Full Length Research Paper

Factors influencing participation of women in secondary school education management in Siaya District, Kenya: Analytical study

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As far as management of education is concerned, both men and women are expected to participate. In the present time, women are just as competent as men in educational management. The expectation is that the participation of men and women in management of education should be on an equal basis. However, studies have revealed that women are under-represented in educational management at all levels worldwide. It is for this reason that the Ministry of Education formulated the policy that a third of management positions in education be occupied by women by the year 2010. Statistics show that in Siaya District, women are under-represented in secondary school education management. Therefore, the purpose of this study was to investigate factors that influence participation of women in secondary school education management in Siaya District. The study employed survey design and a study population of 87 principals, 1131 Board of Governors members, 158 female teachers and 15 Siaya District Education Board members were used. Questionnaires, interviews and document analysis were used to collect data. The study found out that; women were under-represented at the District Education Board, Board of Governors and secondary school headship levels; polices like transfer policy and some school practices and procedures like meetings scheduled on weekends discouraged the participation of women in secondary school education management; lack of time made women to have a negative attitude towards secondary school education management; culture undermined women making them to feel inferior to men while politicians preferred men to women in secondary school education management in Siaya District. The findings of this study are significant in that they will help the policy makers, the Provincial Education Board and the District Education Boards in enhancing participation of women in management of education at secondary school level.

Key words: Factors influencing, participation of women, secondary school education management, Siaya District, Kenya.

INTRODUCTION

There is a gender gap in educational management, globally and particularly in Kenya. For example an investigation by United Nations Educational, Scientific and Cultural Organization (1999) showed that although the number of women employed in the education sector is relatively high, they are under-represented in educational management in most countries of the world.

Lynch (2004) found that in America, women are outnumbered by men in educational management. In a similar study, Adkinson (1990) found that men solely dominate higher ranks in the Ministry of Education in Britain. This is also true in Australia as proved by a study carried out by Limerick and Lingard (1995). Women in Third World countries are no better, as Davies (1992), in her study on women in educational management in third world countries, observed that the proportion of female head teachers, inspectors, or senior ministry personnel bears no relation to their proportions in the teaching

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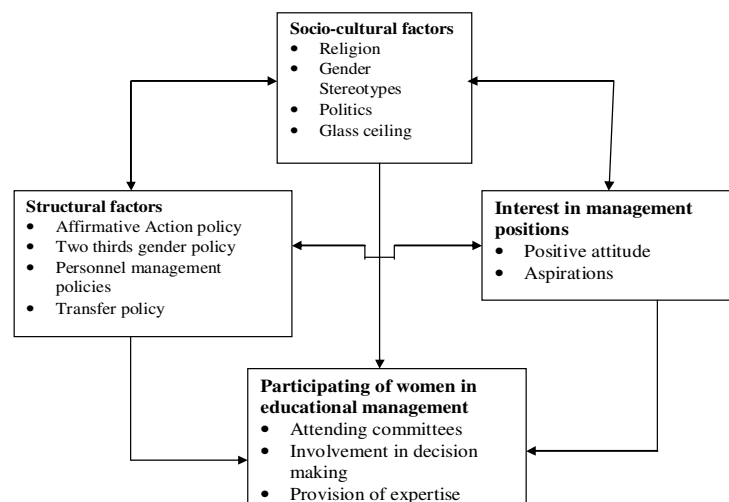*Corresponding author E-mail: simatwae@yahoo.com.

Figure 1. A conceptual framework of factors that influence participation of women in management of education at secondary school level.

force. She concluded that women are under-represented in management positions in third world countries. The situation is the same in Kenya. Although the Kenya Development Plan (1997-2002) (Republic of Kenya, 1997) stipulated that in general, the education system should aim at producing individuals who are properly socialized and also possess the necessary knowledge, skills, attitudes and values to enable them to participate positively in nation building, this has not been translated into reality. The management levels of education have not tapped or developed the talents of most women. Mbilinyi (1992) asserts that leaving out women in policy and decision making implies leaving out experiences of half the country's population. Onsongo (2002) found that women are under-represented in university management in Kenya. Onsongo (2002)'s study is supported by Wanjama (2002) who found out that there are fewer women in higher levels of educational management in Kenya. In a related study, Chelimo and Wasyanju (2007) also found that there are fewer women than men in educational management in Kenya. In Kenya women are underrepresented in educational management. Hence the government came up with the policy that a third of management posts in education should be occupied by women by the year 2010 (Republic of Kenya, 2005).

Records available at Siaya District Education Office show that women are under-represented in secondary education management in Siaya District. For example, there are only two female education officers, only one female District Education Board member, no female Board of Governors chairperson, and only one elected female Kenya National Union of Teachers official in the district. There are 258 (23%) female Board of Governor members out of a total of 1131 in the district. This figure (23%) is low compared to a national figure of 30%

(Wanjama, 2002; Republic of Kenya, 2003). Out of the 87 principals, only 14(16%) were females. This raises concern given that Wanjama (2002), in his study, found that the representation of women in educational management in Kenya had increased to 20%. This study therefore investigated factors that contribute to low participation of women in secondary education management in Siaya District.

Research questions

The study was guided by the following research questions:
1.   What is the representation of women in secondary school education management in Siaya District?
2.   What structural factors Influence Women's participation in secondary school education management in Siaya District?
3.   What socio-cultural factors and practices that influence the participation of women in secondary school education management in Siaya District?

Conceptual framework

This conceptual framework postulates that factors that may influence the participation of women in the management of education include socio-cultural factors, government policies, interest in management positions and performance in management\administrative positions. It is conceptualised that these factors are inter-dependant and they may influence the participation of women in educational management as indicated in Figure 1. Socio-cultural factors include patriarchy and

Table 1. Principals' demographic data as indicated by principals (n=29).

Demographic Data	Frequency (f)	Percentage(%)
Gender		
Female	6	21
Male	23	79
Religious Affiliation		
Christians	29	100
Muslims	0	0
Headship Experience		
Less than 5 years	8	28
5-10 years	12	41
More than 10 years	9	31

gender stereotypes. These factors make females to feel inferior as males dominate management positions. This results in low participation of women in educational management. Government policies like affirmative action can increase the participation of women in educational management if they are well implemented but in most cases they are not fully implemented. Quite often women are reluctant to be transferred on promotion. Husbands do not allow their spouses to go on transfer making women forfeit such promotions to management positions. The fact that women go on maternity leave makes them reluctant to take up management positions because it causes some discontinuity in performance of their duties. Women are also faced with barriers like domestic duties and child bearing making them not to perform to the expected standards. Hence, fewer of them are promoted to management positions in education with resultant low participation (Wanjama, 2002).

At present, there are only few women in management positions in education. Hence women have few role models and mentors who can encourage and motivate them to aspire for leadership positions in education. Hence very few women are motivated to participate in educational management resulting in low participation.

RESEARCH METHODOLOGY

The Ministry of Education policy is that a third of management positions in education should be occupied by women. Statistics show that in Siaya District women are seriously under-represented in secondary school education management. Therefore, the purpose of this study was to investigate factors that influence participation of women in secondary school education management in Siaya District. The objectives of this study were to find out the extent to which women are represented in secondary school management; to establish the attitude of women towards holding positions in educational management and to find out socio-cultural and structural factors that influence participation of women in educational management in Siaya District. The study employed survey design. The study population consisted of 87 principals, 1131 Board of Governor members, 158 female teachers and 15 Siaya District Education Board members. Stratified random sampling was used to select 29 principals, 53 female teachers, 5 District Education Board members and 377 Board of Governors members from the eight divisions of Siaya District. The study sample was 33.3% of the study population. The instruments of data collection were questionnaires, interviews and document analysis. The face validity of the instruments was addressed by presenting the instruments to three research specialists and their comments and suggestions incorporated in the instruments. To enhance reliability, piloting was done in nine schools and inconsistencies, deficiencies and weaknesses noted in responses from the pilot study were corrected in the instruments. Quantitative data were analyzed by use of descriptive statistics in forms of percentages and frequency counts. Qualitative data collected by interviews were transcribed, categorized and reported in emergent themes.

Demographic data of the respondents

Demographic data for principals and female teachers were obtained by questionnaires and this information was tabulated in Tables 1 and 2 respectively.

Table 1 shows that 23(79%) principals were men while 6(21%) were women and that all respondents were Christians. The table shows that 8(28%) respondents had been principals for less than five years and 12(41%) had been principals for five to ten years. The table also shows that 9(31%) of respondents had been principals for more than ten years.

Table 2 shows that 51(96%) respondents (female teachers) were Christians, while 2(4%) were Muslims, 16(30%) of the teachers had been teachers for less than five years while 26(49%) had been teachers for five to ten years and 11(21%) of the teachers had taught for more

Table 2. Female teachers' demographic data as indicated by female teachers (n=53).

Demographic data	Frequency (f)	Percentage (%)
Religion		
Christians	51	96
Muslims	2	4
Teaching Experience		
Less than 5 years	16	30
5-10 years	26	49
More than 10 years	11	21

Table 3. Women representation on Siaya District Education Board as indicated by District Education Board members (n=15).

Representation by gender	Frequency (f)	Percentage (%)
Male	14	93.3
Female	1	6.7

Table 4: Reasons why there are few Women on Siaya District Education Board as indicated by District Education Board members (n=15).

Reasons	Frequency (f)	Percentage (%)
Lack of time	14	93
Women feel inferior	10	67
Lack of interest	12	80
Lack of motivation	12	80
Discouragement by spouses	10	67
Family roles more import- ant.	14	93

than ten years.

Research Question 1

What is the representation of women in secondary school education management in Siaya District?

District Education Board members were asked in a questionnaire to indicate the representation of women on Siaya District Education Board. The responses are shown in Table 3, where there is only 1 (6.7%) female member and 14 (93.3%) male members in the Siaya District Education Board

Table 4 shows that 14(93%) District Education Board members said that lack of time was the reason for under representation of women on Siaya District Education Board. Ten (67%) District Education Board members gave inferiority complex as the reason for under representation of women on Siaya District Education Board. Twelve (80%) gave the reason as lack of interest in school management while twelve (80%) said the reason was lack of motivation. Ten (67%) said spouses discourage women from participating in District Education Board activities while 14(93%) District Education Board

members said that women were more concerned with domestic and family duties which they felt were more important than District Education Board duties.

Siaya District Education Board members were asked in interviews to indicate the representation of women on various schools board of governors. The responses were as shown in Table 4. This was confirmed by document analysis.

Table 5 shows that there are 258(23%) female Board of Governors members and 873 (77%) male Board of Governors members in Siaya District.

The principals were further asked to state reasons for under representation of women on schools Boards of Governors. The responses were as shown in Table 6.

It can be seen from Table 6 that 18(62%) principals felt that women were discouraged by their spouses from participation in school management while 26(90%) felt that too much domestic work left women with no time for Board of Governors duties. Twenty (69%) principals thought that financial constraint was the reason for under representation of women on Siaya schools Board of Governors. Sixteen (55%) principals said that women lack interest in school management activities and hence their low representation in secondary school Board of Governors. Eighteen (62%) of principals felt that spouses

Table 5: Representation of Women on Schools' Board of Governors as indicated by District Education Board members (n=15).

Representation by gender	Frequency (f)	Percentage (%)
Male	873	77
Female	258	23

Table 6: Reasons for under representation of women on Schools' Board of Governors as indicated by principals (n=29).

Reasons for under representation of women On schools' Board of Governors	Frequency (f)	Percentage (%)
Discouragement from spouses	18	62
Lack of time because of too much domestic work	26	90
Financial constraints	20	69
Lack of interest	16	55

Table 7: Representation of women in secondary schools headship as indicated by Siaya District Education Board Members (n=15).

Representation by gender	Frequency (f)	Percentage (%)
Male	73	84
Female	14	16

Table 8: Reasons why women are uncomfortable in headship positions as indicated by principals (n=29).

Reasons	Frequency (f)	Percentage (%)
Many meetings and seminars	25	86
Long working hours	26	90
Staying in school compound	20	69
Discouragement from spouses	18	62
Little time for family	26	90
Transfer	20	69

discouraged women from participating in Board of Governor activities or accepting positions on Board of Governors whenever they were appointed.

District Education Board members were asked in interviews to indicate the representation of women in the management of secondary school education as principals. The responses were as shown in Table 7. This was confirmed by document analysis.

Table 7 shows that there are more male principals 73 (84%) than female principals 14 (16%).

Table 8 shows that 25(86%) principals felt that many meetings and seminars make women uncomfortable in headship positions. From Table 8 it can be seen that 26(90%) were of the view that long working hours made

women uncomfortable in headship positions. According to 20(69%) principals, women were uncomfortable with the requirement that principals must stay in the school compound. Eighteen (62%) principals felt that discouragement by spouses made women uncomfortable in headship positions. Twenty six (90%) principals indicated that little time for family made women uncomfortable in headship positions. Table 8 also shows that 20(69%) principals were of the view that women were uncomfortable in headship positions because of transfers.

Principals were asked in questionnaires to give the number of male and female heads of departments in their schools. The responses were as shown in Table 9.

Table 9: Number of male and female heads of departments in Siaya District secondary schools as indicated by principals (n=29).

Gender	Frequency (f)	Percentage (%)
Male	98	56
Female	**98**	44

Table 10. Implementation of one third women representation policy when appointing Board of Governors Members as indicated by principals (n=29).

Response	Frequency (f)	Percentage (%)
Yes	2	7
No	27	93

Table 11. Responses of female teachers on whether affirmative action can increase participation of women in education management (n=53).

Response	Frequency (f)	Percentage (%)
Agree	43	81
Disagree	6	11
Undecided	2	4
Nil response	2	4

Table 12. Personnel management policies that discourage women from participating in education management as indicated by principals (n=29).

School policies	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	MR
Transfer policy	20(69)	8(28)	0(0)	0(0)	0(0)	4.6
Teachers can work anywhere in the country	26(90)	2(7)	0(0)	0(0)	0(0)	4.8
Principals must stay in the school compound	18(62)	6(21)	2(7)	2(7)	0(0)	4.3
Compulsory in-service courses for principals	16(55)	5(17)	4(14)	2(7)	1(3)	4.0

Key: SA –Strongly Agree; A- Agree; U- undecided; D- Disagree; SD- Strongly Disagree; MR- Mean Rating.

Table 9 shows that there are 78 (44%) female heads of departments and 98 (56%) male head of departments in Siaya District.

Research Question 2

What structural factors Influence women's participation in secondary school education management in Siaya District?

Siaya District Education Board members, schools Boards of Governors members, principals and female teachers were asked to indicate the structural factors that influence the participation of women in educational management in Siaya District. The responses were as shown in Tables 10, 11, 12 and 13.

Not more than two thirds of members of elective/appointive bodies shall be of the same gender policy

In questionnaires, principals were asked the question: Has the government policy requiring that a third of the management positions in education should be occupied by women been implemented by your school Boards of Governors? The responses were as summarized in Table 10.

Table 10 shows that 27(93%) principals felt that the policy that requires one third of Board of Governors members to be females has not been implemented. Only

Table 13: School practices that discourage women from participating in education management as indicated by female teachers (n=53).

Response	SA f (%)	A f (%)	U f(%	D f (%)	SD f (%)	MR
Examinations conducted at night/weekends	45(85)	5(9)	0(0)	0(0)	0(0)	4.6
Meetings scheduled after 5 pm.	44(83)	3(6)	1(2)	1(2)	1(2)	4.5
Meetings that take place on weekends	45(85)	3(6)	0(0)	2(4)	0(0)	4.5
Meetings taking place in restaurants	48(91)	2(4)	0(0)	0(0)	0(0)	4.7
Seminars and tours	40(75)	5(9)	3(6)	1(2)	1(2)	4.4

Key: SA –Strongly Agree; A- Agree; U- undecided; D- Disagree; SD- Strongly Disagree; MR- Mean Rating.

2 principals indicated that it had been implemented. The findings of this research indicate that majority of secondary schools have not implemented this policy. Majority of the principals, 27 (93%) said that the policy has not been implemented.

In interviews, District Education Board members were asked the question: What is the criterion of appointment of members of the District Education Board in relation to gender? All (100%) the respondents said that at least one third of the members should be women. This was in line with the government policy which requires that at least one third of education managers should be women (Republic of Kenya, 2004, 2010).

Affirmative action policy

Female teachers were asked to state whether affirmative action can increase participation of women in education management. Their responses were as shown in Table 11.

Affirmative action policy in schools and colleges would enable more girls to join schools and colleges, education would make girls to discard culture and feel that they are equal and as competent as men even in leadership positions. The educated girls would discard the belief that their roles are just child bearing and domestic work. They will be more involved in school management activities. They will therefore be more involved in school management activities. They will accept appointments on Board of Governors and participate more in school management activities. If affirmative action is implemented more women would be involved in school management. These women will act as role models and mentors for other women who will be motivated to participate in school management hence increasing the representation of women in educational management. The government came up with the policy that a third of education managers should be women in order to increase the participation of women in the management of education. If this policy can be fully implemented then we shall have at least one third of education managers

being women. This means that the representation of women in educational management would increase to at least one third.

Personnel management policies

Principals were asked in questionnaires to indicate whether they strongly agreed, agreed undecided, disagreed, or strongly disagreed with statements on personnel management policies that discourage women from participating in education management. The responses were as indicated in Table 12.

From Table 12, 20 (69%) principals strongly agreed that transfer policy discouraged women from participating in educational management while 8(28) agreed giving a mean rate of 4.6, that women are reluctant to take up promotions to management posts because they usually come with transfers. Transfers tend to separate couples and women would rather turn down promotions than be transferred. Twenty six (90%) principals strongly agreed that the policy that teachers can work in any part of the country discouraged women from participating in educational management while 2(7%) agreed giving a mean rate of 4.8. This policy implies that a teacher should be ready to work in any district in Kenya. Women are the most disadvantaged whenever they are transferred because they have to move with their children. Whenever transferred to hardship areas, women suffer the most. This is the highest mean rate which means that this is the most important policy among the policies that discourage women from participating in educational management. Eighteen (62%) principals strongly agreed that the policy that requires principals to stay in school compound discouraged women from participating in educational management, 6(21%) agreed, 2(7%) were undecided while 2(7%) disagreed giving a mean rate of 4.3. Potential female principals were uncomfortable with this policy. Staying in school compound meant that female principals staying separate from their spouses who may be staying elsewhere. Women are reluctant to take up promotions that would

Table 14: Willingness of women to apply for vacant management posts in education as indicated by principals (n=29).

Responses	Frequency (f)	Percentage (%)
Yes	6	21
No	22	76
Nil response	1	3

make them stay away from their spouses. Sixteen (55%) principals strongly agreed that compulsory in-service courses for head-teachers discouraged potential female head-teachers from headship, 5(17%) agreed, 4(14%) were undecided, 2(7%) disagreed, while 1(3%) strongly disagreed giving a mean rate of 4. Women are reluctant to attend in-service courses especially residential ones. Such courses make women to stay away from their families. Their spouses are against this especially if they are held in restaurants.

School practices

Female teachers were asked in questionnaires to indicate whether they strongly agreed, agreed undecided, disagreed, or strongly disagreed with given statements on school practices that may hinder women from participating in educational management. The responses were as shown in Table 13.

Table 13 shows that 40(75%) female teachers strongly agreed, 5(9%) agreed, 3(6%) were undecided, 1(2%) disagreed and 1(2%) strongly disagreed that seminars and tours discourage women from participating in educational management giving a mean rate of 4.4. Women are reluctant to attend seminars and tours especially those which take more than one day. This is because of their domestic roles which demand a lot of time. They therefore have no time for seminars and tours. Their spouses do not like them spending out or coming home late. Forty five (90%) female teachers strongly agreed that meetings scheduled on weekends discourage women from aspiring for management positions in education while 5(9%) agreed giving a mean rate of 4.6. Working women usually make use of weekends to do domestic work like washing and cleaning. They are therefore reluctant to attend meetings scheduled for weekends. Forty four (83%) female teachers strongly agreed that women were reluctant to attend meetings scheduled to take place after 5 pm, 3(6%) agreed, 1(2%) was undecided, 1(2%) was disagreed and 1(2%) strongly disagreed giving a mean rate of 4.5. Working class women prefer going home after 5.00 p.m. to attend to their domestic roles. School managers often hold meetings after 5 pm or some meetings go beyond 5 pm. Potential female managers are discouraged from aspiring for management positions

by such meetings. Forty five (85%) female teachers strongly agreed that examinations conducted at night and on weekends discouraged women from aspiring for management positions, while 5(9%) agreed giving a mean rate of 4.6. Female teachers/working women make use of weekends to do their domestic work. At night they look after their children and prepare food for the family. Furthermore husbands expect their spouses to be at home at night. Therefore female teachers are reluctant to conduct examinations at night or even attend meetings at night. Heads of departments and principals are to ensure that examinations scheduled to take place at night and on weekends are done. This discourages female teachers aspiring for positions of head of department or even headship positions.

Forty eight (91%) female teachers strongly agreed that meetings that take place in hotels and restaurants discourage women from participating in educational management while 2(4%) agreed, giving a mean rate of 4.7.

Research question 3

What socio-cultural factors and practices that influence the participation of women in secondary school education management in Siaya District?

Principals, Board of Governors members and female teachers were asked in interviews and questionnaires to give their opinions about women's willingness to take up management posts in education and how women can be encouraged to develop interest in management positions in education. Their responses were as indicated by Tables 14, 15, 16, 17 and 18.

In questionnaires principals were asked the question: Do female teachers apply for management posts whenever they are advertised? The responses were as summarized in Table 14.

Table 14 shows that 22 (76%) principals were of the opinion that female teachers are not willing to apply for management posts whenever they are advertised while only 6 (21%) were of the opinion that female were willing to apply. The findings reveal that majority 22 (76%) of principals were of the opinion that female teachers do not apply for management posts whenever they are advertised.

Table 15: Responses of principals on willingness of women to take up positions on Board of Governors (n=29).

Responses	Frequency (f)	Percentage (%)
Yes	2	7
No	26	90
Nil response	1	3

Table 16: Views of Female Board of Governors members about their willingness to continue serving as Governors (n=76).

Views	Frequency (f)	Percentage (%)
Yes	12	15
No	57	75
Undecided	7	10

Table 17: Views of female teachers on whether there are few role models women in education management (n=53).

Female teachers views	Frequency (f)	Percentage (%)
Agree	44	83
Disagree	5	9
Undecided	2	4
Nil response	2	4

Table 18: Ways in which women can be encouraged to participate in education management as indicated by female teachers (n=53).

Ways in which women be encouraged to participate in education management	Frequency (f)	Percentage (%)
Affirmative action	53	100
Role models	50	94
Support from spouses/colleagues	41	77
Education	45	85
Career guidance	48	91

In questionnaires principals were asked the question: Are women willing to take up positions on board of governors whenever they are appointed? The responses were as shown in Table 15.

Table 15 shows that 26 (90%) principals indicated that women were not willing to take up positions on Board of Governors whenever appointed while only 2(7%) felt that women were willing to do so.

In questionnaires female Board of Governors members were asked the question: Would you like to continue serving as a school governor? The responses were as shown in the Table 16.

From Table 16, majority 57 (75%) of the female governors were not willing to continue serving as school governors. Only 12 (15%) were willing. Seven (10%) female governors were undecided on whether to continue serving as members of secondary school Board of

Governors or not. Majority 57(75%) of female Board of Governors members were not willing to continue serving as school governors. When asked to give reasons they all said that School management is time demanding and they find it difficult to balance between family roles, professional roles and school management work. They said that professional and family roles are more important to them. Female teachers were asked in a questionnaire to give their views on whether they agreed or disagreed with the statement: 'There are few role models for women in education management'. The results were as shown in Table 17.

Table 17 shows that 44 (83%) female teachers felt that there are few role models for women in education while only 5 (9%) felt vice versa. Most female teachers (83%) agreed that there are few women in educational management to act as role models for women. Tables 18,

Table 19: Responses by female teachers on whether religion allows women to hold management posts in education (n=53).

Responses	Frequency (f)	Percentage (%)
Agree	45	85
Disagree	5	9
Undecided	2	4
Nil response	1	2

Table 20: Ways in which culture limited participation of women in education management as indicated by female teachers (n=53).

How culture limits women's participation in education management	Frequency (f)	Percentage (%)
Management is stereotyped as masculine and male domain.	45	85
Gender bias in promotion of teachers to management positions. Women were discriminated against.	25	47
Discouragement from male colleagues and spouses.	48	91
Domestic and family roles take too much time for women.	53	100

Table 21: Responses by female teachers on whether there is political goodwill for women leadership in education (n=53).

Responses	Frequency (f)	Percentage (%)
Yes	7	13
No	44	83
Nil response	2	4

19 and 20 show that women are underrepresented in educational management. Women education managers act as role models and mentors for women.

Female teachers were further asked in questionnaires to suggest ways in which women can be encouraged to participate in educational management. The responses were as shown in Table 18.

Table 18 shows that 53(100%) female teachers indicated that affirmative action can increase participation of women in management of education. Fifty (94%) female teachers indicated that role models can increase participation of women in education management. Forty eight (91%) female teachers indicated that career guidance in secondary schools and colleges can increase the participation of women in education management. Forty-one (77%) female teachers were of the opinion that support from spouses and male colleagues can result in more women representation in education management. However, 45(85%) female teachers were of the view that educating women will result in more women participating in education management. From Table 18 it can also be seen that 48(91%) female teachers were of the opinion that career guidance can increase the participation of women in management of education.

Female principals were further asked in questionnaires and interviews respectively whether religion, culture and politics influenced their participation in the management of education. The responses were as shown in Tables 19, 20 and 21.

Table 19 shows that 45 (85%) of the female teachers felt that religion allows them to participate in educational management while 5(9%) felt that religion does not allow them to participate in educational management. Asked to explain, all 45 (85%) said that although Catholic schools prefer education managers to be Catholics by religion while Anglican schools prefer Anglican managers because they do not discriminate against women. Five (9%) female teachers said that religion does not allow them to participate in educational management. When asked to explain, they all said that church activities take much of their time that they have little or no time for educational management activities like seminars and meetings. Church activities and functions take a lot of time leaving them with little time for school management. Women who are committed to the church are involved in church choir, organizing for Sunday schools, church meetings and church service. These activities and functions take a lot of time and the women involved in them do not have time for school management activities and functions. Furthermore, the little time they may have, is used for domestic work caring for the children.

Female teachers were asked in a questionnaire to state

down two ways in which culture limited participation of women in educational management. The responses were as shown in Table 20.

Table 20 also shows that 48(91%) female teachers felt that women are discouraged from participating in educational management by male colleagues and spouses while 45(85%) thought that management is stereotyped as masculine and a male domain. Fifty three (100%) female teachers were of the opinion that domestic and family roles take too much time hence women do not have time for participating in education management. Twenty five (47%) female teachers were of the opinion that there was gender bias in promotion of teachers to management positions whereby females were discriminated against Forty five (85%) female teachers said that management is stereotyped as masculine and male domain. In fact where leaders are to be elected people tend to prefer male leaders. This is because the patriarchal society views men to be superior to women in terms of leadership. Forty eight (91%) female teachers said that male colleagues and spouses discouraged women from participating in educational management. Women are discouraged by their spouses from participating in educational management activities and functions. Their spouses feel that these activities take too much time. Men prefer their spouses to take care of children at home and perform domestic duties. Men discourage their female colleagues from participating in educational management. In case of vacancies in education, male colleagues discourage their female colleagues from applying for the vacant posts. It could be direct discouragement, mockery or even teasing (Wanjama, 2002). Fifty three (100%) female teachers said that domestic and family roles take too much time for women and this limits their participation in educational management. The society expects women to take care of children and perform domestic work.

In a questionnaire female teachers were asked the question: Is there political goodwill for women leadership in education? The responses were as shown in Table 21.

Table 21 shows that 44 (83%) female teachers thought that there is no political goodwill for women leadership in education while only 7(13%) were of the opinion that there is political goodwill for women leadership in education.

DISCUSSION

Lack of motivation resulted in low representation of women in Siaya District Education Board because functions of District Education Board were too demanding in terms of time. This discouraged women from taking up positions on District Education Board. Furthermore there is very little financial benefits as the allowances paid cater only for transport and lunch. Therefore the financial benefits are small compared to the time Board of

Governors meetings take. The opportunity cost in terms of time is high. Women would rather use this time for income generating activities like business or farming which are more paying. The study further revealed that culture contributed to low representation of women on District Education Board. The patriarchal society believes that men are superior to women. Hence culture makes women feel inferior to men. Therefore women are reluctant to take up positions on District Education Board as they feel less competent than men. The study also revealed that women were not interested in education management. A combination of culture that undermines women, low financial benefits from school management activities and lack of time make women lose interest in education management.

The study revealed that men dominated Siaya schools board of governors. Principals said that domestic work takes too much time leaving women with little or no time for Board of Governors activities and functions. They also said that women are usually discouraged by their spouses from accepting positions on Board of Governors. According to the study men discouraged their spouses from accepting positions on Board of Governors whenever they were appointed to the school boards. This is because men expect their spouses to stay at home carrying out domestic chores and taking care of the children (Schein, 1990). The society also expects women to do domestic work and to take care of children. This takes too much time making women to have little or no time for Board of Governors activities and functions. Discouragement from spouses and lack of time made women reluctant to take up positions on Board of Governors whenever appointed. Those women who accept appointments to serve on secondary school boards find it very difficult to balance their time for Board of Governors, activities, domestic work and professional duties. Such women end up missing so many Board of Governors meetings and functions. They are therefore considered ineffective and incompetent board members. In fact they are automatically dropped from the boards after missing three consecutive meetings.

The study found that female principals faced so many problems and that was the reason why women were reluctant to apply for headship positions whenever they were advertised. The study revealed that women were reluctant to take up headship posts as headship is too demanding in terms of time. Domestic chores take too much time that most women cannot get time for school headship. Principals were usually forced to attend many meetings with students, parents and ministry officials. Some meetings were even scheduled on weekends. Sometimes meetings even went beyond the normal working hours. They said that some seminars took place in restaurants. They lamented that meetings take a lot of their time. They argued that female principals were uncomfortable with many meetings because they needed time to do their domestic work. The principals also

indicated that men do not allow their spouses to go to restaurants hence spouses were against female principals attending seminars in restaurants. This made women reluctant to apply for headship positions. Furthermore, their spouses discouraged them from doing so. The policy that requires principals to stay in the school compounds discouraged many potential female principals from applying for headship positions. Staying in school compound means female principals staying away from their spouses who could be working elsewhere. Most husbands would like their spouses to stay with them at their place of work or at home. Hence women were reluctant to apply for or take up headship positions. Furthermore women were reluctant to take up headship positions because they feared being transferred. In most cases, promotion to headship positions comes with transfer. Women prefer staying with their spouses and avoid transfers which may separate them; hence they do not like principalship. The mentioned factors make women less interested in secondary schools headship positions and hence their consequent low representation in secondary school education management. Principals attend so many meetings and seminars which take a lot of time. The principals' supervisory roles mean that they are required to be in school for long hours. Principals are supposed to be in school early and to leave school late in order to supervise all programs in the school. They are also to be in school over the week ends. In fact, for boarding schools they are supposed to stay in the school compounds so that they are always available and answerable in case of anything.

The study revealed that at the department level, although there were more men than women heads of departments, the ratio of women to men in schools was approximately 1:1. This can be attributed to the fact the Teachers Service Commission has been promoting teachers to head school departments without necessarily transferring them due to shortage of teachers countrywide. This has motivated female teachers to apply and take up head of department posts. This has resulted in an increase of female head of departments in Siaya District. The study further found out that female teachers were further motivated by monetary gains associated with promotion to head of department posts. According to the new teachers' scheme of service, heads of departments are entitled to higher basic salary and allowances associated with job group M. Heads of departments are promoted to job group M which is very lucrative to teachers. Despite these, few women have taken up management positions in education management in Siaya District. This finding that women were underrepresented in educational management is consistent with the findings of the study by Wanjama (2002) who found out that women are underrepresented in education management in Kenya. In fact, it is for this reason that the Government of Kenya came up with the policy to increase the representation of women in

educational management to a third by the year 2010 (Republic of Kenya, 2005; Daily Nation 29th Aug., 2006). The findings of this research indicate that majority of secondary schools have not implemented this policy. Majority of the principals, 27 (93%) said that the policy had not been implemented. This is because women are reluctant to take up positions on Board of Governors whenever they are appointed. Women are reluctant to take up positions on Board of Governors because they have a lot of domestic work which takes a lot of time. They therefore have no time for school management activities. Hence, women have little interest in school management activities. Furthermore, their spouses discourage them from participating in school management activities. This results in men taking up the positions preserved for women on Board of Governors and even District Education Boards: Hence the representation of women on most schools' Board of Governors in Siaya District is less than a third.

The study revealed that the government policy which requires that a third of education managers should be women has not been implemented by all schools in Siaya District. Majority of secondary schools' Boards of Governors had women representation of less than one third (33.3%). Female teachers were asked in a questionnaire to respond to the statement: The findings of the study indicated that affirmative action can increase the participation of women in educational management. This research finding is consistent with that of Kakane (1997) who recommended that the government should implement affirmative action policies so as to increase the participation of women in management of education. Okojie (1996) also concluded that affirmative action can increase the access of women to education and hence increase their participation in educational management. According to the study principals seemed to agree that some school policies discourage women from participating in educational management. This research finding is supported by Dirasse (1991) who asserts that institutional policies acted as barriers to women mobility to top management in education. This study finding agrees with that of Obonyo (1994) who asserts that policies themselves have been found to be a barrier in educational system as they fail to motivate girls to aspire to the top positions.

The study revealed that staff meetings discouraged women from management positions because women were reluctant to attend meetings scheduled over weekends or those that went beyond 5.00 p.m. This is because of family roles. Similarly, they were reluctant to conduct examinations at night or over the weekend. They were also uncomfortable with meetings taking place in hotels and restaurants as their spouses were against it. The study seems to suggest that women are reluctant to attend seminars and long meetings especially those organized over weekends, at night and in restaurants. This study finding is in agreement with views of Rosen

and Jerede (1990) who reported that executives less frequently send female subordinates for meetings and seminars as they are usually unwilling to attend. The finding of this study agrees with Onsongo's (2002) who found out that some women managers have identified the timing of meetings as the most insensitive practice in universities that discourages women participation. Thus meetings are arranged at odd hours, while some end very late at night and others are fixed at weekends because management is still viewed from a masculine perspective. Onsongo (2002) asserts that the timing of meetings has cost some women their marriages, as their husbands do not accept them coming home late or attending meetings on weekends. The study revealed that majority of female teachers do not apply for management posts whenever they are advertised. This is especially so for headship positions. This study found out that women had a negative attitude towards holding management positions in education. A combination of factors like unfavourable school policies, culture that undermines women and too much domestic work make women have a negative attitude towards education management.

The study found out that lack of time was an impediment to women participation in educational management. Governors contended many and long meetings inconvenienced female governors who were occupied with domestic work and family roles. Therefore women were unwilling to take up positions offered to them on Board of Governors mainly because of high opportunity costs in terms of time. They are unable to serve as board members and carry out their traditional and professional roles as well. The study shows that women find many and long meetings inconveniencing. This is because such meetings tend to take a lot of time. They are left with very little time for their domestic work and family roles. Furthermore, their spouses cannot allow them to carry out Board of Governor duties at the expense of family roles. This makes women to lose interest in school management. The study shows that generally women are not interested in serving on school management boards. During an interview one female Board of Governor member said: "I cannot serve on this board anymore. My husband comes home late. My three sons in a nearby primary school also come home late from school. They all expect to get food ready. If am to continue attending those meetings who will cook for the family? Furthermore, my husband does not want to hear about them".

Lack of interest in management of education by women was found to be negatively influencing their participation. This study finding agrees with a study carried out by Wanjama (2002) who found out that women do not show interest in management positions in management of education. Lack of time and lack of support from spouses make women to lose interest in educational management. Women find it difficult to balance their

domestic roles, professional roles and school management work. They would rather concentrate on family roles which they feel are more important. Women education managers act as role models and mentors for women. The study revealed that there are few women education managers to act as role models for women. Role models can increase the participation of women in educational management. When women see fellow women participating in educational management, they will be encouraged to participate too. They will realize that women are as competent as men and discard the traditional belief that women are inferior to men. Furthermore, the female education managers would act as mentors to other women. The study found that role models can encourage women to participate in educational management. This research finding agrees with that of Davies (1992) who concluded that lack of role models at management levels contribute to low aspirations of women to educational leadership. The research finding also agrees with Grambs's (1991) who asserts that when women see other women performing their responsibilities in management positions, they will aspire for management roles. Affirmative action policy, if fully implemented, can increase the participation of women in education management. Affirmative action policy in schools and colleges would result in more women who qualify for leadership positions in education and hence increase the participation of women in education management. In fact, the government introduced affirmative action policy that requires that one third of all education managers should be women (Republic of Kenya, 2005). This affirmative action policy was meant to increase the participation of women in educational management. The study revealed that affirmative action can encourage more women to participate in educational management. This research finding is consistent with Okojie (1996) who concluded that affirmative action can increase the participation of women in educational management.

Educating women would increase their participation in education management. For example, the minimum requirement for one to serve as a Board of Governors member is a form four certificate holder. That is, one must have gone through primary level and secondary school. The school drop out level for girls is high (Okojie 1996). Educating more girls to secondary school and university levels will mean that more women will qualify to hold management positions in education and hence increase their participation in education management at all levels. Career guidance can increase participation of women in education management. Schools and colleges prepare girls and boys for different careers. The subjects students choose in schools determine their future careers. According to Obonyo (1994) girls are advised to take 'soft' subjects like home science which will help them join careers that are stereotypically regarded as feminine. These include careers like catering, nutrition,

tailoring and secretarial work. 'Tough' subjects like Mathematics and pure sciences are mostly left for boys. These are subjects that will help the boys to go for careers stereotypically regarded as masculine. Hence the boys would qualify for careers like Medicine, Engineering and even management courses. Therefore by advising girls in secondary schools and colleges to take subjects and courses that will enable them to hold management positions, the representation of women in education management will increase.

The patriarchal society views men to be superior to women in terms of leadership. Members of the society feel that men make better leaders than women. Therefore where a leader is to be elected, people will prefer electing a man rather than a woman. Therefore elective positions like Board of Governors chairman are usually occupied by men. In fact records show that there is no female Board of Governor chairman in Siaya District. The politicians will also support men so as to win the support of the members of the community. Hence there is no political goodwill for women leadership in education in Siaya District. The findings show that politicians favoured male education managers. This research finding is confirmed by a case where parents and politicians rejected a female head teacher who had been posted to a local school in western Kenya. They claimed that a female cannot head their school (Daily Nation, 2009 January 9th).

CONCLUSION

Women were underrepresented on Siaya District education board, schools' Boards of Governors, and headship positions. At the secondary school departmental level, though there were more men than women heads of departments, the ratio of men to women was approximately 1:1. The following government policies discouraged women from participating in secondary school education management: teachers to work in any part of Kenya; transfer policy; principals must stay in the school compound and compulsory in-service courses for principals. The following school practices and procedures discouraged women from participating in secondary school education management: meetings taking place in restaurants; examinations conducted at night and week ends; meetings scheduled after 5.00p.m and seminars and tours. Women had a negative attitude towards holding management positions in secondary school education in Siaya district. For example female teachers were reluctant to apply for management posts in education whenever vacant posts were advertised. Women were also reluctant to take up positions on Boards of Governors whenever they were offered to them. Female governors were not willing to continue serving as members of Boards of Governors. Religion did not bar women from holding management posts in education but secondary some school sponsors barred women from heading their schools hence limiting their participation in secondary school education management. Culture and politics limited participation of women in secondary school education management.

RECOMMENDATIONS

There is need to increase women representation in educational management in all districts in the country.

The Ministry of Education should encourage women to accept positions on schools' Board of Governor and District Education Board whenever appointed. Teachers Service Commission should encourage female teachers to apply for vacant management posts whenever they are advertised.

The Government of Kenya should use appropriate forums to advise men to support and encourage their spouses to participate in education management.

The Government of Kenya and schools should review school policies, practices and procedures that hinder or discourage women from participating in educational management.

The Government of Kenya should ensure that the policy that requires that one third of the management positions in education are held by women is implemented.

The Government of Kenya should come up with more affirmative action policies at the school and college levels and ensure that they are implemented. This will increase the participation of women in schools and colleges. The educated women will then qualify to participate in educational management.

The Government of Kenya should revise the policy that requires that one third of education managers to be women upwards from one third to half.

The Ministry of Education should introduce incentives like recognition certificates for women who participate in education management.

The Ministry of Education should promote more female teachers who will act as role models and mentors for other women in the realm of academia.

The government and the church should work together and ensure that members of the society are enlightened and encouraged to discard traditional beliefs that women are inferior to men and that domestic work and taking care of children are women roles. Members of the society should be made to understand that women are as competent as men in education management.

The government should sensitize citizens on the need to appoint more women to management positions in education whenever an opportunity arises.

The government should sensitize religious organizations on the need to stop discrimination based on religion and sex in nomination of women to serve on educational management boards.

The government should make provision for political goodwill for female leadership in education as stated in the constitution of Kenya.

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