether there is a relationship between gender roles and perceptions of women participation in leadership

Research questions

1. What is the profile of the respondents in terms of:

Age

Highest educational qualification

Marital status

2. What are the roles of women among selected public schools in Kirinyaga Central district?

3. What are the levels of perception of women and level of participation in leadership among selected public schools in Kirinyaga Central district?

4. What is the relationship between gender roles and level of women participation in leadership among selected public schools in Kirinyaga Central district?.

Null Hypothesis

Ho1. There is no significant relationship between gender roles and women participation in leadership.

Scope

Geographical Scope

The study was conducted in selected public primary schools in Kirinyaga Central District where there are 36 public primary schools from which 10 schools were sampled for study.

Content Scope

The study focused on the role of women and participation in leadership.

Significance of the study

The findings will be useful to policy makers to design policies that will help redress the situation of women in Kenya with regard to leadership in schools. It is likely to sensitize educational policy makers to the extent to which gender disparities exist in primary schools leadership. The study will influence their future decision making on selection. The identification of personality characteristics which push women away from leadership position may awaken women teachers into gaining self-confidence and positive leadership characteristics which will help them in holding administrative posts in the schools.

The study will also awaken awareness in women that they are also important in the society and this will encourage consideration of gender issues.

The study will also form a basis for further research on women leadership.

Operational Definition of key terms

- Administration: A process of controlling and directing human behavior in public primary school.
- Gender: State of being male or female.
- Gender roles: It refers to the society's classification of duties and responsibilities as either masculine or feminine.

- **Leader:** Some one who occupies a position in a group, influence others in accordance with the role expectations of the position, co-ordinates and directs the group in maintaining itself and in achieving its goals. In this study a headteacher, deputy headteacher or a senior teacher.
- **Public primary schools :** They are formal institutions of learning with classes ranging from class one to class eight, which are primary developed equipped and provided with staff and tuition funds by the government.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, review of literature related to the topic will be examined. The review will focus on the following areas;

Concepts, Opinions, Idea from Authors/Experts

According to Musokotwane,etal (1999), the term gender is still not well understood by many people. It is more often than not confused with the term sex (Musokotwane *et al* 1999).The oxford advanced learner dictionary (1995) defines gender as "the condition of being male or female". In general context , gender may also be understood as the way in which women and men are socially constructed from birth thorough out their lives by the institutions of family ,civil society and state to adopt female or male identities. Gender: Is a social construct which is conceptualized in terms of patriarchy and sex role differences in the social structure, formal institutions, social values and cultural practices.

Sex refers to the biological characteristics of being a male or female that is genetically determined. However it is essential to note that neither male nor female are homogeneous groups. Each individual's gender is influenced by class,race,religious beliefs, able bodiedness,age ,current family roles (daughter,sister,wife,mother) ,exposure to alternative ways of being and geographical location among other things (Zulu,C.E ,1997).Wolpe observes that gender varies from culture to culture over time. Cultures are not static but continuously involve maintaining certain traditional and developing new ones (Wolpe , A *et al* 1997 : 269).

Theoretical frame work.

This study will be guided by Ruth Pearson's framework on gender relations. According to Pearson, society views all activities that are carried out to be based on social roles and interactions of men and women. This is an assumption of gender roles as dictated by society in this context, the framework views the notation of gender roles and activities as having a strong ideological content and that policy often reflects normative or prescribed versions of female and male roles rather than activities actually practiced by women and men. Based on such ideologies and development policy, the society seems to have ultimate authority and the precise nature of what women and men actually do, and their real contribution to production and reproduction which turns out to be biased against women (Pearson's 1992).

This theory argues that because of biases, the performance of women is affected in nearly all spheres of life such as business, environmental conservation and development projects' Pearson's gender relations framework was found appropriate for this study. This study therefore acknowledges the fact that both men and women can be involved, but their functions usually differ according to the gender division of labor. It has been aptly observed that women's productive work is often less visible and less valued than men's work

Related Studies

Gender roles in relation to female leadership in public primary schools

Is it a 'boy' or its 'a girl'? This is a small statement uttered at the birth of each child. The societal ramification of the designation of this biological distinction will be profound Archel, (1992). From culture to culture being labeled male or female places immediate structure on what is deemed optional as opposed to expectation or requirement in such spheres as physical appearance, personality, attributes, family role, ethnic/ideological ritual and recreation of male and female role prescription is

based on assumption that domestic duties in their homes are majority for women (Fenn, 1978).

Sulleroti, (1971), points out that women were unsuitable to executive post which requires frequent travel and which would compel them to sacrifice their children and their families as a whole. Sulleroti further points out that a woman's occupational life is interrupted by marriage and maternity, hence promotion at work is difficult and having interrupted their careers, they lose their advantage of seniority.

The issue of gender inequality is moving to the global gender but better understanding of women's position in society and their contribution is important. Inequality between men and women is one of the crucial disparities in many societies according to Amartyasen and Jean Dreze (1989). This is reflected not only in such matters as education and opportunities to leadership. This problem is not unique to Kenya but it is serious and so deserves public attention as a matter of priority. It has become very essential to shift the gender issue from agenda to a policy to practice in all sectors. The international conference on population and development held in Cairo had a breakthrough according to Natukunda and Sebira, (1999). It established a new consensus on the fundamental points of empowering women and improving their status to realizing their full potential of economic, political and social development.

In Kenya the society is patriarchal, whereby men are dominant players in decision making although women shoulder most of the reproductive community management responsibilities, yet many of which are not remunerated or reflected by National Statistics.

It is estimated that 876 million people throughout the world are illiterate and about two thirds of them are women, despite the fact that improvement in enrollment which have lowered illiteracy rates especially among young segments of

the population, illiteracy remains high in those countries where girls do not go to school or dropout at early age.

The United Nations report (2000) about Benin indicate that only 35 girls out of 100 who enroll for primary school complete their studies compared to 63 of every 100 boys. The population housing report (1991), shows that 61.3% of females are illiterates as compared to 38.7% of males. This shows that women comprised of the greatest proposed of the illiterate people in the country. Byrne, (1988), draws attention to the way in which women teachers are presented as pre-occupied with marital, security, child-care and husband's careers. Child rearing, the inevitable destination of women teachers, necessarily leads to a career break, which in turn results in women teacher holding lower paid, less responsible posts. Accounts of women teacher's careers have tended to be couched in terms of a pre-occupation with motherhood accompanied by a low level of professional commitment. For many women teachers, sex discrimination in selection and promotion is a fact and acknowledge feature of employment and in practice, there seems to have been little movement from the situation described by a woman in the NUT survey in 1980: " I never cease to be amazed that women are penalized for having children but men are promoted because they have a family to support," Lindsay, (1980). In her study on issues confronting professional women in Kenya, records show that women are socialized by their families during their childhood. The socialization process impacts a different set of roles and expectations for male and females. Early in the socialization process, females are encouraged to opt for domestic roles. The society has always supported the fact that women's ultimate duty in life is to marry and bear children. Everything else happens around and in relation to that. A study carried out by Dorsey, Gaidzanwa and Munpawaenda (1989), in Zimbabwe, found that 48% of men view the primary role of women as that of wife and mother, compared to only 28% of women. The study noted that husbands' careers take precedence over the woman's due to constraints of marriage, family and financial circumstances. Economically most husbands have a greater earning power and their careers often take precedence. This is whether it is a choice of promotion, transfer, further training or even short course.

In her study on women on post-primary educational administration in Kenya, Charity Mwangi – Chemfor, (1995), found that, when women teachers begin to move into administrative levels, conflicts with family interest arise. In her study, six women had to consider not transferring for the sake of either their husband's jobs or their children's schooling. For a married woman to take up a position which demands that she leaves the children with the husband and travel home over the weekends or holidays is not acceptable. In Kenyan society, Momanyi (2003), recorded child rearing as a factor hindering women from assuming leadership roles.

Women administrators find themselves in a 'now in' predicament. They feel trapped because they have to give up something; their families or career. Most women put their careers on hold while their children are young and consequently lose opportunities to advance in their career. Anything that affects effective performance of the women's "main role" of mothering and care given in the home is not easily accommodated by the culture and educational administration organization in Kenya. The secretary to the Teachers Service Commission (TSC) has been quoted saying that there are no enough women teachers available to head the schools, not because of lack of adequately trained and experienced women, but due to their marital status. Sunday Nation, June 14 (1992). Women have so called family-work conflict (Nain, 2000). Women in most cases put family problems first, and then work next. As such they will have job discontinuity and career disruption, high job turnover, just because of the family needs. This idea is in harmony with the convention on the elimination of all forms of discrimination against women, that women ranks are still young and without family obligation and children. However, as they mature and engage in family commitments and home making, it becomes difficult for them to take on the responsibilities for their young families. In this regard, family obligations remain major hindrance to women's active participation in the foreign services. Despite the demand for gender balance Field (2001), asserted that women's preference for marriage, children and career is another problem. Poll conducted in 1995 shows that the majority (55%) of women hope to combine all the three, and a full quarter (26%) want marriage and children but not a career. Fields (2001), said that a lady in her 20s told her that 'I know I am lucky to have this job,

but you people who fought for these things had your families, you already had your men and children. What are we supposed to do?’

Balancing work and family has become another problem of women these days. It often produces stress and anxiety, because about 60% of the parents take work home with them as they try to conform to work expectation that often collides with and over powers family needs Stein, (2000). In the role of women in society, she realizes the dilemma of women, regarding balancing between family and public function. She argued that women find difficulties with double profession, inside and outside the home. She insisted that a woman’s duties to her husband and children must have first place in her life.

The culture of a society provides the framework within which its members operate and the standards to which they conform. Values, ideology and images form much of the context in which the socialization process shape occupational and family life, depending on their social class, race and sex, specific types of work are encouraged, tolerated or tabooed. This early condition is nearly always crucial to later occupational decisions (Estein, 1971). In nearly all societies, men and women, boys and girls have different status and play different roles. Men and women behave differently, dress differently, have different attitudes and interests, and have different leisure activities. Contrary to traditionally held belief that these differences between male and female behavior are biologically or genetically determined, recent research has revealed that they are to a large extent socially construed or based on the concept of gender, (UNESCO, 2000).

Despite the International Human Rights Law which guarantees all people equal rights, irrespective of sex and race , in many societies women are denied equal rights with men to land, property, mobility, education, employment opportunities, shelter and food. They are even denied the right to manage, control and care for the health of their own bodies and their reproductive functions (Momanyi, 1991).

Violence against women according to the analysis Nkuuhe, (2003), happens in two situations in peace time and during armed conflict. It can be traced back to the

patriarchal nature of the Kenyan society, where women have been subordinate to men, often regarded as possession of men. The man therefore at best regards his wife as he does any of his children. Whether physical, verbal or psychological, such violence has the effect of disempowering women; a disempowered woman cannot be an effective leader. It is well known that violence has adverse effect on the health and welfare of women. It results in psychological trauma, loss of self-esteem, hatred of men, self-blame, stigmatization and loss of dignity. Rape tortures women mentally, physically and psychologically Nkuuhe, (2003). As far as leadership is concerned, traumatized person cannot be an effective leader, otherwise the stress and work load will increase more problems of administration.

The African concept of considering women as properties has ruined the active participation of women in development, let alone leadership. The cultural and traditional practices that violate women's rights are many, these include early marriages of young girls, forced marriages, female genital mutilation, food taboos for women, widow inheritance, land property acquisition and ownership rules, male/boy preference and wife replacement Benedicts, (2000). Such behavior cannot help in our today's type of life. Women need little freedom from such typical traditional and cultural behavior so as to develop themselves. Schalczand and Gomez (2004), opined that African customs and traditions undeniably place women at a disadvantage to men with regard to inheritance. The view has often been expressed that women's place is in the kitchen and women should not indulge in the activities that remove them from the realm of their family chores. It is this theory that has been widely used by male chauvinists to frustrate the efforts of women aspiring to make a mark in politics and profession (Anon, 2002).

Kanter, (1977) in her work on men and women of the corporate study, looked at the organizational setting and attributed women's lack of success not to innate gender differences but to the distribution of opportunities and power. Swantz, (1985) wrote about the emergence of women leaders in Tanzania. He found that it was not uncommon for men to prevent their wives from taking up leadership roles. His conclusions were that women leaders have emerged among women who have

had to take matters into their own hands after becoming widows or divorcees or otherwise being independent. Sacks, (1971), re-examined Engel's idea on the basis of women's social positions relative to men by studying the productive activities of the Zaire' The Mbutu of Lovedu, the Pondo of South Africa and the Baganda of Uganda. From the study it was found that the Mbuti, Lovedu and Pondo women have adult social status and are rated as equal to men because their activities are social. But in Buganda society, women's productive activities are domestic and the status of the woman is that of a wife and subordinate to men.

Women's perceptions of themselves in relation to leadership. There are two types of barriers to promotion that women face in management. These are internal and external barriers. Gregory (1999), stated that internal barriers are based on both perception on one's capacity to work in a leadership role and personal leadership styles and the attempt to integrate a variety of roles and personal leadership styles. The attempt to integrate a variety of roles in ways compatible with an internalized image of an ideal 'feminine' life can be fraught with conflict. The outcome may be a sense of personal shortcomings. Women teachers can be severe in the judgment they make of their own achievements, thereby also limiting their sense of efficiency and their future choices Oakey, (1981). The writer further argues that feminine characteristics are simultaneously negatively and positively evaluated, through stereotypes, through the actual behavior of women and their oneself, inferiority complex and stereotype of behavior (I am only a woman) among women themselves is another loophole for their backwardness and dependency. Even if a woman finishes high level of studies she still wants to be somehow dependant Nain, (2000). For this reason there is an always negative attitude of both men and women towards leadership (Bateisibwa, 2006). All this has led to few numbers of women in leadership position.

Powell, (1981), notes that an individual must balance abilities, interest and values in order to succeed in the chosen career. He or she must have positive self image and self confidence in order to lead. Women may fail to set high career goals

as a result of lack of self confidence. A positive self concept therefore is an important factor in women's career success.

Schein (1975), investigated the existence or lack therefore, of a relationship between sex stereotypes and perceived requisite personal characteristics for middle managers and 167 female middle managers to complete an index of 92 descriptive items and rate each on a five point scale as to whether they were or were not characteristics. These are:

- a) Women in general
- b) Men in general
- c) Successful middle managers

Berger (1972), observes that male presence in schools has no equivalence for women, and he suggests that men act and women appear. From the vantage point of man, this may necessarily seem to be the case that the male interpretations of men and women's behavior depict women as passively endorsing the male drama. Male presence is not only a question of visibility but is also reinforced by audibility. Researchers examining gender roles in adult interaction has shown roles in adult interactions on how women play a supportive role in conversations, while men dominate talking at greater length, and with greater frequency, interrupting women's contributions. Women who are successful in making equivalent and effective contribution in such interactions are then perceived by men as dominant, and women's talkativeness is measured against silence, not males talk. Women's talk is trivialized as "gossip" or chit-chat, topics interest to women or initiated by women are taken over and reshaped to fit into male preference French & French, 1984; Spendor, 1982; Jennkins & Kiamarae, (1981).

The nature of adult talk provides men teachers with many opportunities for excluding women from professional discussions and decision making, and so simultaneously confirms male competence. The difficulties for women in re-orientating interactions to include them amount to more than a lack of assertiveness – they reflect the active role of male participates in controlling and shaping teacher talk. Moreover, part of the normality of missed-sex interaction include frequent

references to sexuality, which serves as a further curb on women participation (Khalifa, 1988).

Studies have shown that women's lack of success in obtaining administrative positions is due to lowered aspirations or lack of it. It has been pointed out that women have traditionally little supports, encouragement and counseling from family, peers, subordinate, or representation of Educational Institution to pursue careers in administration Onyango (2003), Karuiki (1998), noted that women teachers who have achieved high status have a tendency to be very demanding at times, particularly to other women. They have negative attitude towards low status of women. Momanyi (2003), found significant relationships between women's perception of themselves as leaders and their appointment as head teachers. She recorded that women perceive their own leadership negatively.

Gender roles and women participation in leadership

Women's equal participation in decision-making and their access to power are critical issues that have long been ignored. This political marginalization accounts for the trivialization, if not gross disregard, of concerns important to women the world over. The fourth world conference on women accorded this issue long-overdue recognition as one of the twelve critical areas of concern in its platform action (BPFA).

The BPFA underscored the need to incorporate women's perspectives at all levels of decision making to ensure that women's interests are taken into full account moreover, the BPFA did not limit politics within the purview of public governance. In a more inclusive sense, politics encompasses the power relations that operate at various levels of society from the most personal, ie family relations, to the most visible and public levels as in governments and international bodies. Brotee (1999).

This broadened understanding is significant because it sees through the tokenism of one woman, or several women, in national and local government

bodies: one female parliamentarian does not constitute women's political empowerment. The BPFA further recognizes that politics is not an end in itself, but is rather a means to address such basic needs and issues as employment, education, health care, and violence against women.

Women's political empowerment is premised on three fundamental, and non-negotiable, principles. These are:

1. The equality between women and men;
2. Women's right to the full development of their potentials, and
3. Women's right to self-representation and self determination.

Governments in the Asia-Pacific region generally affirm these principles which are enshrined in all, if not most, of their laws. But legal rights are often not reflected in reality: Women in the region have yet to achieve equality, particularly in their right to self-representation and self determination.

Four years after the Fourth World Conference on Women, some progress has been achieved in women's electoral political participation. Many have been emboldened to run for public office, a number have been elected. Governments and political parties have responded to the BPFA's call for action by establishing various forms of quotas and reservation systems for candidates and legislative bodies. Non-governmental organizations (NGO5), in particular, have been at the forefront of raising gender awareness: developing the rationale for women in politics and providing the necessary training in self-confidence and skills building for the women who take up the challenge. friedan, etal (1977)

Most countries in the region have succeeded in fostering cooperation among governments, NGOs and other sectors in working for women's issues including women's political empowerment. Governments have drafted national plans and strategies for women's development but the stress on women's political empowerment is by no means universal. Gender-based research and establishing databases for women are of minor significance; in some cases they are overlooked.

On the eve of the millennium and almost half a decade after Beijing, the question of what still needs to be done to achieve women's equal access to power and decision-making remains of little or no priority. Notwithstanding their reported accomplishments, countries in the region have not recorded a dramatic increase in women's political participation.

Given that political empowerment is a long and time-taking process, four years after Beijing may be too short a time to expect major results. But it is critical to pose the questions: What hinders women's access to power and participation in decision-making? How can we facilitate the achievement of this goal? This paper seeks to provide a starting point for all concerned in efforts and re-strategizing to hasten the process of women's political empowerment.

Many factors hinder women's equal access to power and decision-making. This paper focuses on strategic issues that have been neglected, or paid scant attention to, during the past four years of REs implementation. Critical in effectively addressing the question of women's political empowerment, these issues are:

1. Pervasive influence of traditional gender roles that constrict women's participation in leadership and decision-making roles.
2. Persistent institutional barriers to women's access to power that cut across various sociopolitical institutions.

This paper proceeds to explore ways to address these issues, while citing existing opportunities for advancing women's political empowerment.

The most resilient obstacle to women's political empowerment are gender stereotypes concerning women and leadership. Seeming to be commonly held across countries by both women and men, these stereotypes are of two categories. The first regards women as unsuitable for leadership positions; the second demands that women in power and authority be capable of, and excel at, everything--the "wonder woman" syndrome.

Traditional gender roles make women primarily responsible for children's upbringing and home maintenance tasks. Women are expected to focus their lives on taking

care of their families to the detriment, or exclusion, of other concerns. Boys are given priority for schooling over girls whom, it is assumed, will later be provided for by husbands. As adults, women are expected to care for children, spouses, parents and relatives. They are responsible for keeping the family together. Their involvement in community, church, social and political organizations are deemed secondary to obligations at home and the demands of earning a living. But today women's earnings are considered essential, rather than supplemental, to the family income. The reality is that women are no longer confined to the domestic sphere. Their space has expanded: they are regular bread-winners who actively engage in community, church and other social activities. (Johan, 1998)

Since women are excluded from leadership roles, they are deprived of opportunities for readership skills training. Girls have less chance for schooling and opportunities are drastically limited for them to develop skills and talents in the public sphere. They are praised for obedience and subservience, implicitly dissuading them from aspirations to leadership. Higher education is a privilege many women do not enjoy. They are passed up for training opportunities at work because it is not cost efficient to invest in women who may give up work anytime for the sake of family. Domestic responsibilities make it difficult for women to go for training or further studies because they simply do not have the requisite hours for study. (Johan, etal, 1998)

By tradition the public sphere is male domain. Men venture into the world as workers and traders, academics and artists, inventors and scientists, legislators and enforcers of law and order, as well as spiritual and secular leaders. Women, on the other hand, have been confined to their homes and relegated to the background. But women have overcome this circumscription by claiming their equal right to participate in the public sphere. As half of the world's population, women cannot remain isolated from the public domain, particularly with the sweeping effects of globalization. Women have increasingly made their presence felt in the public sphere. But men continue to dominate that sphere especially at the top levels of government, business, social institutions and religion.

Leadership resting on more masculine-identified qualities continues to be the dominant paradigm. Qualities deemed essential for leadership such as toughness, aggressiveness and control are considered male attributes. Women who want to gain leadership find that they need to fit into the "man's world" which asks them to be male clones. Lazo, et al (1999)

Women in the leadership hierarchy of governments, the private sector, political parties, trade unions and social movements are often in positions that are an extension of their roles in the private sphere. The positions of secretary, treasurer, public relations officer, or person-in-charge of logistical support echo the care-giving and home maintenance functions traditionally ascribed to women. Premised on the assumption that housework is of inferior value to paid work, assigning women to quasi-domestic roles in the public sphere strengthens the stereotype that they are suited for lesser responsibilities.

Women have an equal right with men to participate in politics and assume leadership roles. But the demands of traditional gender roles and economic and social obligations leave them little time and energy to pursue this. Men must share in the demands of the domestic sphere so that women can exercise their right to actively participate in the public sphere. Women and men have an equal stake in family welfare and should be equally responsible for the family. To encourage more women to take on leadership positions, it is imperative to challenge the traditional gender division of labor in theory and in practice. Chandar, mamta (1999)

People have different expectations of male and female leaders. Foremost among these differences is that men Leaders are not expected to be primarily responsible for their families' needs, while women leaders are expected to fulfill this role too. It is normative for male Leaders to set aside family concerns for needs of their constituents and other job-related demands. In contrast, women leaders are expected to give full and equal time and energy to raising children and taking care of home while discharging their functions as politicians.

Women leaders are also expected to possess exceptional personal traits and qualifications in terms of educational background, professional accomplishments,

active membership in community, church or other civic groups. They should be accessible to their constituents at all times without neglecting their roles as wife, mother, and daughter. As women they are expected to be beyond reproach; yet they must be politically astute to engage in comprises that are part of traditional politics. This can put the political novice in a bind.

Women, especially those who are presented as an alternative to traditional male politicians, are expected to create an impact in changing the situation of women or addressing critical issues such as poverty, health care and education within a short time from their election or assumption of leadership. Since women in leadership are something out of the norm, they are expected to repeatedly justify the authority vested in them, to vindicate the electorate's choice of a woman as leader, by being infallible. This is one unspoken expectation.

Newly-elected women in countries that have recently introduced a reservation system find themselves being criticized for failing to push the women's agenda forward. Their critics forget that most of these women are political neophytes still learning the ropes. Moreover the issues to be addressed cannot be solved overnight.

The exacting conditions imposed on women leaders work to discourage other women from pursuing executive positions. Undue and unfair expectations make them feel inadequate to consider venturing into politics, in the first place. This reduces the pool of future women leaders who can be challenged, motivated, groomed, mentored and developed for a calling in politics. A burdene etal (1993)

Conclusion from the literature reviewed on gender roles and participation in leadership

From the literature reviewed it is evident that gender roles like child rearing, cooking, cleaning and shopping have made women administrators to find themselves in predicament. They are trapped because they have to give up something like their families or their career in order to take leadership. Most women put their careers on hold while their children are young and consequently lose opportunities to advance

in their career. The leadership roles are not flexible enough to accommodate family and other domestic commitments shouldered by women teachers.

Women perception of themselves in relation to leadership is always negative. Women limit their sense of efficiency, their future choices, they suffer from inferiority complex and stereotype which are hindrance in advancement to leadership positions. Many women tend to depend on men in decision making and this denies them the confidence and courage to take leadership roles which entails day to day decision making.

Other domestic commitments shouldered by women teachers. Their personality traits which are perceived to include dependence of women for survival over men even if most of them finish their high institutions of learning, still feel unsecured and have to depend on somebody like husband or a boyfriend. Such stereotypes of thinking jeopardize women's self-confidence hence it is conflicting concept in the people to be led by a woman.

From the literature reviewed, it is apparent that young women without family obligations are more willing to take responsibilities than their counterparts who have families. In this regard, family obligation remains a big hindrance to women participation in leadership. Balancing work and family has become of women these days. Leadership produces stress and anxiety because most parents take home with them as they try to conform to work expectation that often collide with and overpower family needs.

The literature reviewed denoted that women have a negative perception on themselves as far as leadership perception. These are internal and external barriers, internal is concerned. These are internal and external barriers, internal barriers are based on both perception on one's capacity to work in a leadership style and attempt to integrate a variety of roles and personal leadership styles.

Generally gender roles, women perception have been an hindrance to women participation in leadership.

Cultural belief, values and practices have further denied women equal rights with men to employment opportunities including leadership opportunities. Women's place has always been seen as the kitchen and should not engage in activities that remove them from the kitchen and this has been used by men to frustrate women aspiring to take leadership. Women are seen as subordinate to men and possession of men. This kind of culture has been disempowering women, causing psychological trauma, loss of self-esteem, self-blame and stigmatization. In this regard, a traumatized leader will mind more on how the society perceives her in leadership and this has made many women to withdraw from leadership.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the research design, target populations sample and sampling techniques/procedure, Research instruments, validity and reliability of the instrument data gathering procedure, data Analysis, Ethical consideration and the limitations of the study.

Research design

The study employed the descriptive survey design specifically the descriptive comparative and correctional strategies. Descriptive studies are non –experimental researches that describe the characteristic of particular individuals. The study relationship between variable, testing of hypothesis validity. Further, descriptive causal relationship (descriptive correlation) shall be utilized and carefully synochronized with the main research categories / strategies which are non-experimental and quantitative was also be used in the study

Research population

Target Population

The target population included 36 Headteachers, 36 Deputy Head teachers and 10 senior teachers in Kirinyaga central district which has thirty six (36) registered public schools, out of which only 10 schools where headed by female.

Sample Size and Sampling Procedure

The researcher used purposive sampling to select 40 teachers from 10 schools out of the 36 public schools. The 40 schools are the ones headed by female. The headteacher, subject heads and senior teachers including the headteacher made up

the 4 teachers in leadership position selected for the study. The researcher chose on the sample size because of accessibility was good to these schools, and time factor and out of the 36 schools only 10 schools head female headteachers. So out of the 10 schools 4 teachers and the headteachers were selected.

This is the sample size.

category	pupils	Sample size	percentage
Schools	36	10	27.7
teachers	40	40	100

Research Instruments

The research employed self-administered questionnaires. The questionnaire was preferred in the study because all those who took part were literate and capable of responding to the items on their own. Information was obtained from Education officials, teachers, including the headteachers, deputy headteachers and senior teachers. The researcher constructed one questionnaire for all. The questionnaire had four sections. Section A dealt with profile of the respondents, Section B focused on obtaining information on Gender roles of women respondents, Section C focused on the level of perception of women participation in leadership, Section D focused on relationship between gender roles and women perception of participation in leadership.

Instrument validity and reliability

To make sure that the questionnaire measured what they were intended to measure, the researcher assessed their content validity and reliability. To test the content validity, the researcher used a panel of two experienced researchers to assess their suitability to the objectives of research questions. A pre-testing (pilot study) was conducted on a population similar to the target population. The reasons behind the pre-testing was to access the clarity of the

instrument items so that those items found to be inadequate in measuring the variable were either discarded or modified to improve the quality of research instrument thus increasing its validity. Content validity was determined using a content validity index (CVI) from the judgment of experts, computed using the following formula.

$$\text{CVI} = \frac{\text{Number of valid items}}{\text{Total number of items.}}$$

A minimum validity index 0.75 was used to declare the instrument content valid. The content validity of the study was 0.78.

On the other hand in order to test the reliability of the questionnaire, the researcher conducted a preliminary testing of the questionnaire before constructing the final copies to be distributed for actual data collection. The questionnaire was retested to a selected sample of teachers in the district who were not part of the actual sample.

Data gathering Procedure

A researcher permit was obtained from the university and the D.E.O office. The researcher paid a visit to each of the schools selected to discuss and make arrangements on most suitable days, time and procedure to be followed in conducting the study in the school. The schools were then visited on the set dates and questionnaires, personally administered to the respondents by the researcher. The participants were assured that strict confidentiality was to be maintained in dealing with all the information they would provide. The filled questionnaires were collected after a week.

Data Analysis Techniques

Data from the questionnaire was first coded and entered in statistical package for social sciences(SPSS) computer software for windows programme to enable analysis.

Frequencies and percentages obtained were used to answer the four research questions. Tables were used to present the information from which interpretation was done by comparing the frequencies and percentages.

Ethical Considerations

To ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following will be done:

2. The respondents will be requested to sign the informed consent
3. Authors quoted in this study will be recognized through citations and referencing
4. A written communication to the authors of the standardized instrument on emotional intelligence to solicit permission to use the standardized questionnaire
5. Presentation of findings shall be generalized

Limitations of the Study

The researcher will claim an acceptable (0.05 level of significance) 5% margin of error in view of the following anticipated threats to validity with relevance to this study:

1. *Testing*: Differences in conditions and time when the data shall be obtained from respondents by different persons on different days at different hours. This will be minimized by orienting and briefing the research assistants on the sampling techniques and data gathering procedures.
2. *Extraneous variables which will be beyond the researcher's control* such as respondents' honesty biases and uncontrolled setting of the study .
3. *Instrumentation*: The research instrument on leadership styles is not standardized. A validity and reliability test will be done to

produce a credible research tool.

4. Other conditions where the researcher will not have control over the extraneous variables such as honesty of the respondents, personal biases and descriptive nature of the design.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter focuses on the demographic information of the respondents, data presentation, interpretation and discussions of the findings. The presentations were done based on the research questions.

Table 1: Profile of Respondents

Major	Sub-categories	Frequency	Percentage
Gender	Female	40	100
	Total	40	100
Education	Certificate	10	25
	Diploma	25	63
	Degree	5	13
	Total	40	100
Marital Status	Single	5	13
	Marriage	30	74
	Widowed	5	13
	Total	40	100
Age	30-35 Years	5	13
	35- - 40 Years	30	75
	40 - 50 Years	5	13

	Total	40	100
Length of Service	2 – 5 Years	5	13
	5 - 10 Years	10	25
	10 - 15 Years	10	25
	20 Years and above	15	38
	Total	40	100

Gender

The above table indicates that all of the respondents were females that are all in leadership roles in their various schools. This implies that teachers are also in leadership positions in Kirinyaga Central District in Kenya.

Education

The findings indicated that most of the teachers were diploma holders with 66%, certificates with 25 % and 13 %. This implies that most teachers were diploma holders.

Marital status

The findings indicated that many respondents were married with 75%, singles and windowed with 13% respectively. This implies that many of the teachers were married.

Age

The table indicated that majority of respondents aged between 35-40 with 75 %, 13%, 30-35 with 13%, and 40-50 with 13%. This implies that most teachers are aged mature between 35-40%.

Length of service

The finding indicated that most teachers had served between 2-5years. This implied that many teachers had served for 20 years and above.

Table 2: Description of Gender Roles

Genders Roles	SD	D	Not sure	A	SA	Mean
	f (%)	f (%)	f (%)	f (%)	f (%)	
Women participate in bearing children	0 (0)	5 (12.5)	5 (13)	30 (75.0)	0 (0)	3.63
Women participate in children education	5 (12.5)	5 (12.5)	0 (0)	10 (25)	20 (50)	3.88
Women cater for their families	0 (0)	0 (0)	5 (13)	20 (50)	15 (37.5)	4.25
Women teachers participate in counseling and guidance of the learners	0 (0)	5 (12.5)	5 (13)	20 (50)	10 (25.0)	3.88
Women teachers participate in moral development of the pupils	0 (0)	0 (0)	0 (0)	30 (75)	10 (25)	4.25
Women teachers participate in teaching	5 (12.5)	0 (0)	0 (0)	10 (25)	20 (50)	4.00
Women teachers participate in taking care of their homes	5 (12.5)	5 (12.5)	5 (13)	10 (25)	20 (50)	3.88

Women teachers help pupils in co-curriculum activities	10 (25.0)	0 (0)	0 (0)	20 (50)	10 (25)	3.50
Women teachers coordinate school activities	0 (0)	10 (25.0)	5 (13)	5 (12.5)	20 (50)	3.88
Total						3.90

SA = Strongly agree D = Disagree () % in brackets A = Agree

SD = Strongly disagree

The means in above indicates that on average teachers rated Gender roles as high as indicated by the total mean of 3.90 which falls under agreed on the likert scale. The table indicates that most items on the gender roles were rated high. For example on the most teachers agreed (Mean 3.68) . The same applies to the question that woman teachers participate in moral development of the people (Mean 4.25) and so on. This implies that women teachers in the study have several gender roles that hinder then from participate in leadership.

Table 3: Showing levels of Gender Perception of women in leadership.

Gender perception	Very high	High	Neutral	Low	Very low	Mean
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Most women have negative perceptions towards leadership.	10 (25)	20 (50)	5 (13)	5 (12.5)	0 (0)	3.88
There are few women involved in school leadership	0 (0)	25 (62.5)	5 (13)	5 (12.5)	5 (12.5)	3.25
Women are perceive them	20	10	0	5	5	3.88

selves to inferior	(50)	(25)	(0)	(12.5)	(12)	
Women are stereotyped as less empowered than men	15 (37.5)	20 (50)	0 (0)	5 (12.5)	0 (0)	4.13
Women are considered poor decision makers	20 (50)	10 (25)	5 (13)	5 (12.5)	0 (0)	4.13
Cultures have made women develop negative perceptions towards leadership	10 (25)	20 (50)	5 (13)	0 (0)	5 (12.5)	3.75
Total						3.83

The table indicated that on average teachers rated Gender perceptions as high as indicated by the total mean of 3.83 which falls under agreed on the likert scale . The table indicates that most items on the Gender perceptions were rate high. For example on question that women are considered poor decision makers most teachers agreed which was rated mean 4.13. This same applied to women are stereotyped as less empowered than men who was rated mean of 4.13 and so on. This implies have several gender participation which hinders them for participating in leadership.

Table 4: Level of Women Participation in Leadership

Women Participation	Mean	Interpretation	Rank
Women are reluctant to participate in leadership	4.13	Agree	Low
There are few leadership opportunities for women	2.15	Disagree	Low
Some cultures have prohibited women to participate in leaders	3.75	Agree	Low

Most women fear to join leadership	4.18	Agree	Low
Most women consider leadership for only men	3.53	Agree	Low
Women are denied a chances in leadership	2.25	Disagree	Fair
Women have low morale to participate in leader	2.50	Not sure	Fair
Total	3.21	Not sure	Fair

The mean table 4 indicates that on average teachers rated women participation fair as indicated by the mean 3.21 which is rated not sure. The table indicates that the level of women participation in leadership is low. For example women are denied a chance in leadership, most teachers disagreed (mean 2.25). The same applies to the question that women have low morale to participate in leadership; most teachers were not sure (mean 2.50) and so on. This implies that many teachers are not sure of the level of women participate in leadership.

Table 5: Correlating Gender Roles and Women Participation in Leadership

Variables Correlated	r-value	Sig-value	Interpretation	Decision on Ho
Gender Roles Vs Participation	0.941	0.000	Positive and significant	Rejected
Gender Perceptions Vs Participation	0.931	0.000	Positive and significant	Rejected

A positive significant relationship between gender roles and women participation observed, ($r = .941^{**}$, $p < .01$ gender perception was also significantly positively relevant to participation ($r = .931^{**}$, $p < .01$). Therefore the null hypothesis was

rejected. The researcher therefore conclude that there is a positive and significant relationship between gender roles and gender perception with respect to their participation in leadership roles in public primary schools in Kirinyaga Central District in Kenya.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMENDATION

Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations. The objectives were:

To identify the gender roles of women among selected public schools in Kirinyaga Central district.

To identify the level of perception of participation in leadership among selected public schools in Kirinyaga Central district.

To establish the relationship between gender roles and women participation in leadership among selected public schools in Kirinyaga Central district.

Discussion of findings and conclusion.

The purpose of the study was to identify the gender among public schools. The findings revealed that I (1): most female teachers play major roles such as catering for the family, participate in moral development of learners , counseling and guidance and taking care of the homes (Table, 2) . This implies that most female teachers participate in major roles in school . 2 Gender roles such as domestic chores and family responsibilities interfere more with women’s performance on school duties as compared to male teachers in primary schools in Kirinyaga Central District.

3 On women perceptions on leadership, the findings revealed that an average teachers rated gender perceptions high. This implies that women have negative perceptions towards leadership, they are stereotyped as less empowered than men (Table 3). These negative perceptions hinder women from taking leadership positions.

4 Women participation was fairly rated. Many teachers agreed that women were reluctant to take over leadership, some cultures prohibited women from taking over leadership and this explains why women participation in leadership and this explains why women participation in leadership is low.

Based on the finding, the researcher concluded that Gender roles, perception of women participation in leadership and were strong determinants of women participation in leadership of public primary schools in Kirinyaga central district.

Recommendations

In the light of the research findings the researcher wishes to make the following recommendations:

- i. Communities must be educated to appreciate and see women role in leadership as good as that of males.
- ii. Men should realize the need to participate in child rearing and help in domestic chores for this will enable women to take up leadership.
- iii. Women should be encouraged to apply for leadership positions, appointments should be based on affirmative action.
- iv. The ministry of education can come up with a policy of considering women in leadership when giving transfers, by ensuring they are not taken very far from their homes.
- v. Both men and women should be valued for any meaningful development.

Suggestions for further research

Taking the limitations and delimitations of the study, the researcher makes the following

Suggestions for further research:

- i. Assessment of current policies on deployment of school administrators and their effectiveness in maintaining gender balance.
- ii. Identification of personality characteristics which push women away from leadership position.

REFERENCES

- Aburdene, Patricia and Naisbitt, John, 1993, *Megatrends for women: From liberation to leadership*. USA: Fawcett Book Group.
- Association for the Development of African Education (ADEA, 1993). *A summary of TMS Issues: Constraints and Strategies*. London Commonwealth Secretariat / Donors to African Education.
- Best, J.W. and Khan, J.V. (2001). *Research in Ed*. Boston: Allyn and Bacon.
- Bird, C. (1979). *The Two-Pat Check Marriage*. New York: Rowson Wade.
- Blau, F.D. and Ferber, M.A. (1992). *The Economics of Women. Men and Work*. Englewood Cliffs, N.J: Prince Hall.
- Borg R.W. and Gall (1989). *Educational Research*. An introduction, 5th Ed. New York: Longman Publishers.
- Bowles G. (1983). *Theories of Women Studies London*: Rutledge and Kagen Paul.
- Brotee, 1999. Preliminary Report on the findings from the survey on capacity needs analysis and regional collaboration in the formulation of a Three- year program for women in politics. New Delhi: Center for social research.
- Bunyi, G.W. (2004). *Gender Disparities in Higher Education in Kenya: Nature, Extent and the way forward*. The African Symposium Vol. 4 No. 1 March 2004: Nairobi.
- Campbell, R.F. (1971). *Introduction to Educational Administration*. Boston: Allyn and Bacon.

Chandar, Mamta. 1999. *Promoting gender equality in Asia- pacific* : India country paper. New Delhi: centre for social research.

Chemnjor, C. (1995). *Women in Post Primary Education Administration in Kenya*. A thesis submitted in partial fulfillment of the requirements for the degree of Masters of Arts at Dalhousie University. Halifax: Nova Scotia.

Daily Nation . Friday July 9, 2010 National news page 10.

Dorsey, B.J. (1989). *Factors Affecting Academic Careers for Women at the University of Zimbabwe*: Ford Foundation.

Eagly, A.H., Kamau, S.J. and Johnson, B.T. (1992). *Gender and Leadership Styles Among School Principals: A Meta-Analysis* Educational Administration, Quarterly.

Epstein, C. (1971), *Women's Place: Options and Limits in Professional Careers*. Berkley: University of California Press.

Evertts, (1994). *Becoming a School Head Teacher*. London: Cassell.

Friean, etal 1997. *The second stage*. New York: Harvad University press.

Graynor, C. (1997). *The Management of Teachers*. Paris International Institute of Education Planning.

Internet . net/Africa/nota.asp? idnews -45621.

Jahan, Rounad, 1998. *The practice of Transformative politics*. In Transforming politics: Women's Experiences from the Asia-pacific region. Quezon city: Center for Asia-pacific women in politics.

- John, R. (1988). *Gender and Choices in Education and Occupation*. London. Rutledge.
- Karangu, N.M. (1982). A study of Perception of Headmasters and Teachers Pertaining to the role of the Primary School Headmaster Nairobi and Thika. A dissertation submitted for the degree of Doctor of Philosophy in the Faculty of Education, University of Nairobi.
- Kathima, M. (1991). *Political Factors Influencing Women Participation Rural Development*. A case of Kitui District Rural Water Supply. A Thesis Submitted in Partial fulfillment for the Degree of Masters of Arts in Government at the University of Nairobi.
- Katz, M. (1980). *Issues Confronting Professional African of Third World countries*. Praegan Publication.
- Lazo, Lucita 1999. *Survey of Institutional Resources and Assessment of capacity building needs for promoting women in southeast Asia and the Mokong region*. Manila.
- Mangoka, J. (1997). *A study of the Leadership Behaviour of Nairobi and Machakos Sec. School Headmasters and Headmistresses*. A Thesis Submitted in Partial Fulfillment of the Requirements for the degree of Masters of Arts in the Faculty of Education, University of Nairobi.
- Manya, M. (2004). Will Public Varsities every get women VC? Nairobi: *The E.A. Standard Kenya*. August 19th.
- Ministry of Education and Human Resource Development and UNICEF (1999). *Comprehensive Education Sector Analysis 1994*, Nairobi.
- MOE, etal (DEC 1996). *Workshop report on Gender Analysis for the National Task Force on Gender and Education*. unpublished.

- Momanyi, G.W. (2003). *Gender and Constraints to Appointments to Leadership positions in Primary Schools. A case of Nakuru District. A Research Project Report Submitted in Partial Fulfillment of Requirement for the Degree of Master of Education in Educational Administration and Planning University of Nairobi.*
- Mugenda, O.M. & Mugenda, A.G. (1999). *Research Methods: Quantitative & Qualitative Approaches* Nairobi: Acts Press.
- Oketch, W.M. (1977), "*Appointment & Demotion of Head Teachers*" Kenya Teacher, Sept. No. 77, Nairobi.
- Spring, G. (1998). *Conference presentation.* Department of Education Victoria, Australia.
- United Nations, (1995). *Women looking beyond 2000.* New York: United Nations.
Women in politics pacific centre. 1999. Women in politics movement in the pacific. Fiji: women in politics pacific centre.

APPENDIX 1 A
TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)

SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

Dear Sir/Madam

RE: INTRODUCTION LETTER FOR Ms Njagi Dillys Muthoni

Reg. No. 07/BM/006, TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Masters Degree in Education Administration and Management

She is currently conducting a field research for her thesis entitled, Gender roles and women participation in leadership among selected Public Schools in Kirinyaga Central District in Kenya.

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail her with the pertinent information he may need.

Any assistance rendered to her will be highly appreciated.

Your Truly,

Novembrieta R.Sumil , Ph.D

Deputy Vice Chancellor, SPGSR

APPENDIX 1 B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Respondent,

I am a candidate for masters Administration and Management at Kampala International University and currently pursuing a thesis entitled, Gender roles and women participation in Leadership of public primary schools in Kirinyaga Central District in Kenya. In view of this empirical investigation, may I request you to be part of this study by answering the questionnaires. Rest assured that the information you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

As you answer the questionnaire, please be reminded to respond to all of the items in the questionnaire thus not leaving any item unanswered. Further, may I retrieve the filled out questionnaire after two weeks?

Thank you very much in advance.

Yours faithfully,

Ms Njagi Dillys Muthoni

APPENDIX 11

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

___ Informed Consent

___ Citations/Authors Recognized

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Member _____

APPENDIX III

INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of Ms Njagi Dillys Muthoni that will focus on gender roles and women participation in leadership for public primary school

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX 1VA

FACE SHEET: PROFILE OF THE RESPONDENTS

Age_____

Gender_____

Highest Educational Qualifications_____

Present Position in the University _____

Tenure of service _____

APPENDIX IV

QUESTIONNAIRE FOR HEAD TEACHERS

The ultimate Purpose of this study is to find out the Gender roles and Women participation in leadership of public primary schools in Kirinyaga Central District in Kenya. This questionnaire is designed for creating a baseline assessment of gender roles and women participation in leadership.

The information you give will be treated with a lot of confidentiality.

Answer by putting a tick (✓) against the most appropriate answer or fill in the blank spaces.

N/B: Some questions may have more than one answer.

SETION 1: GENERAL QUESTIONS:

1. Gender Male Female

2. **What is your highest level of education? Please tick the highest**
(1) Secondary (2) Certificate (3) Diploma (4) Degree (5) Masters

3. **What is your marital status?**
(1) Single (2) Marriage (3) Cohabiting (4) Widowed (5) Divorced

4. **What is your age range?**
(1) 20-30 (2) 30-35 (3) 35- – 40 (4) 40 – 50 (5) Over 50 years

5. **Length of service**
(1) 2 – 5 (2) 5 – 10 (3) 10 – 15 (4) 20 and above

SECTION B: Gender roles of the respondents

In this section please indicate your response by Ticking the suitable number for each item in the corresponding column below (e.g. 1 for strongly disagree, 2 for Disagree, 3 for Not sure, 4 for Agree, and 5 for strongly Agree)

Items	Strongly disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly agree(5)
Gender roles of the respondents					
Women participate in bearing children					
Women participate in children 's education					
Women cater for their families					
Women teachers participate in counseling and guidance of the learners					
Women teachers participate in moral development of the pupils					
Women teachers participate in teaching					
Women teachers participate in taking care of their homes					
Women teachers help pupils in co-curriculum activities					
Women teachers coordinate school activities					

Women perceptions in leadership

In this section please indicate your response by Ticking the suitable number for each item in the corresponding column below (e.g. 1 for strongly disagree, 2 for Disagree, 3 for Not sure, 4 for Agree, and 5 for strongly Agree)

Items	Strongly disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly agree(5)
Most women have negative perceptions towards leadership.					
There are few women involved in school leadership					
Women are perceive them selves to be inferior					
Women are stereotyped as less empowered than men					
Women are considered poor decision makers					
Structures have made women develop negative perceptions towards leadership					

Women participation in leadership

In this section please indicate your response by Ticking the suitable number for each item in the corresponding column below (e.g. 1 for strongly disagree, 2 for Disagree, 3 for Not sure, 4 for Agree, and 5 for strongly Agree)

Items	Strongly disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly agree(5)
Women participation in leadership					
Women are reluctant to participate in leadership					
There are few leadership opportunities for women					
Some cultures have prohibited women participate in leadership					
Most women fear to join leadership					
Most women consider leadership for only men					
Women are denied a chances in leadership					
Women have low morale to participate as leader					

Thank you for your cooperation

CURRICULUM VITAE

PERSONAL DETAILS

NAME : DILLYS MUTHONI IKUA
DATE OF BIRTH : 1970
CITIZENSHIP : KENYAN
MARITAL STATUS : MARRIED
PERMANENT ADDRESS : P.O. BOX 218 – 10300 – KERUGOYA
CELL PHONE : 0733 432 177
NEXT OF KIN : MR. SAMUEL IKUA NGARI

EDUCATION BACKGROUND:

<u>YEAR</u>	<u>INSTITUTION</u>	<u>ATTAINMENT</u>
1991 – 1993	Maseno University College (Moi University)	BED in ARTS
1989 – 1990	Chogoria Girls Subsidiary	Three Principals & one
1984 – 1987	Kiriani Secondary School	Division Two (K.C.E.)
1976 – 1983	Kabui Primary School	C.P.E. Passed

EMPLOYMENT HISTORY

<u>YEAR</u>	<u>EMPLOYER</u>	<u>POSITION</u>	<u>RESPONSIBILITY</u>
2009 – to date	T.S.C	H.O.D. Humanities (Karia Sec. Sch.)	- Managing Department - Member, Tendering Committee. - Teaching History/ C.R.E
2006 – 2009	T.S.C	H.O.D	- Managing the Department Humanities - Member of tendering

Committee.

(Kathera Sec. Sch) - Teaching History/ C.R.E

- Setting Divisional
Exams

2004 – 2006 T.S.C H.O.D Boarding - Overseeing the welfare
of the students

1995 – 2009 T.S.C. C.U. Patron - Meeting the
spiritual needs of the students
- Teaching History / C.R.E.

K.C.S.E. ACHIEVEMENT IN WORK PERFORMANCE YEAR / SUBJECT

MEAN SCORE

Subject	2005	2006	2007	2008
History	5.636 C	5.630 C	7.071 C+	4.769 C-

COURSES CURRENTLY UNDERTAKING

<u>Year</u>	<u>Institution</u>	<u>Course</u>
2010 – 2011	Kenya Institute of Management	Human Resource Management
2008 – 2010	Kampala International University	Masters in Education, Administration & Management

REFEREES:

1. Murage D.N.

Principal Kathera Sec. School

P.O. Box 58,

NKUBU.

Tel. 020 3504171

2. Mugo G.W.

Principal Karia Sec. Sch.

P.O. Box 4,

KERUGOYA.

