

RELATIONSHIP BETWEEN FEMALE TEACHERS' PERCEPTIONS OF
SELECTED FACTORS AND THEIR ASPIRATION FOR LEADERSHIP
POSITIONS IN PUBLIC PRIMARY SCHOOLS IN KERICHO COUNTY,
KENYA

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A Thesis Report Presented to the Institute of Postgraduate Studies of
Kabarak University in Partial Fulfilment of the Requirements for the
Award of Doctor of Philosophy Degree in Education
(Educational Management and Leadership)

KABARAK UNIVERSITY

NOVEMBER 2017

DECLARATION

This research thesis is my own work and to the best of my knowledge it has not been presented for the award of a degree in any university or college.

Signed: _____ Date _____

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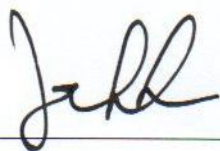
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RECOMMENDATION

To the Institute of Postgraduate Studies:

The research thesis entitled, “**Relationship between Female Teachers’ Perceptions of Selected Factors and their Aspiration for Leadership Positions in Public Primary Schools in Kericho County, Kenya**”, and written by **Dorothy Soi** is presented to the Institute of Postgraduate Studies, Kabarak University. We have reviewed the research (thesis) and recommend it to be accepted in partial fulfilment of the requirements for award of the degree of Doctor of Philosophy in Education (Educational Management and Leadership).

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DEDICATION

This thesis is dedicated to my father Simeon Soi, who is a great educator and to my late mother Elizabeth Soi; a female leader of her time.

ABSTRACT

Although more women today are joining the teaching profession, a gender gap in leadership in favour of men persists in primary schools in Kenya. Notably, women hold less than 20% of all leadership positions in primary schools in Kericho County. This study investigated the relationship between the perceptions of selected factors and aspirations of female teachers for primary school leadership positions in Kericho County. This research is founded on the Theory of planned behaviour and the Model of Administrative Career Mobility, from which a conceptual framework was formulated. A mixed method design was utilized. A survey questionnaire and an interview schedule were used to collect data. The study population consisted of all 461 public primary schools in Kericho County. The study employed stratified and simple random sampling techniques to sample 327 female teacher respondents from the target population. Female senior teachers and deputy head teachers were purposively sampled from the sample of schools. This study employed the concurrent triangulation strategy to analyse and interpret data. Descriptive techniques, One-Way Analysis of Variance, the Pearson Product Moment correlation and regression analysis were used to analyse the quantitative data. The qualitative data obtained from the interviews were transcribed, organized into categories, sub categories and themes, and presented in prose form. The study established that the perceptions of socio-cultural factors were not significantly correlated with leadership aspiration with a coefficient of -0.095 at p-value of 0.05. There was a weak negative significant relationship between the perception of institutional factors and leadership aspiration with a coefficient of -0.123 at a p-value of 0.05, accounting for 1.5% of the variability in leadership aspiration. There was a significant positive relationship between self-efficacy of the female teacher and their leadership aspiration with a coefficient of 0.373 at p-value of 0.05, accounting for 14% of the variability in leadership aspiration. Overall, about 16% of the variability in female teachers' leadership aspirations was explained by the studied variables. The qualitative findings confirmed the influences of the factors explored in the study. The study concluded that self-efficacy and perceptions of institutional factors influence the female teachers' leadership aspiration. The study recommended that school policies based on equal opportunity principles should be developed to create a leadership team in primary schools. It also recommends the development of programs for enhancing the access of female teachers to leadership positions in primary schools in light of their high aspiration for leadership. The study also contributes to the body of literature on women in educational leadership in Kenya.

Key terms: leadership aspiration, socio-cultural factors, institutional factors, self-efficacy, female teachers.

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ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officers
BOM	Board of Management
CAS	Career Aspiration Scale
CDE	County Director of Education
CEB	County Education Board
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
FPE	Free Primary Education
ILO	International Labour Office
KEMI	Kenya Education Management Institute
KCPE	Kenya Certificate of Primary Education
KNBS	Kenya National Bureau of Statistics
MDG	Millennium Development Goals
MoE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NASUWT	National College for Leadership of Schools and Children's Services and National Association of School Masters Union of Women Teachers
P1	Primary 1 Qualification
P2	Primary 2 Qualification
PTTC	Primary Teacher Training College
PTA	Parents Teachers Associations
RoK	Republic of Kenya
SACMEQ	Southern & Eastern African Consortium for Monitoring Educational Quality
TSC	Teachers Service Commission.

OPERATIONAL DEFINITION OF TERMS

For this research, the key terms were defined as follows:

Aspiration: A female teacher's intention to move up into leadership positions, within the public primary school.

Headteacher: The lead administrator of a public primary school charged with the responsibility of being the accounting officer of the school. He/she interprets and implements policy decisions pertaining to training, overall organization, coordination and supervision of activities in the institution as well as maintaining high training and learning standards. In this study, the term 'female head teacher' refers to female teachers heading public primary schools in Kenya.

Institutional factors: Factors associated with the primary school organizational structure, which shape and define the female teachers' aspirations for leadership in primary schools. These include institutional culture, negative attitudes towards female leaders, exclusion from male group, lack of role models, work-related segregation, and lack of support from superiors.

Leadership: It is a social process in which an individual or a group influences behaviour toward a shared goal (Hoy & Miskel, 2013). In this study, leadership is a process of social influence in which a female school administrator influences and seeks cooperation of the school's stakeholders towards shared education goals achievement.

Primary school leaders: Head Teachers, deputy head teachers and senior teachers of public primary schools, appointed by the Teachers Service Commission. These individuals are appointed into positions of authority to provide direction and exert influence to achieve the school goals.

Perception: The way in which female teachers regard, understand, or interpret factors affecting their aspiration for, and access to leadership.

Public Primary School: An institution owned by the government to offer compulsory basic education and training from class one to eight for children between 6 years and 13 years. The government provides all the facilities in public primary schools, pays the teachers and appoints school managers and school leaders.

Self-efficacy: Feelings of ability to successfully apply for and enter into leadership positions. Female teachers may develop their sense of self-efficacy from personal performance, learning by example, social interactions, and how they feel in a situation.

Senior teacher: A teacher whose responsibility centres on the management of the school's resource centre, the school farm, school cleanliness, and games/ clubs/ societies. He/she is also charged with handling gender issues for pupils and teachers.

Socio-cultural Factors: Social constructions of gender and the assignment of specific roles, responsibilities and expectations to female teachers due to the prevailing culture.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter lays the foundation for the study. It provides the background to the study, the problem statement, the purpose of the study, the research questions and hypotheses, the limitations, assumptions, scope and significance.

1.2 Background to the Study

Sustainable socio-economic development in any country requires the effective participation of all human resources. Women constitute approximately half of the population of the world and thus potentially half of its work forces (United Nations, 2010). According to International Labour Office (2013), only 52% of women participate in the labour force, compared to 77% of men, suggesting that there is a huge population globally that is underutilised economically. Furthermore, in all regions, the proportion of women in leadership is much less than their overall proportion in the employed population. According to United Nations (2010), the proportion of females in higher occupation rung ranges from a low of 10% to 40% globally, with less than 30% in Eastern Africa.

In Kenya, women represent one-half of the active population (Kenya Demographic Profile, 2014) and should, therefore, be able to participate on an equal footing with men in all spheres of political, economic and social life of the country, and particularly in the decision-making process. However, Kenyan women are under-represented in the labour workforce and in the management and decision-making positions (Republic of Kenya, 2010).

Women involvement in leadership accrues more benefit to organisations including educational institutions. Obura and others (2011) explain that women's inclusion in education system planning and policymaking is a human rights concern and is a democratic representational requirement, which ensures efficiency, mainly due to the diversity, which is encompassed. Ostos (2012) contends that a gender balance in educational administration encourages a broader opinion and experience to guide the attainment of school goals. Ostos also points out that having both men and women in leadership gives children that mental model which depicts that anyone irrespective of gender can hold positions of leadership. It is of paramount importance to therefore increase the number of women in leadership to ensure that the balance is achieved.

This concern of under representation of women in development and decision making in society has become the focus of international programmes and conferences which aim at integrating women into the development process as equal partners with men. For instance, the 1979 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) which called upon all states "to take all appropriate measures to eliminate discrimination against women in the political and public life of women" (UNESCO- IIEP, 2011). The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (1995) required member states to ensure increased and effective representation and participation of women at all levels of decision-making.

The 1995 Beijing Platform for Action, also "recognizes that women's empowerment and full participation on an equal basis with men in all spheres of life, including participation in the decision-making process and access to power, are fundamental to the achievement of equality, development and peace" (United Nations, 2010, p.111).

The Beijing platform came up with two strategic objectives. The first objective was to ensure women's equal access to and full participation in all power structures and decision-making. The second one was to increase women's capacity to participate in decision-making and leadership.

The Millennium Development Goals (MDGs), especially goal number 3 supports the processes for the advancement of gender equality. Indicators linked to this goal aim to measure progress towards ensuring that more women become literate, have a voice and representation in public policy and decision making and have improved job prospects in non-agricultural sectors (United Nations Development Group, 2010). These international initiatives have recognised that for development to be observed in any society, women have to be given a chance to actively participate in social and economic activities. Despite nations ratifying these international instruments and putting in place policies and strategies, few women enter into positions of leadership, a situation replicated in schools.

Studies regarding women and leadership are now on the increase. Shakeshaft (2006) traces the history of leadership theory before the 1970s when it was majorly based upon studies of males. During this period, Shakeshaft found out that studies that did not compare women to men were deemed not fit for study and were not likely to be published. This was because of the androcentric culture at that time. Researchers then began to investigate how women lead while making comparisons to the men. Studies that researched on women alone emerged as more women moved into school administration. These studies did not dwell on the differences between female and male leadership styles but instead sought to identify the ways in which women lead while describing their best practices.

In the recent past, research has revealed factors that have contributed to under representation of women in leadership positions in schools. These factors vary depending on various countries and cultural backgrounds. For example, a study by Cubillo and Brown (2003) examined barriers faced by women aspiring for leadership in educational context from different countries. The study reveals that the barriers differed from context to context, and was determined by specific cultural and religious beliefs and values, and socio-economic and political factors. In countries such as the US, Canada, Australia, New Zealand and the UK, research has been done widely to unearth the conditions under which women aspire to and lead schools, however more research needs to be done about women educational leaders in other parts of the world (Shakeshaft *et al.*, 2007) and more so in Kenya.

In the UK, educational administration is not only grappling with issues of under-representation of female leaders but also with under-representation of ethnic minority leaders (McNamara, Hawson, Gunter & Fryers, 2009). The study report by Mcnamara, Hawson, Gunter and Fryers (2009), on the leadership aspirations and careers of black and minority ethnic teachers concludes that the black and minority ethnic teachers were ambitious enough and that the findings suggests existence of prevalent culture of institutional racism that work against their rising into leadership. From this group of teachers male teachers occupied proportionately more senior leadership posts than women. The male teachers cited discrimination as the top barrier to them becoming a head, while for the female teachers this was the sixth biggest barrier. Women teachers cited workload, self-confidence and family responsibilities as the most significant obstacles to them in taking up a headship position. This indicates that female teachers could be facing barriers to leadership in part due to their gender and in part due to their race. This has reduced the likelihood of female teacher

minorities to access leadership positions. In most African countries, the teachers are Africans and belong to the nationalities of their respective countries. Racism therefore becomes an insignificant factor when investigating the aspirations for leadership

African countries portray under-representation of female leaders in school, a case similar to that of the Western nations, however, in Africa, female teachers (Shakeshaft, 2006) may not dominate teaching. According to Oplatka (2006) review of 13 English-language published papers, developing countries experience low levels of girls' education, and therefore few women join the teaching profession. Even in Seychelles, being one African country that has met the targets for most of the eight millennium development goals, and having women account for the majority of teachers, their full participation in decision making processes at the administrative levels in primary and secondary schools have still not been achieved (Pardiwalla, 2009).

In Kenya, historical imbalances in the intake of student teachers in the pre-service certificate and diploma training institutions have been experienced due to low performance of girls in secondary school and primary schools (RoK, 2007). Consequently, low proportions of women join the teaching profession thus providing a smaller pool of teachers from which leaders can be appointed. It is however noted that Kenya has made great strides to ensure that girls' access and retention in schools is made compulsory (MoE, 2012). There is a steady increase of female student teachers enrolment in PTTC (MOEST, 2014; RoK, 2010). In 2014, 19,323 female students enrolled in public and private primary teacher training colleges compared to 18,148 male students (MOEST, 2014). With increased primary female teachers into

the profession and with Government interventions that promote gender equity, female school leaders are a minority in Kericho County.

The aspiration for leadership is a measure of intrinsic career inspiration or motivation for becoming a leader and pursuing opportunities (Booth, 2005). Research reveals that aspiration for leadership is largely associated with the access to leadership (Uwezeyimana, Modiba & Mathevula, 2014). Riehl and Byrd (1997) showed that the factors such as having aspirations, qualification and experience were important in predicting whether one was to become an administrator for both women and men teachers. However, for women, the probability of becoming an administrator remained lower than for men. Leadership aspirations for women should, therefore, be investigated as this may be a contributor to the gender difference in accessing leadership among teachers.

Findings from a study by Nazemi, Mortazavi and Borjalilou (2012) strongly support the relationship between low leadership aspiration and women's inclination in adopting managerial positions in Iranian higher education. Women in this particular study had strong leadership aspiration but were not motivated to join leadership. The study further identified career role salience, and the women's perceived organisational barriers moderated their aspiration for leadership.

Studies have investigated factors that influence leadership aspiration of college students. One such study is, Boatwright, Egidio and Kalamazoo College Women's Leadership Research Team (2003) which investigated leadership aspiration of female college student women while focussing on psychological factors. The study measured leadership aspiration using the Career Aspiration Scale (CAS) and did indicate that the psychological factors did relate to the college women's leadership aspiration. The

study did indicate the importance of internal factors such as self-esteem in influencing leadership aspirations. In an experimental study, Low (2015) investigated the effect of sense of agency on women's leadership aspiration and found out that students had a low preference for leadership independent of gender and agency manipulation. Yeoward (2014), on the other hand, determined the degree to which socio-economic status, role modelling and support from others are associated with staying in a chosen fields and aspiring to leadership. Socio-economic status did not relate with major career satisfaction and leadership aspiration.

Leadership aspirations of women already in careers have also been investigated. Okafor, Fagbemi, and Hassan (2011) revealed that majority of the women managers in the public sector in Lagos, Nigeria claimed that they had a high aspiration for managerial positions. However the male managers perceived women to aspire. Okafor, Fagbemi, and Hassan did not investigate the factors that could influence these perceived levels of aspiration by both male and female. In Uganda, Sperandio, Kagoda and Merab (2010), revealed that secondary school teachers had high leadership aspiration but did not position themselves to acquire the leadership positions competitively.

Studies that investigated the relationship of factors with aspiration for leadership engaged female college students and very few focused on the female teachers' aspirations for leadership in schools. Hardly any study has investigated the perceived external factors that influence female teachers' aspiration for leadership. Socio-cultural factors have been known to influence the choice of a leader. Africa is a patriarchal society where the male dominate all aspects of life, even the work place (Kariuki, 2006). In addition to this, the colonial regime exacerbated the patriarchal

culture in African countries. In Zimbabwe, Makura, (2009) reported that open colonial practices and policies discriminated against the advancement of women. This is because uninterrupted or continuous teaching experience was the prerequisite for advancement into headship, women teachers found themselves ‘lacking experience’ hence they were sidelined when opportunities did arise. In South Africa, experiences of women have been influenced historically by apartheid. Most black women have been affected as they access leadership (Uweziyimana, Modiba & Mathevula, 2014).

The low numbers of women in school leadership in Africa are due to not only cultural stereotypes but also a ripple effect of past colonial inequalities against women. Kamau (2009) observed that the traditional Kenyan culture was predominantly patrilineal and patriarchal and the conditions of women were made worse by the coming of the colonialist. This situation was aggravated by the start of formal education, which was mostly available to men, and the introduction of cash crops that made the female farming systems not to fit the economic criteria of the colonists. The consequent effects are glaring gender differences disadvantaging the status of the girl child and women. These disadvantages have manifested in terms of lower access, participation, completion and performance in the education of the girl child as compared to the boy child (Republic of Kenya, 2007).

Rarieya (2011) pointed out that women enter leadership in context shaped by culture that in most cases may be hostile to them. The society views female leaders as incapable of leading and expects them to behave according to certain set rules (Rarieya, 2007). In Kenya, a studies that have investigated socio-cultural factors affecting women access to leadership include Tikoko and Kiprop (2014) in Rongai District, which pointed out the lack of support from spouses when female teachers are

offered administrative jobs. Chisikwa (2010) also found out that in Vihiga District, mixed secondary schools, dual role of the female teacher and spouse attitudes were perceived as influences on gender imbalance in the appointment of headteachers. In a study by Suter (2017), the headteachers and appointment panel in Eldoret East Sub-County perceived domestic chores as one of the factors affecting the appointment of women into positions of leadership in schools. Tikoko and Kiprop's study employed a qualitative approach to their investigation while Suter (2017) and Chisikwa's study employed quantitative – descriptive techniques to generate the findings. Studies that have tested the influence of socio-cultural on leadership aspiration of women statistically have not been carried out in Kericho County.

Institutional factors have been known to impede the rise of women into leadership (Okafor, Fagbemi & Hassan, 2011; Gaus, 2011). In the USA, Glass (2000) explains that one reason for the steady increase of women superintendants is that superintendent search firms have been more aggressive in identifying women candidates, and there is a gradual shift by school boards towards a more even distribution between women and men. A research on gender equality in educational leadership by Arar and Abramovitz (2013) indicates that in developed societies, issues of prejudice against women principals have lessened and we have more women joining school management. This shows that there is concerted effort in developed nations to ensure that women join leadership without which the scenario would be similar to that of developing nations.

Research done in Asian countries seems to portray under-representation of women in leadership due to impediment that are found within institutions. Rarieya (2007) found out that institutions are not accommodating to the female leader in Pakistan. They are

characterised by intimidations from male colleagues and non-supportive work structures. Gaus (2011) examined the factors that deter female teachers from holding principal positions at elementary level in Makassar in Indonesia. The findings indicated that female teachers were discouraged to ascend to principal positions because of institutional factors and socio-cultural factors. The study focus was on the aspiration for the position of the school principal and did not generally examine all leadership positions that deputize the principal. The aspirations for these subordinate leadership positions in schools should be investigated because entry into these positions will create a robust pipeline that will eventually increase more women in leadership positions.

A study by Kirai and Mukulu (2012) revealed that the organization's discriminatory practices in recruitment, selection and promotions are the most significant impediment of women career advancement in Kenya's civil service. Lack of mentors for the women and as well as the lack of networking services were identified. Osumbah (2011) revealed that even though other barriers caused the under representation of women in top educational management and leadership positions at the Ministry of Education headquarters in Kenya, organisational barriers were the strongest. Also female headteachers in rural primary schools in Kenya perceived that female teachers did not apply for leadership posts because of time-commitment, poor remuneration, fear of geographical mobility and fear of responsibilities associated with headship (Wangoi 2012). These studies were majorly self reports by women in middle and senior management. The present study sought to find out how female teachers perceive institutional factors and how they relate to their aspiration for leadership. It is also noted that apart from Wangoi's study in Kenya, the majority of

the studies that investigated institutional factors were in organisations that were not public primary schools.

Self-efficacy is a construct that has been applied to a variety of fields. Bandura (1997) described self-efficacy as a key determinant of psychological change, choice of settings and activities, quality of performance in a specific domain, and level of persistence when one meets adverse or negative experiences. A belief of low personal competency will lead people to avoid activities. Confidence in one's leadership capabilities influences leadership behaviours such as attempted leadership (McCormick, Tanguma & Lopez-Forment, 2002). Harvey (2007) found that general self-efficacy as a mediator of African American women's leadership aspiration above contextual, socialisation and learning experiences.

Other studies have reported that women had lower leadership self-efficacy than men (McCormick, Tanguma & Lopez-Forment, 2002). In a study by Cubillo and Brown (2003), the women leaders portrayed qualities of courage and resilience as they accessed leadership, however as noted in the study the sampling process tended to select those women who were already ambitious enough. A random sample would have elicited an outcome that is representative of those women whose aspirations for leadership are low. Similarly, in Ming, Ahmad, and Ismail (2007), self-efficacy was found to be significant in explaining career aspirations among women in middle management. Career aspiration refers to the individual's desire for future employment generally of which leadership in the supposed career is included. Studies that investigate the self-efficacy of female teachers who are not in leadership is still wanting as their self-efficacy could influence their low leadership aspirations.

It is, therefore, noted that significant research has investigated why under-representation of women in management and leadership in schools is still persistent. However, most women still make their own decisions not to apply for promotion (Oplatka, 2006). Stufft and Kelly (2009) suggest that women are motivated to remain in the classroom, where they get to have the most direct influence on their students because of their stereotypical innate ability to nurture and care for children. However, this could be a position that they safely fall into after realising their inability to crack the glass ceiling. From the foregoing analysis, it is evident that there is a gap in research investigating how female teachers perceive these identified factors and how they relate and influence the female teachers' aspirations for leadership. This study, therefore, investigated the relationship between female teachers' perception of selected factors and their aspiration for leadership in primary schools in Kericho County, Kenya.

1.3 Statement of the Problem

It is evident that despite the effort to engage women in leadership, women occupying leadership positions still lag behind in terms of numbers. The Government of Kenya has enacted a number of legislations aimed at ensuring equal participation of both women and men in leadership, but data reveals that in Kenya, there still very few female head teachers in primary schools. Data obtained from Kericho County Education office in 2016, for example shows that female head teachers are 33 (7%) in all 461 public primary schools. Current trends in Kenya show more female teachers joining the teaching profession at primary school level, but only few rises to top leadership positions. It is evident that few women seek administrative positions compared to their male counterparts. If women leadership in primary schools, which is the foundational level for the equity model, continue at this low rate, the larger

society is at stake. The opinions of female teachers aspiring to join administration have not been explored exhaustively, thus, little is known about the background factors that influence their aspiration for leadership in Kenya. This study, therefore, sought to investigate the relationship of female teachers' perceptions of selected factors and their aspirations for leadership positions in Kericho County, Kenya.

1.4 Purpose of the Study

The purpose of this study is to establish the relationship between female teachers' perceptions of selected factors and their aspiration for leadership positions in public primary schools in Kericho County, Kenya.

1.5 Objectives of the Study

The specific objectives of the study were:

- i. To establish the aspirations of female teachers for leadership positions in public primary schools in Kericho County, Kenya.
- ii. To assess the female teachers' perceptions of socio-cultural factors, institutional factors and self-efficacy, which influence their aspirations for leadership in public primary schools in Kericho County, Kenya.
- iii. To determine the relationship between female teachers' perceptions of socio-cultural factors and their aspirations for leadership in public primary schools in Kericho County, Kenya.
- iv. To establish the relationship between female teachers' perceptions of institutional factors and their aspiration for leadership in public primary schools in Kericho County, Kenya.
- v. To determine the relationship between female teachers' self-efficacy and their aspiration for leadership positions in public primary schools in Kericho County, Kenya.

1.6 Research Question

The research was guided by the following research questions:

- i. What are the leadership aspirations of female teachers in public primary schools in Kericho County, Kenya?
- ii. What are the female teachers' perceptions of socio-cultural factors, institutional factors and self-efficacy, which could influence their aspirations for leadership in public primary schools in Kericho County, Kenya?

1.7 Hypotheses

The research was guided by the following hypotheses:

- Ho₁. There is no statistically significant relationship between female teachers' perception of socio-cultural factors and their aspiration for public primary school leadership positions in Kericho County, Kenya.
- Ho₂. There is no statistically significant relationship between female teachers' perception of institutional factors and their aspiration for public primary school leadership positions in Kericho County, Kenya.
- Ho₃. There is no statistically significant relationship between female teachers' self-efficacy and their aspiration for leadership positions in public primary schools in Kericho County, Kenya.

1.8 Significance of the Study

The study will give policy makers information that will provide a framework within which existing practice may be reviewed and new policies developed, to accelerate the participation of women in public primary school leadership. The study will serve to strengthen efforts to implement equal opportunities policies such as the "two thirds

gender rule” anchored in the Constitution of Kenya, 2010 in appointing decision makers in schools.

The information will enable education curriculum developers to design management and leadership programmes that motivate and encourage women toward leadership positions. This is aimed at ensuring gender equality in primary school management. Institutions charged with capacity building of school administrators such as the Kenya Education Management Institute (KEMI), will benefit by the outcome of this study. The study will also benefit women working in the primary school level of education by identifying obstacles they face or might face enroute to leadership positions and by suggesting how to overcome them.

1.9 Scope of the Study

This study was restricted to Kericho County. This study involved female teachers, deputy head teachers and senior teachers of public primary schools. The primary school leaders are sourced from the pool of teachers within the county. The female teachers in the county would provide the necessary data required to explain the low access of female teachers into public primary school leadership. It should be noted that female teachers, female senior teachers, and female deputy head teachers who were on duty by the time of study participated in the study.

The study focused on the aspiration of teachers for primary school leadership and does not focus in their political aspirations. In addition, the research was limited to the investigation of leadership aspiration. Career aspiration, which includes career attainment and development, was not examined even though the concepts are inter-related. This study further narrowed its independent variables to perceptions of socio-cultural factors, self-efficacy, and perceptions of institutional factors.

1.10 Limitation of the Study

The findings of this study may not be generalised to other counties due to the social, economic and geographical characteristics unique to Kericho County. The data collected may not also be generalised to teachers aspiring for leadership in privately owned primary schools or other educational institutions other than public primary schools. Public primary schools are subjected to specific policies laid down by the Ministry of Education for appointing school leaders. In addition, only female teachers from public primary schools were sampled. Generalization of the findings should therefore be done with caution.

A questionnaire was used to obtain information from the female teachers, both those aspiring and those not aspiring for leadership. The use of a questionnaire may not have allowed for the collection of detailed and rich information (Cohen, Manion & Morrison, 2000). In addition, Coleman (2003), points out that the use of surveys in relation to gender and leadership is criticized for tawdriness and blurring of the differences between the stories of the respondents. This study addressed this limitation by using qualitative data to give an understanding and discovery of the causes of those perceptions. The interview method elicited as much as possible information about the female teacher whose leadership aspiration is indistinct.

The questionnaire survey used in the study could not be changed in the process of data collection despite that the interviews revealed some additional information that warranted investigation. For example, the location of primary schools in rural, urban and the tea estates was not initially a contextual factor, but the varied experiences from the interviewees justified the need for investigating how this background factor could influence female teachers' leadership aspiration. However, it should be noted

that the inflexibility of the instruments ensured consistency and validity of the data collected.

1.11 Assumptions of the Study

This study was undertaken with the following assumptions:

First, it was assumed that all female teachers were aware of the requirements needed to gain entry into leadership positions in primary schools. It was anticipated that the female teachers in Kericho County would provide the necessary data required to explain their aspirations for leadership in public primary schools in Kericho County. It was also assumed that the socio-cultural factors and institutional factors identified in the literature were perceived and recognised by female teachers' in Kericho County as influencing their leadership aspiration. Finally, participants were assumed to give honest, sincere, and unbiased responses.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

To understand the relationship between female teachers' perceptions and their aspirations for leadership positions in primary schools, a review of literature in female leadership is presented in this chapter. The review of literature first examines the aspiration of female teachers for leadership. Literature on socio-cultural factors, institutional factors, as well as self-efficacy, and how they relate and possibly influence female teachers' aspiration for leadership is also reviewed.

2.2 Aspirations of Female Teachers for Leadership Positions

Career aspiration is the expectation for the level and type of position, which teachers ultimately hope to attain (Lacey, 2003). It is the degree to which women aspire to leadership positions and continued education within their careers (Gray & O'Brien, 2007). Specifically leadership aspiration is therefore the intention of teachers to enter into leadership positions in schools. In Kenya, researchers have documented the absence of women in educational leadership (Tikoko & Kiprop, 2014; Gaus, 2011; Onyango, Simatwa & Ondigi, 2011; Chisikwa, 2010; Oplatka, 2006).

Women's career choices have evolved over time to address the changing roles and increasing number of women in the labour force (Gray & O'Brien, 2007). In the past, women's career choices were looked at as either having a homemaking or a career orientation, to examining the degree of career versus family orientation, traditional versus non-traditional career choice, and prestigious versus non-prestigious occupational selection. Gray and O'Brien, points out that currently these distinctions may be less relevant and too ambiguous, because many women balance career and

family, and some women aspire to leadership roles while employed in traditional and non-prestigious careers.

Teaching profession especially at the elementary levels is deemed a traditional female career. According to the UN (2010), female teachers' global share increased from 58% to 62% between 1999 and 2007 however, the proportions of women in the teaching staff at the primary level show a wide variation between developed regions and the less developed regions; a profession is seen as suitable to women as compared to men. However, studies worldwide have reported that there is trend that women are less likely than men to desire promotion into a senior management position. An examination of the literature by Gray and O'Brien (2007) revealed that generally individuals who aspired to advance within their careers often pursued opportunities for leadership and promotion, they were selected to train or supervise newer employees and were often required that they obtain additional training or education to prepare for increased work responsibilities.

Reihl and Byrd (1997) examined factors associated with the career move from school teaching to building-level administration in the USA, using nationally representative data on about 4,800 elementary and secondary public school teachers. Having administrative experience and a degree in administration were the most important predictors of becoming an administrator. Planning to leave teaching improved men's chances, while family context decreased women's chances. In the study, women's predicted probability of becoming a school administrator remained far below that for men. Interestingly, a study conducted by Mertz and Mcneely (1990), revealed that most of the female superintendents and principles reported that they furthered their education in the field of administration because it was readily available, but not with

the aim of getting an administrative position. After certification, they did not seek administrative positions but rather waited to be asked to apply. This shows that despite having the required qualification for leadership positions women have to wait for approval from others in order to apply for the posts.

Uwezeyimana, Modiba and Mathevula, (2014) investigated the barriers to women's promotion in primary school management positions by looking into differences in perceptions of those holding leadership positions and those not. Women's lack of aspirations was perceived as a barrier by both genders. Nazemi, Mortazavi and Borjalilou, (2012) revealed that lower levels of leadership aspiration among women faculty members in top ten Iranian Universities has an effect on their inclination to adopting managerial positions and was moderated by organisational barriers. Studies have therefore found out the importance of leadership aspirations in explaining women's ascent to leadership.

In a study by Schmidt (2002) in Ontario, Canada, which investigated the interactions of educational change and the teachers' emotions, women expressed contentment with their careers as classroom teachers and did not aspire to administrative positions. A study investigating leadership aspiration of Victorian government schoolteachers revealed similar findings, showing that more women than males preferred staying in the classroom and more females aspired to the assistant principal role rather than the principal role, whereas more males aspired to the principal role (Lacey, 2003). This justifies Shakeshaft's (1989) model in Brown and Ralph (1996) that described female career aspiration as different to that of men and, if judged by the traditional male aspiration definition, women may appear not to aspire. In addition, from the model, women could appear to lack aspiration because of organizational and societal barriers

that may prevent them from acknowledging or acting on their aspirations. From these studies, it is obvious that few female teachers plan any career changes from being classroom teachers. Instead, they are more committed to the classroom and may aspire for informal leadership roles. The women show more contentment with their positions as classroom teachers.

The Career Aspiration Scale (CAS) was developed to measure the degree to which women aspire to leadership positions and continued education in particular career fields (Gray and O'Brien, 2007). Investigations on the factor structure, reliability, and Gray and O'Brien, (2007), carried out validity of the CAS. These studies led to a two-factor solution consisting of the Leadership and Achievement Aspirations Scale and the Educational Aspirations Scale. The former, is of interest to this study. Studies such as Ming, Ahmed and Ismail (2007) among others have investigated career aspiration of women, which encompasses both leadership aspiration and advancement in education within a particular career.

Boatwright and Egidio (2003) investigated the influence of psychological variables such as self-esteem, needs for connection and fear of negative evaluation on leadership aspiration. The study indicated that the psychological factors did relate to college women's leadership aspiration. However, it is important to note that external factors, such as socio-cultural factors may influence these psychological factors that influence female teachers' aspiration for leadership. From the literature reviewed differences between men and women's desire for advancement shows that women have lower aspiration compared to men. Reasons cited for women's low aspiration include psychological factors. Majority of these studies are done in developed countries. Few studies have investigated perceived influences of gender stereotypes,

which associate men with leadership positions, perceived domestic responsibilities, and perceived organisational structures, which relate to leadership aspiration per se.

2.3 Perceptions of Social-cultural Factors in Relation to Aspiration for Leadership Positions

Predominant societal and cultural expectation, explains the disparity between the number of male and female leaders (Lewis, 2002; Barngetuny, 1999; Osumbah, 2010). Studies have shown that the deeply entrenched social-cultural factors can traverse any advances put in place that ensures women rises to leadership. As Saeeda (nd) points out, no law can enforce equality and social justice unless equality is socially acknowledged and practiced.

Social expectations often put men in roles of leadership and women in supporting roles. Historically, it is commonly held that the roles of leader, manager, and administrator have been reserved for men. These social norms often keep women from assuming roles of leadership. Saeeda (nd) reviews studies on the socio-cultural barriers affecting female participation in management. Saeeda says that female under-representation in management is due to the female role-socialisation whose emphasis is on domestic responsibilities. She says that in the family, the female child is socialised into stereotypical femininity: to be timid, obedient, silent and soft, of which none of these qualities are associated with leadership. This female socialization may have affected the positioning of women in school leadership.

Addi-Racah (2006) examined the similarity-attraction perspective in three socio cultural contexts in which women differ in terms of their social power, women teachers were found to enjoy an advantage in holding pedagogic positions. As these positions are frequently perceived as “female” jobs, women’s greater access to them

can be regarded as preserving prevailing gender role stereotypes. Gender role stereotypes have been defined as beliefs about the appropriateness of various roles and activities for men and women based on their ascribed gender attributes (Berkery, Morley and Tiernan, 2013). Crawford (2001) defines stereotypes as the widespread attitudes people have about women in leadership positions and that they are perception with no objective basis. Stereotypical beliefs against women have contributed to the few women's entry into leadership in schools because often, leadership has been labelled male. However, on the positive, a study by Coleman (2003) found out that stereotypical belief advantaged those women already in leadership in that, "they did not fit the stereotypical male mould and they felt that this freed their behaviour. They did not have to operate within the dominant discourse of male leadership" (p. 330).

In a study by Ngan (2011), the leadership experiences of women leaders in higher education in Vietnam showed that culture strongly influenced their beliefs and perceptions about leadership as well as the way they led. The indigenous culture also affected their access to leadership roles and career advancement. Since Vietnam is a patriarchal society and male attributes are seen more appropriate for leadership, the women in the study put in a lot of effort to prove that they are equally capable leaders as men. The women leaders reported that they had to strain their ability to balance home duties and work. Owusu (2014) found that women did not have interests in leadership in the Ghanaian cultural context because of obnoxious cultural beliefs and practices. Specifically women who become leaders against the prevailing culture were termed as witches.

According to Eagly and Karau (2002), female leaders are evaluated less favourable (than men's) potential for leadership, because leadership ability is more stereotypical of men than women are. This kind of prejudice stems from the descriptive norms of gender roles where women's characteristics do not go hand in hand with the qualities expected and desired in leaders. Women leaders' choices are thus constrained by pressure from two directions: conforming to their gender role would produce a failure to meet the requirements of their leader role, and conforming to their leader role would produce a failure to meet the requirements of their gender role. Although leadership is stereotypically referred to as masculine, Coleman (2003) argues that the perception of men and women head teachers about their own leadership style are similar and tend to perceive their style of leadership to be more feminine, that is, collaborative, caring and people-oriented, than masculine, which is the 'orthodox' macho gender stereotype that is associated with men.

Another study proving similarity in leadership behaviour in both men and women is Emmerik, Euwema and Wendt (2008), whose "results provide support for the suggestion of diminishing gender stereotypes" (p. 310). Female managers investigated worldwide, exhibited stereotypical male and female leadership behaviours, and more specifically, female managers score higher on initiating structure – a task-directed behaviour, than male managers do. Initiating structure is stereotypically perceived as male leadership behaviour. It should be noted that despite the commonly held notion that leadership is suited for men, both men and women almost employ similar styles of leadership. These studies have investigated leaders and managers' perceptions of their own leadership styles, which portray similarity. The perceptions of those who do not hold leadership positions may differ because they make meaning by what they observe around them and not out of experience.

Other stereotypes in educational settings are that, women would be better off heading girls' only schools because of the belief that girls' schools conform to rules as opposed to boys or mixed schools (Barngetuny, 1999). This would imply that women are not efficient when it comes to dealing with disciplinary matters associated with boys' schools and therefore limiting their options to joining girls' only schools as leaders. Coleman (2003) is of the view that employers justify the appointment of men rather than women use such ideas and beliefs. Coleman further argues that women are alleged to suit heading girls' only schools because in such schools the females head teacher's gender may be perceived as less relevant.

It is also observed that men dominated Schools Boards of Management in Siaya District, Kenya because the women are usually discouraged by their spouses from accepting positions on Board of Management, and instead expects them to stay home to do domestic chores (Onyango, Simatwa & Ondigi, 2011). Another explanation for underrepresentation of women in leadership in schools is the lack of support from significant others. Shakeshaft (2006) found out that quit a number of research identifies "support" as an important factor for women getting into administration. Female teachers in mixed secondary schools in Vihiga district, Kenya, shied off from headship because of spouse attitude, which caused family tension (Chisikwa, 2010).

The need for encouragement and the belief of others in women leaders are vital factors for women seeking promotion (Schmidt, 2002). Support from the female teacher's parents has been identified as a major booster to those female teachers aspiring to leadership. Cubillo and Brown (2003) in their study, which examined the barriers to leadership, faced by women from various countries reveals that paternal support played a major role in shaping their early education and subsequent careers.

However, the study noted that the emphasis on the paternal support might have been a consequence of the strongly patriarchal societies into which many of the women were born and socialised.

Family responsibilities are widely mentioned in several studies as an impediment to leadership for women (Wangoi, 2012). With the demands of motherhood, women with young children are less likely to pursue administrative roles. The administrative roles and motherhood seem to be in conflict. Shakeshaft (2006) says that family and home responsibilities, place-bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success. This is either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments.

The traditional culture of the Kipsigis dominant community in Kericho County was organised along gender lines, a common feature with many Kenyan communities. For example, the traditional Kipsigis man was responsible for building houses, hunting, providing care for their livestock and ploughing land with oxen while the women were responsible for household chores and child rearing (Kenya Information Guide, 2015). Practices such as female circumcision were highly valued in the Kipsigis society. However, this custom has been outlawed and is not as extensively practiced as before. Leadership in the past has always been the prerogative of the adult males.

The women were reserved roles inclined to the homestead. Although the women performed this very important role, they were viewed as children. A husband collectively referred to his wife and children as 'lagok' meaning children (Education Centre for Women and Democracy, 1999). This meant that women were not decision

makers in family and community affairs. Some of these socio-cultural attitudes continue to stereotype women as incapable of undertaking leadership roles. Over the years, Kericho County has experienced the entry of migrant communities making it cosmopolitan and as a result diluting the traditional beliefs and held stereotypes that have been attributed to few female leaders.

Studies on gender factors affecting entry into administration have found out that women in far greater numbers than men had completed the requirements for administrative certification; some have even earned an advanced degree, and waited for their children to be at or through school age before applying for their first leadership role. Some women are often preoccupied with their family responsibilities that they are easily overtaken by events in the office such as promotions (Barngetuny, 1999). However, according to the findings of Marongiu and Ekehammar (1999) in Ming, Ahmad and Ismail (2007), high work-family conflict did not hinder women in aspiring for participation in the managerial group.

The lower mean score of work-family conflict seems to indicate that middle managerial women, in their mid-thirties were likely to experience moderate levels conflict between work and family roles. The availability and reliability of childcare service and after school service provided by day care centres or even households in these localities reduced the conflict between the leadership roles and family responsibilities. Unlike in industrial countries where services of child minders and house-girls are expensive, in Kenya this kind of labour is easily available at rates affordable by women. Barngetung (1999) challenges women to show greater ambition in career achievement and apply for promotions as frequently as men.

It is noted that teachers' attitudes towards female leaders vary by gender. Ali, Khan and Munaf (2013) in a study that investigated attitude towards women in managerial positions in Pakistan, revealed that there was no gender difference in attitude towards women who were managers in Pakistan. The attitude towards the women managers was found to be neutral. In a study done by Güney, Gohar, Sevcan, and Mehmet (2006) women's attitudes toward women managers in Turkey were more negative than that of men's while Pakistani women have more favourable attitudes than Turkish women toward women managers do. This study also indicated that Pakistani men showed more positive attitudes toward women managers than Turkishmen. The Pakistani men's favourable attitude towards women managers could be attributed to the Islam religion that they belong. Saeeda (nd) pointed out that "Islam does not perceive one sex superior to the other any more than one person or one race or one tribe from the other" (p. 80).

On the other hand, literature reviewed by Eagly and Karau (2002) reveals that the perceiver's gender of leadership roles varies and that the variance between men and women perception of managers likely reflect the considerably greater experience of women with female managers. Men are far less likely than women to have a female manager, thus perceiving women as less qualified than men for leadership. This however contradicts findings from a study done by Berkery, Morley and Tiernan, (2013) which tested lord and maher's recognition based processes to determine whether familiarity with women in leadership positions decreases the "think manager-think Male" Stereotype. Exposure to female managers did not reduce the level of gender typing of the managerial role. In that particular study, respondents who had experience of working with female managers recorded a stronger correlation between men and managers.

In a study done by Arar & Abramovitz (2013) in the Arab society in Israel, teachers generally have prejudiced perceptions of women school principals. “Women teachers tend to support the perception that women principals have what it takes to lead the school with regard to in-school roles such as improving the teachers’ capability, but both sexes believe that women principals have inferior capability to properly perform the principals role in relation to external entities” (p.27).

Research has also revealed that teachers view female head teachers to be as capable as men. Thandi (1996) in his study on the teachers’ perception of female secondary school principals in Kwazulu-Natal revealed that majority of teachers generally do not think that the sex of a principal is important and feel that female principals are equally as capable as men, if sometimes not more capable than their male colleagues. A few teachers had a negative perception of female principals and felt that female teachers should not run schools, especially secondary schools. This was because they see female principals as having favourites, being moody, being inclined to gossip about certain staff members to other staff members, being either too autocratic or too laissez faire; and tending to undermine teachers in favour of pupils. This indicates that the female leaders and male leaders are similar when it comes to performing tasks; however, the subordinates are able to experience the differences in their personality and emotional dispensations.

Women have also been found to perceive themselves to be easily affected by their emotions and sensitive in dealing with work, which they saw as not good for leadership (Ngan, 2011). Although men and women head teachers may be perceived as having equal abilities to become good leaders, teachers tend to bring into disrepute the leadership of women because of certain temperamental qualities. In summary,

leadership has been viewed as a male arena across most cultures and because of this, women teachers have faced resistance from their own selves and society as they access leadership. Studies such as Ali, Khan and Munaf (2003) and by Güney, Gohar, Sevcan, and Mehmet (2006) have investigated attitudes towards female managers and findings are varied, however these studies did not go further to establish the influence of these attitudes on the women's aspiration for leadership. Societies are highly patriarchal having few or no women daring to venture into leadership. In addition there is a perception that leadership is demanding, thus women take lesser roles in schools to allow them manage family responsibilities. Studies that investigate socio-cultural influences on female participation in leadership have been carried out widely.

Although the studies reveal that culture plays an important role in determining the women's access to leadership, variation exists due to contexts. These studies (examples include, Owuso, 2014; Ngan, 2011; Al-Suwaihel, 2009) have employed a qualitative design whose findings are bound to particular cultural setting. In addition, there focus has been on women who are already experiencing leadership in schools. Although these participants provided rich information, majority of the studies did not involve women who do not hold any leadership position whose contribution would have benefit to the study. A study that focuses on the influence of social-cultural factors on female teachers' aspiration for leadership in Kericho County would, therefore, be imperative.

2.4 Perceptions of Institutional Factors in Relation to Female Teachers' Aspirations for Leadership Positions

Institutional constriction may affect the aspiration of females to leadership. Contextual variables such as level of schooling, organisational size, sectorial identity

and the gender of students may affect leaders' beliefs and behaviours (Collard, 2001). Because of such variability within institutions, gender related factors such as sexual division of labour within the institution and promotional procedures are observed.

The way institutions identify potential leaders may discriminate against female candidates. In the USA, the search for key administrators in K-12 education such as the superintendent is left to search consultants (Tallerico, 2000), while this task for Kenyan primary school leaders is mainly left to the TSC staffing section in each county. There are preset requirements, which guide the requirement and appointment of school leaders in Kenya (TSC, 2008). It should be noted that identification of the right skills and competencies required of school leaders is not enough, but the institutional context must support a leader's motivation to aspire for leadership. Tallerico (2000) observes that the interview process may not favour the female candidate and may be marred by gender stereotyping. Some school board members emphasize questioning on strong disciplinary and other non-instructional technical abilities of male applicants, but they question female candidates' competencies with considerable scrutiny especially with issues to do with discipline, budgeting and maintenance of equipment. Women aspiring for leadership may seem to express incompetence during the interview process and may score lower compared to the male counterparts.

There are silent rules on whether a principal or school leader is female or male, and because traditional stereotypes cast women and minorities as socially incongruent as leaders, they face greater challenges becoming integrated into the organization (Hart, 1995). In a survey of 2000 teachers of Victorian government schools in Australia, Lacey (2003) reveals that teachers consider the identification of potential leaders as

unplanned and does not recognise multiple career paths to leadership. This therefore is a strong disincentive to seeking promotion, particularly by women.

In a study by Munson (1979) which investigated the attitudes among women in the field of social work, women who were non-administrators with a desire to be, perceived sexist practices at a higher level, and saw the need to be aggressive to get ahead. The group of women also underwent more professional conflict. In a survey carried out by Sperandio and Kagoda (2010) of female secondary school teachers from six co-educational schools in different areas of Uganda, revealed that majority of them aspired to school leadership, but few had positioned themselves to do well in the competitive application process. Many of the female teachers in the study perceived the process for appointing leaders to be corrupt and did not expect to get support of their current school administrator. This discouraged the female teachers from applying for school leadership positions.

Organisational culture may also dictate the age of a prospective leader. There is a stereotypical belief that younger individuals are inexperienced and may not be easily accepted by older group. Ngan (2011) found out that young people shy from seeking leadership opportunities thus limiting the selection opportunities for young people, who are often considered immature. It is therefore noted that the contextual factors basing on different schools may influence a female teacher to aspire for leadership.

Teachers in schools have also been found to influence their colleagues in one way or another to join leadership. Female aspirants have complained about the lack of support from teachers and especially their female counterparts (Mertz & Mcneely, 1990). In extreme cases, head teachers have faced unbecoming behaviour from the teachers, which degenerated to verbal abuse. A study conducted by Makura (2009),

revealed that Zimbabwean female primary school heads gets problems from all teachers irrespective of their gender. The female primary school heads attributed this scenario to the nature of the Zimbabwean Culture, which is highly patriarchal. As such, women were not readily being endorsed and accepted as leaders. The support given by the teachers to the head teacher may encourage aspiring teachers to join leadership because of guaranteed backing from the teaching staff.

In Kenya, school leadership traditions influence gender imbalance in appointment of head teachers. In a study conducted by Chisikwa (2010) in Vihiga district, Kenya, the history of any particular mixed secondary school revealed a trend of male leadership. This tendency is often perpetuated by school management boards or hiring committees who in most cases are dominated by men. These boards choose to hire men and thus maintaining the gender gap. Teachers have identified the role played by principals in encouraging them to aspire to leadership. In a study by Nandwah (2011) on the experiences of public secondary schools principals in Kenya on how they are prepared and developed for school leadership, identifies the principals' support to the potential school leaders as playing a very big role in preparing them for school leadership. For example, teachers are given an enabling environment, are delegated to duties, are internally appointed, are released for seminars, and given advice by the principals. This implies that the principal identifies the leader among his/her teachers and nurtures them into leaders.

Few women in Kenya are in administrative positions, which lead to leadership in schools (Osumbah, 2011). The most common path to leadership positions is through the administrative ranks, with the deputy head teacher being the position immediately preceding headship. Obura and others (2011) identified other countries such as

Algeria, Angola, Benin, Congo (Brazzaville), Nepal, Papua New Guinea, and Tanzania as experiencing a “pipeline problem”, whereby it becomes a challenge to produce adequate numbers of women for recruitment into leadership in ministries of education and institutions.

Factors within the institutions are both enablers and hindrances into leadership within a school set up. Although an external body- the TSC is responsible for the identification of the two senior most school leaders, school factors foster an enabling environment for professional mobility of the teachers. Nandwah, (2011) for example has identified the influence of the current school administrators’ role in identification of the next school leaders.

The working conditions for head teachers could discourage female teachers from applying for leadership positions. In a study done in Arkansas, in the USA, Hewitt, Pijanwski and Denny (2009) showed that the number one reason women gave for not becoming a school administrator was that they saw the job being too stressful. The men ranked this reason second; however, there was no statistical difference in how men and women viewed the reasons for not aspiring to school administration. Leadership positions have also been observed to entail paperwork and meetings therefore not permitting the teachers to be in close contact with their pupils (Schmidt, 2002). A study done in Masvingo Province of Zimbabwe (Makura, 2009), revealed that rural based schools heads generally lacked transport for attending meetings, collecting purchased items and visiting other places. Makura claims that a defective and unreliable transport system unfortunately severely curtails school business. Such conditions may also hinder female effectiveness as heads and therefore rubber-stamping the already formed stereotypical believes.

In addition, women are reluctant to relocate on promotion to schools in other geographical locations. According to Chisikwa (2010), the location of schools influenced gender imbalance. Some schools located in remote areas are inaccessible therefore most female teachers promoted to head such schools declined the appointments. Osumba (2011) revealed that organisational factors are the most influential barriers to women's entry into leadership positions at the Ministry of Education in Kenya. Some of these factors cited included, unfavourable working conditions for the women, favouritism and discrimination against women during interviews for jobs and promotions among others. Osumba's study was limited to management and leadership positions at the Ministry of Education headquarters and did not include its agents at the school level. From the studies reviewed, organisational factors have influenced the women's entry into leadership. This study therefore determined the female teachers' perceptions of these factors specifically in primary schools and how they relate to their leadership aspirations.

2.5 Female Teachers' Self-Efficacy in Relation to Leadership Aspiration

Self-efficacy is not only an individual's belief in their own ability to achieve something, but also it is the belief in one's capabilities to mobilize personal resources, such as motivation, cognitive, and behavioural skills, in order to coordinate task-specific performance. If an individual has a low sense of self-efficacy, he or she may not persevere in challenging tasks (Bandura, 1997). An individual's self-efficacy in a specific domain can provide information about how that individual will perceive and cope with challenges in that domain. Self-efficacy is an important antecedent of career aspiration. In other words, if an individual has a high sense of self-efficacy, they will believe in their ability to do the task well and ultimately will persist in

challenging task and aspire for high achievement in their career (Ming, Ahmed & Ismael, 2007).

Leithwood (2007) argues that according to Bandura's Theory of Teacher Motivation, "beliefs in one's ability to perform either a specific task or a more general domain of tasks has a strong influence on the amount of effort one expends, how long one persists in trying to accomplish a task, how resilient one is in the face of failure, and how well one is likely to cope with stress under demanding circumstances" (p. 48). Pajeres (2006) in Ottu and Inwang (2013) points out that "self-efficacy can affect the task effort, persistence, expressed interest and difficulty level of goals users attempt to attain" (p.180). McCormick, Tanguma and Lopez-Forment (2002) identified four major categories of experiences that influence the efficacy estimate according to Bandura (1986). These are personal performance accomplishments, exposure to models, positive feedback from a significant other, and physiological conditions and mood states. However, McCormick and others note that feelings of efficaciousness develop gradually through life experiences, which the four determinants are encountered and interpreted. Access to leadership requires self-efficacy by the aspirants. Accessing leadership for women has been described as challenging because of existing barriers and therefore one has to be persistent and have confidence in one's ability.

In a study done by Schmidt (2002), most teachers expressed self-doubt and lack of confidence. The women mostly expressed feelings of discomfort when thinking about educational administration. The teachers' lack of self-confidence made them anxious about pursuing a promotion. A study done on female employees in state civil service and related parastatals in Nigeria found that a high self-efficacy increases women's

ability to advance in their career aspirations, despite the fact that some may have experienced emotional violence (Ottu & Inwang, 2013). Women in the study who had advanced in their careers may be less susceptible to emotional violence. McCormick and colleagues (2002), reported similar findings, where women reported a significantly lower leadership self-efficacy than men, exhibiting low confidence in their leadership capabilities; however, despite men reporting a greater leadership self-efficacy belief, there was no significant difference between the men and women in terms of the number of leadership role experiences reported.

Assumptions that the more one is educated, the higher the ability to embrace egalitarian concepts was overridden by Arar and Abramovitz (2013) findings that indicate that educated women have little belief in women's principals' ability to cope with external entities compared to those less educated. These findings suggests that having higher education qualification does not improve the women's self-perception to enable them aspire to leadership and effectively head schools. Obtaining an education is therefore not enough, but a change in their perception of their abilities to deal with external school relations is a welcomed idea.

From a review of literature, McCormick, Tanguma, and Lopez-Forment, (2002) identifies four major categories of experiences that influence the efficacy estimate. These influences are personal performance accomplishments, exposure to models and watching a similar other successfully perform a task, positive feedback or the encouragement of a credible person such as a coach, a mentor, a teacher, or a parent and physiological condition and mood states. Based on the findings it is important that female teachers are encouraged to experience leadership in various capacities to enhance their self-efficacy and in turn aspire for leadership

From the studies reviewed, female teachers who reported a high self-efficacy are those already in the path of leadership. These include Scarlet (2010) that reported that the women developed a strong self-efficacy to reach superintendence positions. All the women in middle management in Ming, Ahmed and Ismail (2007) had a high self-efficacy and its relationship with career aspiration was significant. The study was not in an educational institution and its focus was on women with leadership experience. Kiaye and Singh (2013) found out that majority of the women participants were confident, emotionally suited for senior roles, competitive, high achievers and they considered themselves as leaders. The participants in this study already had a high desire to progress in their career. In addition, Cubillo and Brown (2003) identified factors that were important positive influences for women aspiring for educational leadership and management as confidence, self-esteem and familial support. From these studies, women who have leadership experience or have desire to progress to leadership positions are likely to register a high self-efficacy.

Findings in a study by McCormick, Tanguma and Lopez-Forment, (2002) revealed that leadership self-efficacy was found to predict leadership behaviour and distinguish leaders from non-leaders. The study further showed that the number of leadership role experiences a person has positively associated with his or her leadership self-efficacy belief. The study's dependent variable was actual leadership behaviour and involved undergraduate students. Intent to perform the actual leadership behaviour can be investigated in order to determine if other underlying barriers are in play. In short, leadership self-efficacy is considered important when aspiring to leadership. Accessing leadership is purported to have challenges (Rarieya, 2011), it is important, therefore, for women to have confidence to overcome these challenges. Self-efficacy is influenced by a number of factors such as exposure to role models among others.

Female leaders who are role models are few and in some cases non-existent. This may influence ones' self-efficacy, making female teachers to have little confidence in their abilities to lead.

2.6 Theoretical Framework

The theories that underpin this study are the Theory of Planned Behaviour, Riehl and Byrd's (1997) model of administrative career mobility. These theories are adapted to explain intention of female teachers to pursue leadership positions in schools. The theory of Planned Behaviour (Ajzen, 2005), was based on the assumption that human beings usually behave in a sensible manner; that they take account of available information and implicitly or explicitly consider the implications of their actions. The theory also postulates that a person's intention to perform behaviour is the most important immediate determinant of that action.

In relation to this study, teachers' aspiration to leadership is most likely to influence access to leadership. Ajzen (2005) suggests that intentions and behaviour are a function of three basic determinants, one personal in nature, second reflecting social influence and a third dealing with issues of control. The personal factor is the individual's attitude toward the behaviour. Attitude towards behaviour is determined by accessible beliefs about the consequences of the behaviour. If the consequence of being a leader is beneficial, appealing and acceptable to a female teacher, then one can decide to aspire to leadership.

The second determinant of intention is the person's perception of social pressure to perform or not to perform the behaviour under consideration. People who believe that most referent with whom they are motivated to comply think they should perform the behaviour will perceive social pressure to do so. Studies done have revealed that the

society's attitudes are less positive toward female than male leaders thus making it more difficult for women to become leaders and to achieve success in leadership roles.

The third determinant is termed perceived behavioural control, which is the sense of self-efficacy or the perceived ability to perform the behaviour of interest. Control beliefs lead to the perception that one has or does not have the capacity to carry out the behaviour. This does not mean one's actual ability or capacity. Leithwood (2007) argues that Bandura's Theory of teacher motivation indicates that, in addition to emotional arousal processes, beliefs in one's ability to perform either a specific task or a more general domain of tasks has a strong influence on the amount of effort one expends. This also determines how long one persists in trying to accomplish a task, how resilient one is in the face of failure, and how well one is likely to cope with stress under demanding circumstances. Lent, Brown and Hackett's (2000) Social Cognitive Career Theory (SCCT) also identified self-efficacy as one of the cognitive-person variables, which interact with other aspects of the person, and the environment variables to help shape the course of career development. Generally, SCCT hypothesizes that personal, contextual, and social cognitive factors influence interest formation of career goals and performance.

The theory of planned behaviour will be used to explain why female teachers aspire to or do not aspire to leadership in schools by looking at social factors and personal factors that shape aspiration. Ajzen's overall model has proved successful to predict other behaviour such as entrepreneurial intent (Engle *et al.*, 2010) and human food choice (Shepherd, Sparks & Guthrie, 1995) among others. Therefore, when we examine perceptions related to leadership aspiration of female teachers we shall

understand the leadership experiences per se of the female leader. In addition, by identifying a female teacher's intention to aspire for school leadership greatly contributes to the depth of our understanding of how female leaders will be nurtured and developed.

Another theoretical model used in this study was Riehl and Byrd (1997) model of administrative career mobility, which integrates gender-related variables to explain career movement in educational administration. The model was developed within the context of new recruits to school leadership, that is, schoolteachers' attaining building-level administrative positions. Riehl and Byrd (1997) identify concurrent responsibilities in the home and access to informal networks of influential others as factors that differentially influence females' and males' personal contexts and individual actions for career development.

At the organizational level, the model identifies structures of opportunity and advocacy by superordinate, the presence or absence of role models in the profession. It also identifies the institutionalized screening procedures as additional gendered influences that affect career mobility. According to Acker (1992), social institutions are organised along lines of gender and historically have been developed by men and currently dominated by men, and symbolically interpreted from the standpoint of men in leading positions. Acker points out those social institutions have been defined by the absence of women except in the family where they have had a central, defining, but again performing a subordinate role. The discrimination model cited by Gaus (2011), similarly blames the patterns of institutions as contributing to the low number of women in administration. The organisational structures and practices in education have been blamed for the differences in career aspirations and achievements between

men and women (Growe & Montgomery, nd). At the broader sociocultural level, this model takes into account factors such as occupational and sex-role stereotypes such as norms of parenting and the social and ethical climate of the times. Riehl and Byrd illustrate how gender shapes each level of influence thus predicting women's low probability of becoming a school administrator comparable to that of men.

2.7 Conceptual Framework

Interrelated concepts delineated from the Theory of Planned Behaviour and from the model of Administrative Career Mobility believed to influence leadership aspiration of women, formed the basis for this study. Figure 1 displays the conceptual framework model showing the various components of the study. The variables that relate to and influence female teachers' decision to aspire for leadership make up the independent variables, namely the female teachers' perceptions of institutional factors, the female teachers' perceptions of social cultural factors and female teachers' self-efficacy.

The dependent variable, which is leadership aspiration, may be the outcome of one dependent variable or the interaction of several independent variables. Any or all of these variables may be intervened by the, educational level of the teacher, the leadership experience, the teaching experience and the age of the female teacher.

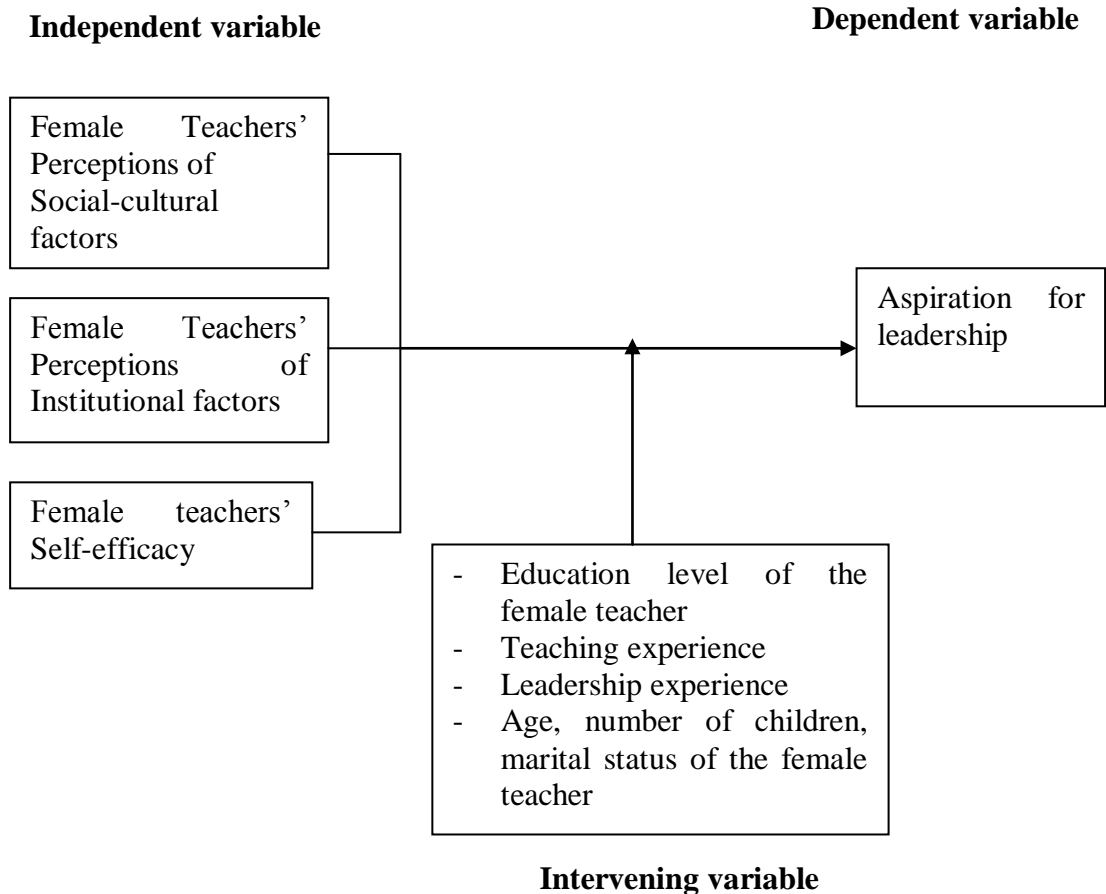


Figure 1: A Conceptual Framework Showing the Interplay between Research Variables

Indicators of the independent variables were identified from the two theoretical models that underpinned this study. For socio-cultural factors, its indicators were perceived occupational and sex-role stereotypes and social support. The Institutional factors were identified as perceived structures of opportunity, perceived support by school management, the presence or absence of female role models in leadership and perceived promotion procedures. Self-efficacy was determined by the female teachers' perception of the capacity to perform leadership functions. The female teachers' perceptions of these three independent variables were measured each using a five point Likert scale. Pearson Product Moment Correlation Coefficient and the

coefficient of determination were used to establish the relationships between the female teachers' perceptions of socio-cultural factors, perceptions of institutional factors, self-efficacy, and their aspiration for leadership in public primary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study investigated the relationships between the female teachers' perceptions of selected factors and their aspirations for leadership in public primary schools in Kericho County, Kenya. The study also explored the institutional factors, the social cultural influences and the female teachers' self-efficacy that relate with and influence leadership aspiration. To this end, this chapter presents a description of the methodology employed in this study. The methodology comprises the research design, research participants, data collection procedures, research instruments, administration of the instruments, and the methods, which were used to analyse the data.

3.2 Research Design

A mixed method research design utilising both quantitative and qualitative approaches to inquiry was used. The design selection is based on the pragmatic worldview whose concern is the research problem and allows the researcher to use all approaches to understand it (Creswell, 2009). Pragmatically inclined philosophers and researchers agree that many values and desired ends can be reached by recognising the existence and importance of the natural or physical world as well as the emergent social and psychological world that includes language, culture, human institutions, and subjective thoughts (Johnson & Onwuegbuzie, 2004). The pragmatic world advocates for the use of multiple approaches to understand phenomena.

A survey provided quantitative data on the perceptions of selected factors and aspirations of female teachers to leadership positions. The qualitative methods sought

to understand the experiences of aspiring female teachers and the context of the situation, which was revealed by the respondents. Quantitative and qualitative data can be merged in order to provide a comprehensive analysis of the research problem (Creswell, 2009). Lacey (2002) contended that complex social phenomena of aspiration were best investigated by both qualitative and quantitative methodology as they provided both breadth and depth of the study.

In view of the above, the perceptions of factors affecting aspirations of female teachers in accessing leadership positions were studied through the analysis of data obtained from the survey questionnaire. The interviews carried out with the senior and deputy female teachers sought to understand the existing inequality in school leadership along gender lines. This multifaceted approach of data collection and analysis allowed a comprehensive understanding of female teachers' aspirations.

3.3 Location of the Study

The study was done in Kericho County, Kenya (Appendix C). The County covers an area of approximately 2,479 square kilometres. It lies between longitude 35⁰ E, 35050' E, latitude 00 N, and 00 30 It borders Nandi County to the north, Bomet County to the south, Baringo County to the east, Nyamira and Homa-Bay Counties to the south west, and Kisumu County to the west and north west.

The Sub Counties within Kericho County are Kericho, Belgut, Bureti, Kipkelion, and Londiani. The population in the county according to the 2009 Population and Housing Census was reported to be 758,339 with an equal number of males and females (KBS, 2009). Kericho County is one of the 47 counties in Kenya. The Kipsigis community, a subgroup of the Kalenjin people of Kenya comprises 87.5% of the population (Kenya National Bureau of Statistics, 2014). There are other migrant employees and business

people, including, Luo, Kisii, Kikuyu, Luhya and others (Dyzenhaus, 2015). The county's main economic activity is agriculture. It is one of Kenya's largest tea producing regions. Commercial horticultural farming, sugarcane farming and dairy cattle keeping are also practiced.

3.4 Population of the Study

The study population consisted of all female teachers, female deputy headteachers and female senior teachers in the 461 public primary schools in Kericho County. Data obtained from Kericho County Education offices indicate that there are 4,455 primary school teachers employed by the Teachers Service Commission in the county's public primary schools at various job group levels, the female teachers are 2,139 in number. The female teachers were selected as respondents because they form the pool from which school leaders are selected for public primary schools. They were in a better position to avail information on the perceived factors that relate to and influence their own leadership aspirations. Female deputy headteachers and female senior teachers were respondents because they have had experience in accessing leadership and are able to articulate their aspirations for leadership position in public primary schools. Based on their leadership experience they were in a better position to explain the factors that influence female teachers' leadership aspiration.

3.5 Sampling Procedure and Sampling Size

3.5.1 Sampling Procedure

Stratified sampling was then used to obtain a representative sample of female primary school teachers in Kericho County. Stratified random sampling involves dividing the population into homogenous groups; in this study, the strata are the geographical regions divided into sub-counties. A stratified random sample is a useful blend of

randomization and categorization, thereby enabling both a quantitative and qualitative piece of research to be undertaken (Cohen, Manion, & Morrison, 2000) which is characteristic of this study. In order to obtain a sample representative of the whole population, a random selection of schools from all the five sub-counties was taken. With simple random sampling all the public primary schools has exactly the same chance of being included in the sample (Muijs, 2011).

3.5.2 Sample Size

First, to determine the sample size of the female teachers, the Krejcie and Morgan (1970) table in Cohen, Manion, and Morrison (2000) was used (see Appendix H). For a population of 2,139 female primary school teachers in Kericho County, a sample of 327 teachers is deemed suitable with confidence levels of 95 % and sampling error of 5%. With Kericho County having 461 schools, a random sample of 46 (this is 10% of all the public primary schools in Kericho County) schools was proportionately selected from the five sub-counties using a list of schools register at the County Education offices. Gay and Airasian (2000) suggest a sample of 10 to 20% of the population especially if it is a descriptive research. This study determined the number of schools based on this suggestion even though the study was not descriptive in its entirety. Each sub-county had a list of all the public primary schools. The schools were assigned numbers and then picked randomly. Table 1 shows the number of schools that were systematically sampled from the Lists of Schools for each sub-county. From the sampled schools in each sub-county, female teachers were randomly selected. From a randomized list of staff members, female teachers were also assigned numbers and picked randomly. Seven female teachers from each school were selected in order to give a sample of 327 female teachers. Table 1 gives an outline of the sampling frame.

Table 1
Sampling Frame

Sub counties	Number of Female teachers	Number of Primary schools	Sample Number of primary schools	Sample number of female teachers
Kericho	522	104	10	71
Londiani	221	97	10	71
Belgut	613	81	8	57
Bureti	380	77	8	57
Kipkelion	403	101	10	71
Total	2139	461	46	327

Senior female teachers and female deputy head teachers were purposively selected from the sampled schools. Due to the focus of this study, the sample was purposefully limited to middle level female school leaders serving in public primary schools in Kericho County. The sample provided useful information that helped with understanding the research phenomenon (Creswell, 2009). Identification of the senior female teacher and deputy head teachers was determined at the first visit (pre-visit) and thereafter they were notified of the interview date and process. The interview participants had a set of characteristics, which are summarized in Table 2.

Table 2
Profile of Female School Leader Participants

Participant	Position	Marital status	Age	Qualifications	Period in School leadership
DHT1	Deputy head teacher	Widowed	35	Diploma	4 months
ST1	Senior teacher	Married	36	Diploma	10 years
DHT2	Deputy head teacher	Married	45	Diploma	14 years
DHT3	Deputy head teacher	Married	47	Diploma	14 years
ST2	Senior teacher	Married	49	Diploma	5 years
DHT4	Deputy head teacher	Married	43	Degree	2 years
ST3	Senior teacher	Widowed	50	Diploma	10 years
DHT5	Deputy head teacher	Married	38	Degree	3 months
DHT6	Deputy head teacher	Married	53	Diploma	11 years
ST4	Senior teacher	Married	48	Diploma	1 year 5 months
ST5	Senior teacher	Single	51	Diploma	9 years in headship 2 years in senior teacher position

The participants were identified using codes in order to maintain privacy and confidentiality. For example, a senior teacher was coded ST-1 and a deputy headteacher was coded DHT-1.

3.6 Instrumentation

Data was collected using a questionnaire (Appendix A) and an interview schedule (Appendix B) from female teachers, female senior teachers, and female deputy head teachers.

Questionnaires are used in descriptive research because they obtain facts about current conditions and are useful in making inquiries concerning attitudes, perceptions and opinions (Lovell & Lawson, 1970). In this study, a questionnaire was used to collect information about participants' perception of factors that relate to their aspirations for leadership. The questionnaire designed for this study was partly developed from a review of literature on gender and school leadership. Demographic questions at the beginning of the questionnaire were used to obtain background information on each participant.

The second section of the questionnaire was in the form of a descriptive Likert-scale survey. Part 1 of this second section measured the leadership aspiration of the female teachers, which was adapted from the Career Aspiration Scale-Revised in Gregor and O'Brien (2015). The scores from a previous, slightly lengthier version of the Career Aspiration Scale have been tested for internal reliability and were reported as 0.79; for Ming, Ahmad, & Ismail, (2007), a study that examined the career aspirations among women in middle management. Some modifications were done to suit this study. Items in the part 2 investigated the perceived social-cultural factors. Items in part 3 of the questionnaire were also adapted from the studies of Wise and Bond (2003) to identify perceived institutional factors that influence the aspiration of female teachers for leadership in school and those in part 4 which investigated self-efficacy, were developed from a review of literature on gender and school leadership. The Likert-scale were given scores and assigned a weight of 1 through 5. The questionnaire is presented in Appendix A.

Interviews enable interviewers and interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from their own

point of view (Cohen et al., 2000). According to Punch (2005), the interview is one of the main data collection tools in qualitative research and it is a very good way of assessing people's perceptions, meaning, definitions of solutions and construction of reality. Interviews gave the researcher an opportunity to gather in-depth data regarding the participants' perceptions of the selected factors that influence aspiration and access to leadership.

An interview guide (Appendix B) consisting of predetermined list of questions was used. This ensured that each participant was asked similar questions thus improving the reliability of data collected. The interviews gave the female school leaders room to share their experiences on aspiration for school leadership.

3.6.1 Pilot Study

A pilot test is a tentative, small-scale study done to pre-test and modify study design and procedure (McBurney & White, 2010). A pilot study is done in order to identify anticipated problems or issues in instrument administration and scoring routines, and in trying out analysis techniques (Gay & Airasian, 2000). In the study, pretest served as a pilot study for the survey instrument. Selected female teachers, in two schools in the neighboring Bomet County participated in the pretest. The pretest sample was 10% of the study sample (Mugenda & Mugenda, 2003). This sample allowed the researcher to make meaningful observations. Pretesting of the survey questionnaire was then done before it was administered.

The interview schedule was also piloted in the Bomet County. Since the pilot study involved a small sample, data collected was not analyzed but the comments and suggestions from experts in educational management and leadership and colleagues

about the clarity of the questions were used to ensure the reliability and validity of the instrument.

3.6.2 Validity of the Instruments

Validity of the questionnaire was established using content validity. Punch (2005) defines content validity as the extent to which an instrument measures what it purports to measure. Punch further states that content validity involves two steps. First, to specify the content of a definition and secondly, to develop indicators which sample from all areas of content in the definition. Mugenda and Mugenda (2003) suggest the use of two groups of experts, one, to assess what concept the instrument is trying to measure and the other group, is to determine whether the set of items accurately represents the concept under study. The researcher identified four experts in the area of Educational Management and Leadership. The first group comprising of two experts, assessed if the questionnaire measured the study variables, while the second group checked whether the questionnaire items sampled the total content area being studied. The pilot study was used to establish the predictive validity. When an instrument has the ability to predict the outcomes you would theoretically expect, then it is said to be having predictive validity (Muijs, 2011).

The validity of this study was also determined by triangulating different data sources of information from the research respondents. Creswell (2009) explains that “if themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study”(p. 191). This study-triangulated data collected using the questionnaire and from interviews which measured the same concept.

3.6.3 Reliability of the Instruments

Mugenda and Mugenda (2003) define reliability as the extent to which an item gives the same response or data after repeated trials or every time it is used. In this study, reliability was established by pretesting of the questionnaire before it was administered. Reliability of the instrument was tested using the Cronbach's coefficient alpha method of internal consistency based on the scores of 32 surveys. An initial reliability coefficient was found to be significant at 0.682. Analysis revealed that the elimination of the original items 20, 21 and 37 increased the reliability coefficient to 0.708. Consequently, the three items were not included in the ensuing statistical operations. Further reliability analysis showed that items on each subscale were reliable measures as indicated by the Cronbach internal consistency reliability coefficient that ranged from a low of 0.692 to a high of 0.880 (see Table 5). The reliability coefficients were based on aggregated items that resulted from the factor analysis that was computed.

The interview guide (see Appendix C) was developed to assist the researcher to stay focused on the research questions. To ensure that the interview guide drew the desired response from the participants, a pilot test was carried out to test for suitability of questions, and timing. In this study, a pilot study was carried out, in which two female leaders; a senior teacher and a deputy head teacher were interviewed from schools in the neighbouring Bomet County. The pilot study helped by checking the interview guide for errors and re-wording of ambiguous terms that were not easily understood by the participants.

Overall reliability was increased through the use of multiple data collection methods, referred to as triangulation. The data collection methods that were used in the study were the survey and individual interviews. The interview results outcome confirmed

the kind of relationship that the female teachers' perception of socio cultural factors, institutional factors and self-efficacy had on leadership aspiration. This is an indication that, indeed, factors investigated in the study measured what they purported to measure.

3.7 Data Collection Procedures

Before proceeding to the field for data collection, the researcher obtained an authorization letter from The Institute of Post Graduate Studies and Research, Kabarak University (see Appendix I). A research permit from the National Commission for Science, Technology and Innovation, was secured (Appendix J). The researcher then obtained a schools' entry approval from the County Director of Education, Kericho (Appendix K). Thereafter the researcher visited twice the schools involved in the study. In the first visit to the schools the researcher obtained the exact number of female teachers, the female senior teachers and female deputy head teachers found in these schools. During this time, the researcher met the teachers who were to participate in the study where a rapport was created and an appropriate date and time for filling in the questionnaire was set. The researcher also identified female senior teachers and female deputy head teachers who were to be interviewed.

The second visit to the schools involved the actual data collection. The researcher administered the questionnaires personally. Specific dates were set for carrying out the female deputy head teachers' and female senior teachers' interviews. Face to face, interviews were then conducted with the identified interview participants in Kericho County. The interviews gave a deeper understanding of the female teachers' leadership aspirations. Furthermore, they sought to establish whether there were additional factors that may have influenced female teachers' leadership aspiration for primary school leadership positions.

The face-to-face interviews were planned for between 45 to 60 minutes, but in the actual field study, the duration was between 30 to 50 minutes. The researcher as much as possible interviewed the participants in their respective schools. This was imperative since qualitative research is pegged on collecting data from participants in their natural setting and having a face-to-face interaction over time (Creswell, 2009). Majority of the interviews were conducted in the participants' office.

Both audio records and field notes were used for the interviews. Some interviewees were uncomfortable with being audio recorded. These participants cited fear of victimization upon commenting on sensitive issues about promotion and the education authorities. For these interviews, there was need to balance between obtaining as much data as possible and at the same time avoid a situation that constrained the interviewee. This necessitated the researcher to make notes as the interview went on. However, the session was characterised by many pauses, which affected the flow of the interview. At the conclusion of each interview, the researcher provided a summary of the key themes that emerged from interview. Interviewees were asked whether they wished to make additional comments, withdraw comments, and confirm if the summary was an accurate reflection of the discussion. The data collection approximately took one month

3.7.1 Factor Analysis

Prior to conducting analysis pertinent to the hypotheses for this study, a series of factor analysis procedures were completed for the instrument. Factor analysis aimed at reducing the number of variables by finding the common factors among them (Punch, 2005). Therefore, the number of factors identified is considerably smaller than the number of measures. Factor analysis is performed in order to identify the

factors that explain the variation among measures. It involves correlating variables, and when two or more variables are correlated then there is an existence of a common variable, which explains the correlation among the said variables. Punch (2005) states that factor analysis aims to reduce the variables by finding the common factors among them. In this study factor, analysis was primarily performed in order to identify whether the factors that had been identified by Gregor and O'brien (2015), Wise and Bong (2003), and other factors engendered from literature would be identical to the female primary school teachers' responses from the County of Kericho.

The set of correlations between original variables identified in the survey questionnaire (Appendix C) were entered into a factor analysis where the derived factors were shown together with the relationship of each factor and the original variable. Both the Eigen values and a scree plot were used to determine the number of factors from the principal component analysis. The number of factors that were identified with an Eigen value greater than one were nine. These values are shown in Table 3.

Table 3
Components with Eigen Values > 1

Component	Eigen value	% of Variance
1	5.964	18.072
2	3.759	11.390
3	2.530	7.666
4	1.690	5.123
5	1.496	4.534
6	1.322	4.005
7	1.119	3.390
8	1.104	3.344
9	1.083	3.281

The Scree Plot in Figure 2 indicates that up to nine factors could be included in the factor analysis. It is observed that after the 9th factor the eigen values clearly levelled off. However, as suggested by Muijs (2011) the sharp drop in the explained variance evidenced by a levelling off the graph is somewhat subjective. Both the eigen values and the Scree plot show three distinct factors before any levelling off, or change in direction. Basing on further theoretical consideration, four factors were deemed appropriate, thus the first four factors were extracted.

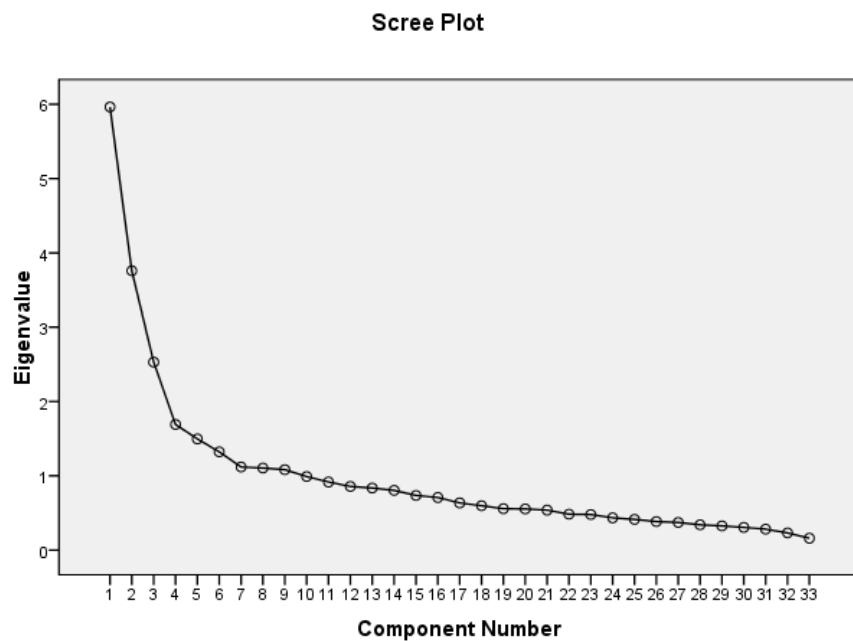


Figure 2: Factor Scree Plot

The loading of each original variable on each derived factor is shown and described as factor loading. For this study, the factor analysis was conducted utilizing varimax rotation. In varimax rotation, each factor tends to have either large or small loadings on any particular variable thus producing several distinct factors (Muijs, 2011). Varimax rotation was used in this study because the factors were expected to be uncorrelated with one another.

Item loadings for the factors identified were guided by the following set of decision rules. First, the minimum value for retaining an item on a factor was 0.3. Items that correlate less than 0.3 with each factor were omitted from consideration because they account for less than 9% of the variance and as such were not considered important (Muijs, 2011). Secondly, an item was retained if it loaded primarily on one factor. The third rule was, an item was retained on the factor on which its loading was greatest, and fourthly if an item loaded on more than one factor, the item was retained if the difference of the squared loadings was 0.20 or greater.

The analysis of the first set of items adapted from Gregor and O'Brien (2015) instrument yielded a solution of one component with five of the items being retained with one other additional item. The component loading ranged from 0.686 to 0.793. This component was named leadership aspiration component. This one component accounted for 17.81% of the total variance. The second principal component analysis completed on items 18 through 26 with an additional item, item 33, and had component loadings ranging from 0.30 to 0.71. Items loaded on this component were related to Institutional factors that affect leadership aspiration. This component accounted for 11.32% of the total variance and was named Institutional factors component. The third principal component analysis completed on 7 items and had component loadings ranging from 0.342 to 0.745. This component accounted for 7.79% of the total variance and was named Socio-cultural component. The fourth principal component analysis completed on 3 items and had component loadings ranging from 0.540 to 0.720. This component accounted for 5.22% of the total variance and was named Self-efficacy component. Overall, all the four components accounted for 42.16% of the total variance. Table 4 lists the items included in each

factor with a correlation of ≥ 0.3 . The percentage of variance accounted for by each factor has been included.

Table 4
Factor Loading of Leadership Aspiration, Socio-cultural factors, Institutional Factors and Self-efficacy Components

Item	Survey item	Factor loading			
		Factor 1	Factor 2	Factor 3	Factor 4
Leadership Aspiration					
1	I hope to become a leader in my career field	0.742			
4	When I am established in my career, I would like to manage other staff in the school	0.762			
5	I want to have responsibility for the future direction of a primary school	0.761			
7	I hope to move up to a leadership position such as senior teacher, deputy head teacher or other in my school	0.771			
8	I hope to move up to headship/principal position in primary school	0.793			
32	I am motivated to compete for top leadership positions in schools	0.686			
Socio cultural factors					
11	Extended family responsibilities discourage me from pursuing leadership positions		0.669		
12	Family responsibilities for child care discourage me from pursuing leadership positions		0.745		
13	Spouses discourage female teachers to apply for school leadership positions		0.702		
14	I fear to be rejected by the society if I seek leadership positions.		0.647		
15	I fear to compete against my male colleagues when seeking for leadership.		0.664		
17	There is a belief that women must be better qualified than men for them to become leaders		0.342		

Institutional factors					
18	Women receive fewer opportunities for professional development at work	0.554			
19	Institutions and education sector lack policies to support women career progression to leadership	0.615			
20	Promotions to school leadership is not based on performance	0.331			
21	Male hierarchies are more likely to promote/appoint men for leadership positions than women in schools	0.713			
22	Men are promoted to leadership faster than women	0,654			
Self-efficacy					
28	I can cope with stressful situations associated with school leadership as effectively as men can.	0.540			
29	If appointed to leadership I can always manage to solve difficult problems.	0.742			
30	I am confident enough to deal efficiently with unexpected events that come with school administration,	0.720			
	% of total variance		17.8%	11.3%	7.78% 5.22%

3.7.2: Reliability Analysis

Computation of Cronbach Alpha internal consistency reliability coefficients was performed for the four subscales, Leadership Aspiration, Socio-cultural factors, Institutional factors and Self-efficacy. The reliability coefficients reported are based upon aggregated items resulting from the component analysis completed. The Alpha coefficients ranged from a low of 0.692 for Self-efficacy subscale to a high of 0.880 of the Leadership aspiration subscale. The analysis indicated that the components were reliable as indicated by the Cronbach Alpha Coefficients. In addition, each of the items contained in the components were closely clustered together. Table 5 indicates the Cronbach Alpha Coefficients of each sub scale and the number of items that are including in each scale.

Table 5

Summary of Standardized Cronbach Alpha Reliability Coefficients for the Instrument's Subscales

Subscale	Number of items	Cronbach Alpha Coefficient
Leadership aspiration	6	0.88
Socio cultural factors	7	0.72
Institutional factors	10	0.78
Self-efficacy	3	0.69

3.8 Data Analysis

This study employed the concurrent triangulation strategy of presenting and analysing data. This approach involves collection of both quantitative and qualitative data concurrently, and equal weight given to the two methods and data (Creswell, 2009). Mixing was done at the interpretation stage where quantitative and qualitative data was compared concurrently. This means that the data from the interviews were used to confirm and clarify themes and patterns revealed by the survey data.

3.8.1 Quantitative Data

Descriptive statistics such as frequencies were prepared for all the questionnaire items that required quantifying and percentages were computed based on such frequencies. Tables and graphs were drawn and used by the researcher in making a descriptive discussion of the findings of the study. A series of One Way Analyses of Variance (ANOVA) examined statistically the relationships of each demographic factor with the responses to the survey items of the leadership aspiration scale. Pearson product moment correlation coefficient (r) was computed to determine the relationship between the independent variables (social cultural factors, institutional factors, and self-concept) and dependent variable (the level of aspiration). The study also

employed regression analysis to determine how important each independent variable is, in influencing the dependent variable. The quantitative data analysis is outlined in table 6.

Table 6
Summary of Quantitative Data Analysis

Research Question	Independent variable	Dependent variable	Statistical test
Research question 1	age of female teacher	Leadership aspiration of female teachers	ANOVA
	female teacher's marital status	Leadership aspiration of female teachers	ANOVA
	number of children	Leadership aspiration of female teachers	ANOVA
	leadership experience	Leadership aspiration of female teachers	ANOVA
	teaching experience	Leadership aspiration of female teachers	ANOVA
Research question 2	Perceptions of socio-cultural factors		Descriptive statistics
	Perceptions of institutional factors		Descriptive statistics
	Self-efficacy		Descriptive statistics
Hypothesis			
Hypothesis 1	Socio-cultural factors	Aspiration of female teachers for primary school leadership positions	Pearson Product Moment Correlation Coefficient (r)
Hypothesis 2	leadership self-concept	Aspiration of female teachers for primary school leadership positions	Pearson Product Moment Correlation Coefficient (r)
Hypothesis 3	Institutional factors	Aspiration of female teachers for primary school leadership positions	Pearson Product Moment Correlation coefficient (r)

3.8.2 Qualitative Data

This study employed Creswell's (2009) general procedure for analyzing qualitative data. First, data was transcribed from audio records and field notes obtained from the interviews. According to Cohen, Manion, and Morrison (2000), transcribing is a very crucial step because it has the potentiality of losing and distorting data, and reducing complexity. The researcher therefore ensured that the different kinds of data were all recorded in the transcript, which included what was said, the tone of the voice, pauses, silences and interruption among others. Transcription of the interviews from the audio records and field notes to written text was done within one week of the interviews.

Subsequently data was coded from the sources of information, namely, interview and field notes transcriptions. Coding involves taking text data during the data collection, segmenting sentences or paragraphs into categories and then labeling those categories with a term based on the actual language of the participant (Creswell, 2009). The researcher (see Appendix H) identified both predetermined codes and emerging codes. Interview questions guided the researcher in data reduction. Thereafter, the researcher tried to identify patterns and relationships as the data collected was interpreted and then developed into themes. Conclusions were drawn from the emerging themes. Data from the interviews explored attitudes and perceptions that influence female aspirations in accessing leadership positions in public primary schools, thus clarifying and further interpreting quantitative results. Qualitative data was presented in prose form alongside the quantitative data.

3.9 Ethical Considerations

For purposes of ethical considerations, the following were observed. First informed consent and permission to participate was sought. Silverman (2011) says that

informed consent involves giving information about the research, which is relevant to the participants' decisions about whether or not to participate. For this study, it was done during the second visit to schools, prior to the interview. The researcher gave a detailed account of the aims and nature of the study.

Secondly, during the interview, participants were given the purpose of the interview and statement of confidentiality. Each participant was assigned a number and given a pseudonym during the interview to ensure anonymity. A research participant is considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided (Cohen, Manion & Morrison, 2000). The researcher assured the interview participants confidentiality and non-traceability from the data provided. Anonymity of the school that the participants belonged was also maintained. To further enhance confidentiality, the data gathered were kept in a secure place that was inaccessible to anyone except the researcher.

Thirdly, participants were informed of their right to participate or withdraw from the study and of possible risks involved in the study, for example, loss of privacy as we engaged in in-depth interviews. Lastly, permission to audio record the interview session and to do a follow-up by phone if clarification was needed was also sought

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study, which included descriptive statistical analyses for the sample characteristics and for items comprising the various measures used within the study. A mixed method approach was adopted where both quantitative and qualitative data were presented and analysed concurrently. The study was guided by two-research question and three hypotheses in an effort to understand the relationships between the female teachers' perceptions of the selected factors and their aspirations for school leadership positions.

4.2 Questionnaire Return Rate

Complete and usable data came from three-hundred and seventeen ($n = 317$) female teachers, representing 97% of the teachers surveyed. The return rate of the female teachers' questionnaire was high thus justifying the validity of the data collected for the study.

4.3 Demographic Characteristics of Respondents

The survey was distributed to selected 327 female teachers in public primary schools in Kericho County. The teachers were selected from a list of schools obtained by the researcher from the Teachers Service Commission County office. Participants were employees of the Teachers Service Commission (TSC), the Kenyan government body responsible for recruiting, appointing and promoting the teaching staff in the public basic education institutions, technical institutions and teacher training colleges.

4.3.1 Age of Respondents

The data pertaining to the age of the respondents were collected. The mean age of the respondents was 36.5 years. The distribution of their ages is indicated in the Table 7.

Table 7

Age of the Respondents

Age of female teacher	Frequency (f)	Percent (%)
under 30	32	10.1
30 -39	118	37.2
40 -49	97	30.6
50 -59	68	21.5
60 or over	2	.6
Total	317	100.0

The highest percentage (37.2%) of female teachers who responded to the survey was aged between 30 to 39 years. This indicates a unimodal distribution with the peak found between 30 to 39 years. Two teachers (0.6%) were aged over 60 years. Ten percent (10%) of the female teachers were 30 years and below. This could imply that the younger teachers who are 30 years and below have not been employed by the Teachers Service Commission. The recruiting agency gives priority to teacher graduates who have stayed out longer after completing their teacher education course to teach in public schools. Because of this, the younger cadre of teachers, who recently graduated were most likely absorbed in privately owned schools or they taught as employees of Boards of Management of public schools. This category of teachers was beyond the scope of this study.

There is a variation in age among the female teaching staff in the study. It is expected that each age group would aspire for leadership differently based on their dissimilarities in domestic responsibilities and in their experiences in teaching and leadership, which likely grounds their self-confidence. The age of the female teachers

also has particular importance in shaping their perceptions of social norms concerning the occupancy of leadership.

4.3.2 Marital Status and Number of Children

Data in Table 8 describes the marital status and the number of children that the female teacher respondents have.

Table 8

Marital Status and Number of Children that Female Teachers have

Marital status	Frequency (f)	Percent %
never married	31	9.8
Married	254	80.1
Widowed	17	5.4
divorced or separated	12	3.8
Partnered	3	0.9
Total	317	100.0
Number of children		
0	13	4.1
1	20	6.3
2	49	15.5
3	85	26.8
4 or more	150	47.3
Total	317	100.0

The Table 8 shows that 254 (80.1%) female teachers were married. 150 (47.3%) female teachers had four or more children, slightly less (by 5.4%) than the number of female teachers who had three or less children. This demonstrates that apart from their teaching careers, these teachers also have responsibilities for child rearing and domestic tasks.

The women’s prescribed social roles concerning family responsibilities may outdo their ambition for leadership. It is observed that the traditional culture has limited a

woman's role to the home and degrades their abilities in other sectors such as leadership (Barng'etuny, 1999; Saeeda, nd). It is therefore expected that female teachers will aspire less for leadership with more domestic responsibilities.

4.3.3 Female Teachers' Educational Qualification

The female teacher respondents indicated their highest educational qualification. This information is displayed in Table 9.

Table 9

Highest Education Qualification of Primary School Female Teachers

Education Qualification	Frequency (f)	Percent (%)
Master degree	13	4.1
Bachelor degree	73	23.0
Diploma	116	36.6
P1 certificate	112	35.3
P2 certificate	3	0.9
Total	317	100.0

Table 9 indicates that majority of the female teachers (99.1%) had P1 qualification and above. A high percentage (36.6%) of teachers had a diploma certificate in education, followed by those with a P1 certificate. P1 certification is provided in certificate level colleges in Kenya through a two year, residential programme. Only 3 female teachers had P2 certification, an indication that this level of teaching qualification is almost being phased out in primary school teaching.

The percentage of female teachers who hold qualifications of a diploma and above is 63.7. This portion of female teachers can qualify for positions of formal leadership in primary schools. However, there are other prerequisite conditions set by the Teacher

Service Commission (T S C) that one has to fulfil before being appointed to take up these positions.

Education qualifications attained by female teachers should translate into feelings of preparedness for leadership in schools. Studies such as Owuso (2014) revealed that most women did not possess the prerequisite educational qualification needed to take up leadership positions. According to participants in Owuso’s study, female teachers’ chances of being chosen for leadership were high if only they had attained the qualifications. Although, educational qualification is used as criterion when selecting educational leaders, questions of whether this criterion specifically prepares female teachers to access and handle leadership needs to be established.

4.3.4 Female Teachers’ Teaching Experience

The responses from the female teachers about their primary school teaching experience have been grouped into the categories indicated in Table 10.

Table 10

Female Teachers’ Primary School Teaching Experience

Teaching experience in years	Frequency (f)	Percent (%)
1-5	62	19.6
6-10	68	21.5
11-15	41	12.9
16-20	49	15.5
over 20	97	30.6
Total	317	100.0

The data indicates that slightly less than half (46.1%) of the female teachers has been teaching for over 16 years. Teachers who had taught for five years and below were 19.6%. From the survey, a high percentage of female teachers seem to be more experienced in teaching.

Female teachers need to have the required teaching experience to gain access to leadership. With a vast teaching experience, a female teacher is perceived as having the credibility to possess leadership potential. One of the minimum requirements for a teacher to be promoted into administrative positions is to have a minimum of five years' continuous teaching experience (Teachers Service Commission, 2008). By looking at the sample's educational qualification, 80% of female teachers have more than five years in service.

4.3.5 Leadership Positions held by Female Teachers

The leadership positions held by the female teachers are indicated in Table 11. The positions that were enquired were senior teacher position, deputy head teacher position and head teacher position.

Table 11
Leadership Positions held by Female Teachers in Primary Schools

Leadership position	Frequency (f)	Percent (%)
senior teacher	23	7.3
deputy head teacher	18	5.7
Head teacher	5	1.6
Other positions	109	34.4
No leadership position	162	51.0
Total	317	100.0

Table 11 shows that out of the 317 female teachers involved in the study, five (1.6%) held the position of a head teacher. This is an indication that few female teachers rise to headship. The data indicates that 14.6% of female teachers held top leadership positions in schools while 51% of the female teachers were only involved in classroom teaching and did not participate in school administration. This outcome is consistent with that of Addi-Racah (2006) who observed that pedagogical positions

are perceived as female jobs. When female teachers remain in the classroom, they preserve the prevailing gender role stereotype. The female teachers who were leaders in other sections within the school such as guidance and counselling, pastoral care, library among others constituted 34.4% of the sample. The informal leadership responsibilities are observed to be suitable for the female teachers rather than the male teachers.

As pointed out in the data, more female teachers occupy lower cadre management positions deemed suitable for them, rather than occupying positions that lead to senior and executive positions. Majority of the female teachers stated that they were in charge of guidance and counselling, the library and welfare activities. Their inclination to occupy these positions may confirm the characteristic nature of women as being nurturers (Osumbah, 2011; Eagly, Johannesen-Schmidt & van Engen, 2003).

The absence of women in top leadership positions could also be an indication of the presence of the “glass ceiling effect” as indicated by Powell and Butterfield (2003). There could be invisible barriers that prevent women and minorities from moving up the management hierarchy in institutions.

4.3.6 Interviewees

The interviewed participants were female middle level school administrators who held senior teacher position and deputy head teacher position in primary schools in Kericho County. The women were drawn from 11 primary schools within Kericho County. The researcher made two visits to the schools that were involved in the study. The first visit was to identify the female senior teachers and the female deputy head teachers found in the sampled schools. The researcher gave a brief of the study and thereafter an appropriate date and time was set for the interview. All the senior

teachers and deputy head teachers who were approached for the interview agreed except one participant who was proceeding on maternity leave and was not in a position to be interviewed. The second visit was made to the respective schools to carry out the actual interview.

The participants were referred to using codes in order to maintain privacy and confidentiality. For example, a senior teacher was coded ST-1 and a deputy head teacher was coded DHT-1 (see table 2). Their ages ranged between 35 years and 53 years. They were all married except three. Two were widowed; one was recently widowed at the time of the interview and the other was a single parent who had never been married. All the participants had attained diploma qualification and above in the field of education. Therefore, they all had prerequisite academic qualifications for becoming a primary school leader.

The participants' leadership experience ranged from between 14 years and three months. It was noted that their leadership experience was not commensurate to their ages. One of the eldest interviewees had 11 years of experience in leadership. It was noted that she moved to deputy headship position, after being a senior teacher for 10 years. Another who was in her late forties was barely over a year in a senior teacher position. The main themes that emerged from this section of the transcript data were influences that shaped the female teachers aspiration for leadership. These perceived factors (institutional, socio-cultural, and their self-efficacy) identified by the female leaders were similar to those presented in the conceptual model (figure 1).

4.4 Leadership Aspirations of Female Teachers in Public Primary Schools in Kericho County

To realize objective one of the research, which was to establish the aspirations of female teachers for leadership positions in public primary schools in Kericho County, a series of descriptive analysis was performed to determine the aspiration of female teachers for leadership positions and any emerging patterns from the data set. A series of One Way Analyses of Variance (ANOVA) were calculated to determine whether patterns emerged between leadership aspirations and the demographic variables.

The aspirations of female teachers for school leadership were measured using the leadership Aspiration Scale adopted from Gregor and O'brien (2015). This scale was modified based on the factor analysis and reliability analysis. This study's leadership aspiration scale comprised of six items rated on a 5-point Likert type scale ranging from "strongly disagree" (1) to "strongly agree" (5). For purposes of analysis in this study the items' scale was modified to fit into a 3-point Likert scale that ranged from disagree (1) to agree (3). Table 12 includes a summary of item means and standard deviations for the six items of the instrument. Item statements are also included in Table 12.

Table 12**Summary of Item Means and Standard Deviations for leadership aspiration**

Leadership Aspiration items	Percent who responded			Mean	Standard Deviation
	Disagree (1)	Un-Decided (2)	Agree (3)		
1 I hope to become a leader in my career field	11.7 (37)	12.6 (40)	75.7 (240)	2.64	.68
2 When I am established in my career, I would like to manage other staff in the school	21.1 (67)	11.4 (36)	67.5 (214)	2.46	.82
3 I want to have responsibility for the future direction of a primary school	13.6 (43)	6.6 (21)	79.8 (253)	2.66	.70
4 I hope to move up to a leadership position such as senior teacher, deputy head teacher or other in my school	20.2 (64)	9.8 (31)	70.0 (222)	2.50	.81
5 I hope to move up to headship/principal position in primary school	23.7 (75)	12.3 (39)	64.0 (203)	2.40	.84
6 I am motivated to compete for top leadership positions in schools	21.1 (67)	11.7 (37)	67.2 (213)	2.46	.82
Average				2.52	

The highest mean among the leadership aspiration items was for the item 1, “I want to have responsibility for the future direction of a primary school”, with a mean of 2.66 and a standard deviation of 0.70. This statement gave a general outlook of the intention to influence primary school management without taking up specific roles in schools. Generally the items had high means, all above 2.40. This indicates that majority of the female teachers had a high leadership aspiration.

More than half, (64%) of the respondents hoped to rise to headship positions in primary school. Those who did not intend to apply for these positions were 23.7% of the sample. These results indicate that majority of the female teachers have intention to rise up the ranks in primary school leadership. Seventy percent (70%) of the female teachers indicated that they intended to move to the senior teacher and deputy head teacher position. This percentage was slightly higher than those intending to rise to the head teacher position. Senior teacher and deputy head teacher position seem attractive to the female teachers and attainable compared to the head teacher position. It is therefore suspected that women would prefer subordinate leadership positions rather than the top most due to their socialization. Traditional culture has socialised women to take up assistant positions in society and consequently in organisations (Mathipa & Tsoka, 2001).

Overall, the female teachers' average mean score on the leadership aspiration scale was 2.52. On a three-point scale, 1 to 1.44 means a low leadership aspiration, a score between 1.45 and 2.44 indicates a moderate leadership aspiration, while 2.45 to 3 indicates a high leadership aspiration. This implies that the female teachers in Kericho County have a high aspiration for leadership positions.

The high leadership aspirations could be because of the female teachers' self efficacy (Ming, Ahmed & Ismael, 2007; Leithwood, 2007), the institutional factors favouring female leaders (Tallerico, 2000) or the socio-cultural factors that recognize women as leaders (Emmerik, Euwema & Wendt, 2008; Coleman, 2003). Closely related to this result are Sperandio and Kagoda's (2010) finding, which revealed that the majority of the secondary female teachers surveyed in Uganda aspired to school leadership, however few had positioned themselves to do well in the competitive application

process. Similarly Brown and Ralph (1996) review of Shakeshaft (1989) model identifies female teachers' aspirations as high, however organisational and societal barriers may not allow them to admit and act on their aspirations.

On the other hand, Gaus (2011) identified the elementary female teachers' low aspiration for leadership in Makassar, and as a result, fewer women enter leadership. In Gaus's study focus was on the aspiration for the principal position only. Female teachers' high leadership aspiration in this study that contradicts Gaus's findings could be because focus was on all leadership positions including the senior teacher position and deputy head teacher position. Female teachers aspirations are raised when presented with leadership positions lower than those of the head teacher.

This study was premised on the Theory of Planned behaviour that asserts that leadership intentions are strongly predictive of taking up and holding positions of leadership. Results reveal that majority of the female teachers aspired for leadership in schools; however this does not translate to their numbers in leadership. This could be an indication that other barriers are more established in determining female teacher's subsequent uptake of leadership positions.

This study will therefore identify the factors that influence the female teachers' aspirations for leadership as they transcend through their career life. It is therefore paramount to further describe these aspirations in relation to the female teachers' characteristics. The following section describes the aspirations of female teachers in relation to their age, marital status, the number of their children, their leadership experience and their teaching experience.

4.4.1 The Relationship between the Demographic Variables and Leadership Aspiration

In this section of the analysis, the relationships of each demographic factor with the responses to the survey items of the leadership aspiration scale are statistically examined using a series of One Way Analyses of Variance (ANOVA). The analysis is carried out by looking at the interaction between demographic factors (age of female teacher, female teacher's marital status, number of children, leadership experience and teaching experience) and the relationship to survey items measuring leadership aspiration.

ANOVA uses the F-test to determine whether there are significant differences between the means of the various categories (Muijs, 2011). The statistical significance as well as the effect size is shown in table 13. The effect size index in ANOVA known as eta square (η^2) is calculated by dividing the within group sum of squares by the total sum of squares. According to Muijs' guidelines regarding the interpretation of the eta square, 0 to 0.1 translates to a weak effect.

As observed, the demographic variables; age, leadership experience, teaching experience, and number of children had a statistical significant effect on leadership aspiration; however, they registered a weak effect. Table 13 shows the ANOVA results, which compares the mean scores on the dependent variable (leadership aspiration) between the various groups or categories of the demographic characteristics of the female teachers

Table 13**ANOVA Table for Female Teacher Demographics on Leadership Aspiration**

Female leader characteristics	Source	Sum of Squares	df	Mean Square	F	Sig.	η^2
Age	Between groups	986.964	3	328.988	10.99*	.000	.095
	Within groups	9368.247	313	29.931			
	Total	10355.211	316				
Marital status	Between groups	19.738	3	6.579	.19	.898	.002
	Within groups	10294.734	310	33.209			
	Total	10314.471	313				
Number of children	Between groups	459.143	4	114.786	3.61*	.007	.044
	Within groups	9896.068	312	31.718			
	Total	10355.211	316				
Educational level	Between groups	72.643	3	24.214	.73	.534	.007
	Within groups	10267.599	310	33.121			
	Total	10340.242	313				
Leadership experience	Between groups	414.020	1	414.020	13.11*	.000	.040
	Within groups	9878.062	313	31.559			
	Total	10292.083	314				
Teaching experience	Between groups	841.471	4	210.368	6.89*	.000	.081
	Within groups	9513.740	312	30.493			
	Total	10355.211	316				

* P < 0.05

4.4.1.1 Female Teachers' Age in Relation to their Leadership Aspiration

To investigate if differences exist in leadership aspiration between the age groups of the female teachers, a one-way ANOVA was conducted. The independent variable, age of the female teacher, had four categories, those under 30 years of age, those

between 30 years and 39 years, those between 40 years and 49 years and those above 50 years. The ANOVA was significant, $F(3,310) = 10.99, p < 0.05$, effect size = 0.095, indicating that the age of the female teacher accounted for 9.5% of the variance in leadership aspiration (see Table 13). The post hoc tests were conducted to evaluate pairwise differences between the means of different age groups using the Tukey test. The results indicated there was a significant difference between those under 30 years and those whose age range between 40 - 49 years and those under 30 years and those over 50 years. The results also indicated that there was a significant difference between those between 30 - 39 years and those between 40 - 49 years and those between 30 - 39 years and those over 50 years. The 95% confidence intervals for the pairwise differences, as well as the means and standard deviations for the 4 age categories, are reported in Table 14.

Table 14
95% Confidence Intervals of Pairwise Differences for Age Categories of Female Teachers in Mean Changes in Leadership Aspiration

Age of female teacher	Mean	Std. Deviation	Pairwise Differences		
			Under 30	30-39	40 - 49
under 30	25.16	3.743			
30 -39	24.00	4.600	3.97 to -1.66		
40 -49	21.47	6.030	6.56 to .80 *	4.46 to .59 *	
Over 50	20.13	6.558	8.04 to 2.01 *	6 to 1.74 *	.87 to -3.56

*The mean difference is significant at the 0.5 level

The results indicated that the age of the female teacher significantly influenced their aspiration for leadership. Female teachers who were younger (those under 30 years of age) had high aspirations for leadership as compared to female teachers who were older. The teachers with the least aspirations for leadership were those above 50 years

of age. This could imply that the older female teachers hold traditional beliefs regarding gender roles, which might encourage an understanding that leadership is masculine. Younger female participants in the present study might not consider gender stereotypes regarding who is suited to hold leadership. In addition, since their work experience in the institution is relatively short, younger female teachers may not have experienced some of the inhibiting cultures within the institutions that discourage one who shows interest in leadership. Therefore, they could be upbeat about attaining these positions.

Similarly, the older group of teachers in a study by Hewitt, Pijanowski and Denny (2009) cited reasons for lacking interest in becoming a school administrators as, time required was too much, societal problems make it difficult to focus on instruction, and that the job was less satisfying. These findings differ from those of Kiaye and Singh (2013) which revealed that feelings of competitiveness among the respondents were significant as they advanced in age due to experience, maturity and their level of education. The women were competitive between the age of 35 and 44 years. Ironically, in the present study we see a decline in leadership aspiration among the female teachers within these age brackets.

As noted from the finding, the older female teachers may not aspire to leadership. This is because they would be preparing to retire and therefore saw no need to actively participate in leadership. Lacey (2011) revealed that the closer women got to retirement, the more hesitant they become to join leadership because they did not perceive its worth at that age. Findings from the interview data confirmed that the older women who were nearing retirement did not intend to further aspire for leadership. A deputy head teacher who was nearing retirement said:

I do not intend to apply for any higher position. In fact I am just in an acting position now as the deputy. I think I am now aging and I need to prepare for retirement. I want to concentrate on my farming projects, coffee, and I am now developing the plot I had acquired. All these are time consuming and will not enable me to be a school head. (DHT6)

This shows that the older female teachers have other priorities set for them and leadership in a school is not one of them. At this mature age, female teachers may not be held up by child rearing responsibilities as compared to the younger female teachers with young children. The older female teachers get involved in preparing for the next phase of life rather than handling administrative matters in schools.

Two (18%) female teacher interviewees who joined school leadership at a younger age actively sought or vied for leadership, unlike the older teachers who had to be convinced or suggested for by other people. They were motivated to join leadership and they demonstrated a sense of high self-efficacy. However, it is unfortunate, like for the case of Rosa who revealed that her enthusiasm for leadership has since waded off. This is a confirmation of the survey results that indicate that age indeed influences the leadership aspiration and that younger teachers exhibited higher level of leadership aspiration.

Leadership aspiration for the younger female teachers may not translate into access to leadership. The female teachers may be disadvantaged because they may lack the required teaching experience to qualify them to become school leaders. Those tasked with the selection of school leaders are likely to consider appointing the older and mature women thus diminishing the prospects of the younger female teachers to attain leadership. Closely related to this finding is Ngan's (2011) study which illustrates that age of women in higher education, limits the selection opportunities

for young people, who are often considered inexperienced and whose voices are not easily accepted by older people. It is therefore important to come up with strategies to maintain the high levels of aspirations that these young teachers exhibit and build them to successful leaders at higher rungs.

4.4.1.2 Female Teachers’ Marital Status in relation to their Leadership Aspiration

To investigate if difference exists between the marital statuses of the female teachers on their leadership aspiration, a one-way ANOVA was conducted. The independent variable, the marital status included four categories, the widowed, married, never married, and divorced or separated. The ANOVA test revealed that the marital status of the teachers had no significant effect on their leadership aspiration, $F(3,310) = 0.198, p > 0.05$ (see Table 13). This indicated that the marital status of female teachers did not influence a female teacher’s decision to apply for leadership. Table 15 illustrates the 95% confidence intervals of pairwise differences for the four categories of female teachers with different marital status in leadership aspiration.

Table 15
95% Confidence Intervals of Pairwise Differences for the Categories of Female Teachers with different Marital Status in Mean Changes in Leadership Aspiration

Marital Status	Mean	Std. Deviation	never married	married	widowed
never married	22.74	4.457			
Married	22.42	5.859	-3.33 – 2.68		
Widowed	23.41	5.896	-4.95 – 2.96	-2.96 – 4.95	
divorced or separated	22.08	6.445	-6.03 – 4.71	-5.00 – 4.33	-7.28 – 4.63

*The mean difference is significant at the 0.5 level

Although the results were not significant between marital status and leadership aspiration, it is observed that the widows had higher means with 23.41 compared to other groups of female teachers with different marital status. Notably widows have fulfilled the societal expectation of being married. One other characteristic about the widows, although unfortunate, is that naturally they are no longer accountable to a spouse.

Rarieya (2011) pointed out that the head teachers who felt that they could adequately cope with the demands of their jobs as school leaders were those who were single because they did not have to face the demands of being answerable to both a spouse and an employer. Rarieya, however, did not specify whether the head teachers were single because they had never been married or because they had lost a spouse. The present study therefore identifies the importance of socially fulfilling the societal expectations for one to become a leader while at the same time it brings out the inhibitions that are brought out within this same socially accepted framework.

The social cultural expectation of a mature woman in the society and more so those who hold leadership positions was clearly brought out by those female leaders who were interviewed. The interviewees except one were either married or once married. Two were widowed. Leadership and marital status go hand in hand according to the interview findings. Marriage in Kenya is seen as compulsory for both men and women.

Kamau (2009) points out that the traditional Kenyan culture taught women that one actualized at the point of marriage. From the interviewees it was apparent that these beliefs are still held with utmost importance. Similarly in the neighboring country, Tanzania, Mollel and Tshabangu (2014) revealed that most women entering senior

leadership would be respected most when married with an established family coupled with substantial personal and work related experience. After noticing the trend in their marital status, one interviewee, explained that;

Single women are not respected when they become school leaders because they are perceived to have gotten positions by having affairs or sometimes they are assumed to be having an affair with the head teacher or senior men in higher positions. (DHT5)

This illustrates how the society has very low opinion on women who have not fulfilled the societal expectations on marriage. Their ability to progress and rise to leadership becomes questionable. The society tends to believe that a woman has to have some support from a male figure. For a mature woman, it is believed that a husband should back a woman as she transcend through the career ladder. Overall, although the leadership aspiration means of the widows was higher than the other groups of female teachers, the difference was not statistically significant. Therefore, the marital status does not explain the female teachers' leadership aspiration.

4.4.1.3 The Number of Children Female Teachers have, in Relation to their Leadership Aspiration 7

A one way ANOVA of the leadership aspiration component variable in relation to female teacher's responsibility for childcare (indicated by the number of children) revealed a significant effect. The number of children a female teacher had, had a significant effect upon their leadership aspiration $F(4,312) = 3.619, p < 0.05, ES(\eta^2) = 0.044$. (See Table 13) The female teachers with more children (3, 4 and more), had lower means on leadership aspiration than those with fewer children.

The post hoc tests were conducted to evaluate pairwise differences between the means of different groups of teachers with varied number of children using the Tukey test.

The 95% confidence intervals of pairwise differences for the four categories of female teachers with different number of children are reported in Table 16. The female teachers with at most one child posted the highest mean in leadership aspiration. The means and standard deviations are also displayed.

Table 16
95% Confidence Intervals of Pairwise Differences for the Categories of Female Teachers with different Number of Children in Mean Changes in Leadership Aspiration.

number of children	Mean	Std. Deviation	0 and 1	2	3
0 & 1	25.06	3.473			
2	22.31	6.381	6.03 to -.52		
3	23.44	4.638	4.60 to -1.35	1.48 to -3.73	
4 or more	21.45	6.212	6.41 to .82 *	3.25 to -1.53	3.96 to .02 *

*The mean difference is significant at the 0.5 level

The results indicated that there was a significant difference in the means between the female teachers with at least four children and at most one child. There was also a significant difference in the means between the female teachers with three children and those with 4 or more children.

The results would mean that parental responsibilities, which may involve having breaks to deliver and to rear children, may pose a challenge to those who would want to aspire for leadership. The more children a female teacher has the more the breaks and the larger the family to be tended to. Therefore, issues such as transfers upon promotion and longer hours in schools may not augur well with domestic responsibilities, which specifically deal with the upbringing of children. All the participants in Wangui (2012) study admitted that their family life had suffered due to the responsibilities of being a school head held similar views. They cited that insufficient time was left for their children. Other studies that have pointed out the

challenges brought about by handling children responsibilities and occupying leadership are Mbepera (2015) whose study was done in Tanzania, Chisikwa (2010) in Western Kenya, Scarlet (2010) in North Carolina among others. This indicates that challenges associated with child upbringing while being in leadership is almost universal to female school leaders across all nations; both developed nations and those still developing. It is important to note that these studies are mostly qualitative whose participants are women already occupying leadership positions in schools. If female teachers observe the struggles that women in leadership go through as they bring up young children then they are likely to feel insufficient to take up leadership. This may lower their leadership aspiration.

4.4.1.4 Female Teachers' Educational Qualifications in Relation to their Leadership Aspiration

To investigate if differences exist in leadership aspiration between the educational qualifications of the female teachers, a one-way ANOVA was also conducted. The independent variable, the educational qualification had four categories, Master degree, bachelor degree, diploma certificate and P1 certificate. The ANOVA test revealed that the educational qualification of the teachers had no significant effect on their leadership aspiration, $F(3,310) = 0.731, p > 0.05$, (See table 13). The 95% confidence intervals of pairwise differences for the four categories of female teachers with the varied educational qualification are reported in Table 17. The female teachers with the bachelor's degree as their highest educational qualification had the highest mean in leadership aspiration. The means and standard deviations are also displayed in the table.

Table 17**95% Confidence Intervals of Pairwise Differences for the Categories of Female Teachers with different Educational Qualification in Mean Changes in Leadership Aspiration**

Highest education qualification	Mean	Std. Deviation	masters degree	Bachelor's degree	Diploma certificate
Master degree	20.77	8.217			
Bachelor degree	23.05	5.257	-2.17 – 6.74		
Diploma	22.57	5.431	-2.53 – 6.13	-2.70 – 1.73	
P1 & P2 Certificate	22.24	5.992	-2.86 – 5.81	-3.03 – 1.40	-2.27 – 1.62

* The mean difference is significant at the 0.05 level

This study has exposed that the female teachers work hard to attain higher educational qualification for other reasons other than school leadership. The female teachers holding a Masters degree exhibited the lowest mean (20.77) on the leadership aspiration scale. Female teachers holding a P1 and P2 certificate also registered a low mean on the leadership aspiration scale. This means that if a female teacher does not meet the required educational qualification to ascend to leadership, then their aspiration for leadership is negatively affected. Although this study found that female teachers' educational qualification had no statistical significant effect on their leadership aspiration, those holding a bachelors degree in education had high leadership aspirations.

Shakeshaft (2012) pointed out that in countries where no formal managerial qualifications are required, such as the Netherlands, studies indicate that even when the women held advanced training in management, they were less likely to be hired than men with no training. Similarly, participants in Mertz and McNeely's (1990) study reported that they had not gotten administrative certification in order to get an administrative position, but rather for the sake of furthering their education.

In Kenya, for a teacher to hold a senior teacher position and deputy head teacher position no prerequisite managerial training is required; however having a diploma or a degree would be an added advantage. Kirai and Mukulu (2012) revealed that women have to work hard to achieve the required qualifications and experience in order to be empowered. This will enable the women to overcome work environmental factors that have hindered their career progression to higher position. This study however, revealed that educational qualification does not influence their leadership aspirations.

Female teachers do not necessarily progress academically so that they compete for leadership positions. This finding, contradicts Harvey (2007) which revealed that African American women's educational level was a significant contributor to the variance in predicting their leadership aspirations. Harvey concluded that African American women's educational level was a source of successful performance accomplishment and it increased there their self-efficacy level. This being the case, female teachers should take advantage of their academic qualifications and seek for leadership positions. Female teachers should be encouraged to take up relevant courses and attend workshops that would equip them with leadership skills.

4.4.1.5 Female Teachers' Leadership Experience in relation to their Leadership Aspiration

Differences in leadership aspiration between the female teachers with leadership experience and those without, was investigated using a one-way ANOVA. The independent variable, leadership aspiration had only two categories. The ANOVA test results, $F(1,313) = 13.11$, $p < 0.05$, $ES = .040$ indicated that female teachers with leadership experience and those without significantly differed in their leadership

aspiration. Table 18 shows the 95% confidence intervals of pairwise differences for female teachers holding leadership positions and those without.

Table 18

95% Confidence Intervals of Pairwise Differences for the Categories of Female Teachers, those with Leadership experience, and those without, in Mean Changes in Leadership Aspiration

Leadership status	Mean	Std. Deviation	95% confidence interval
Those holding leadership positions	24.29	4.530	
Those who do not leadership positions	21.71	5.996	22.31 to 23.68*

* The mean difference is significant at the 0.05 level

Overall, female teachers with leadership experience had higher means on the leadership aspiration than those who were only classroom teachers. (See table 13). A Post hoc test was not performed for this characteristic variable of female teachers because there were fewer than three groups. Experience with leadership heightens leadership aspiration. Once a teacher is able to lead then confidence is gained. Holding pipeline leadership positions helps the female teacher acquire the required experience and achieve the credibility to possess leadership potential.

4.4.1.6 Female Teachers' Teaching Experience in Relation to their Leadership Aspiration

A one way ANOVA of the leadership aspiration component variable in relation to female teacher's teaching experience (indicated by the number of years one had taught) revealed a significant effect. The independent variable, the teaching experience had five categories, 1 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, and over 20 years. The number of years a female teacher had taught had a significant affect upon their leadership aspiration $F(4,312) = 6.899, p < 0.05, ES(\eta^2)$

= 0.081 (See table 13). The female teachers with more years in the teaching profession (16 years and more), had lower means on leadership aspiration than those who had fewer years in teaching. To evaluate pairwise differences between the means of different age groups, a post hoc test (Tukey test) results indicated that there was a significant difference between the female teachers who had taught for, between 1 to 5 years and those whose teaching experience was between 16 - 20 years and those, whose teaching experience was over 20 years.

The results also indicated that there was a significant difference between teachers with teaching experience between 6 - 10 years and those with over 20 years teaching experience. Table 19 shows the 95% confidence intervals together with their means and standard deviations of pairwise differences for the four categories of the female teachers' year experiences in teaching.

Table 19
95% Confidence Intervals of Pairwise Differences for Teaching Experience
Categories in Mean Changes in Leadership Aspiration

Years of primary school teaching experience	Mean	S D	1-5 years	6-10 years	11-15 years	16 – 20 years
1-5 years	24.81	3.999				
6-10 years	23.75	4.915	3.72 to - 1.6			
11-15 years	22.69	4.027	5.14 to - .91	4.03 to - 1.91		
16-20 years	21.18	6.454	6.52 to .73 *	5.41 to - .27	4.69 to - 1.68	
over 20 years	20.68	6.692	6.60 to 1.66 *	5.47 to .67*	4.82 to - .79	3.17 to - 2.15

* The mean difference is significant at the 0.05 level

Respondents who had been in teaching for fewer than five years were more likely to aspire to be a school leader. Those respondents who had been teaching for more than 11 years were likely to remain a classroom teacher without any leadership responsibilities.

Studies have pointed that female teachers prefer remaining classroom teachers as opposed to joining the school administrative team. The longer a teacher is involved in pedagogical duties the more they are attached to their learners and may never want to leave them. In a study by Schmidt (2002), the teachers did not aspire for leadership because it entailed a lot of paperwork and meetings and therefore did not permit the teachers to be in close contact with their pupils.

A deputy Headteacher interviewee revealed that just before she was appointed into leadership she was teaching a class that she was very much fond of and her decision to take up the responsibility was almost held back. The study has also revealed that leadership aspiration lessens with age, which corresponds with teaching experience.

4.5 Female teacher's perceptions of socio-cultural factors, institutional factors and self-efficacy in influencing their leadership aspirations for public primary school leadership positions in Kericho County

To investigate the second research objective, which was, "To determine the female teachers' perceptions of socio-cultural factors, institutional factors and self-efficacy in influencing their aspirations for leadership in public primary schools in Kericho County" a series of descriptive analysis was performed to establish the female teachers' perceptions.

4.5.1 Female teachers' perceptions of socio-cultural factors in influencing their leadership aspirations for leadership positions in public primary schools

Social cultural factors were measured by the influence of stereotypical beliefs held about women aspiring and holding leadership positions. Socio cultural factors were also determined by the influence of others and domestic responsibilities on the decision to join leadership. Table 20 includes a summary of item responses, means and standard deviations for items representing the socio-cultural factors. The item statements are also included in Table 20. The participants had to choose a response from a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). To discuss descriptive statistics the Likert scale was adjusted to a 3-point scale ranging from disagree (1) which clamped strongly disagree and disagree, to agree (3) clamping agree to strongly agree.

Table 20
Summary of Item Means and Standard Deviations for Female Teachers' Perceptions of Socio-cultural Factors

	Items for Social-cultural factors	Percent who responded			Mean	Standard Deviation
		Disagree (1)	Un- Decided (2)	Agree (3)		
1	Extended family responsibilities discourage me from pursuing leadership positions	67.5 (214)	6.6 (21)	25.9 (82)	1.58	.87
2	Family responsibilities for child care discourage me from pursuing leadership positions	66.2 (210)	4.4 (14)	29.0 (92)	1.63	.90
3	Spouses discourage female teachers to apply for school leadership positions	59.9 (190)	8.5 (27)	31.5 (100)	1.72	.91

4	I fear to be rejected by the society if I seek leadership positions.	83.6 (265)	7.6 (24)	8.8 (27)	1.25	.60
5	I fear to compete against my male colleagues when seeking for leadership.	86.1 (273)	3.2 (10)	10.7 (34)	1.25	.63
6	There is a belief that women must be better qualified than men for them to become leaders	69.9 (221)	7.9 (25)	22.2 (70)	1.52	.83
Average mean					1.49	

The socio-cultural scale comprised of six items and the scoring on the scale in the study resulted in an average mean of 1.49. On the three-point scale, 1 to 1.44 means that socio-cultural factors are not perceived as influencing leadership aspiration. A score between 1.45 and 2.44 indicates a neutral stand, while 2.45 to 3 indicates that the socio-cultural factors are perceived to influence leadership aspiration. The findings indicate that the female teachers took a neutral stand on how they perceived socio-cultural factors in influencing their aspirations.

The Item 4, “I fear to be rejected by the society if I seek leadership positions” and item 5 “I fear to compete against my male colleagues when seeking for leadership” on the socio cultural scale had the lowest mean of 1.25. Majority of the female teachers did not agree with this statement and did not see the men as a threat when seeking leadership. Basing on the means of these two items (both 1.25) female teachers did not perceive the society’s rejection and threat by male colleagues as a factor that would hinder their aspirations for leadership and access to it.

4.5.1.1 Societal acceptance of female leaders

A high percentage (83.6%) of female teachers does not fear to be rejected by society if they assume leadership roles. This is an indication that attitudes towards women in leadership have changed. Female teachers in this study have embraced the idea that

female teachers can lead irrespective of what the society dictates. The female teachers do not perceive the society as a form of threat when it comes to accessing leadership. This could also be an indication that the society is slowly accepting and acknowledging female leaders especially in primary schools. This could be a positive effect of the gender mainstreaming campaigns.

However, this is contrary to perceptions of the female participants in Ngan (2011) who believed that men are better leaders because of their innate traits such as assertiveness, emotional toughness and willingness to take risks, which were considered more appropriate for leadership in higher education. This contrast can be explained by the differences in the institutions that women serve in. Higher education institutions may be perceived to be a preserve of male leadership as compared to the primary school leadership due to the number of women serving in these institutions. The female leaders in higher education institutions are few in number thus leaving women to feel less able and consequently less self-confident to deal with the nature of tasks therein.

On the other hand, basic education institutions have relatively more women teachers, making the profession at this level feminized. In primary schools in Eldoret municipality, Kenya, stakeholders also rated female head teachers' performance as good and were capable of performing tasks just like men (Barmao & Mukwana, 2013). The relatively larger numbers of female teachers in schools seem to enable the female teachers in this study to perceive that leadership is a possibility for them and that it is acceptable. Other countries such as North America, Europe, and Australia have also shown consistently that women in the teaching force are a majority (Mwebi, 2008; Collard, 2003).

A study by Paustian-Underdahl, Walker and Woehr (2014), while drawing heavily from the Role Congruity Theory, found that female leaders were seen as more effective than male leaders in feminine organisations. More female staff, especially at the elementary levels, occupies educational institutions. This is evidenced by the increasing number of females enrolling in Primary Teacher Training Colleges compared to the males in both public and private institutions (M.O.E.S, 2014). It is noted that the perception of the congruity between the female gender role and leadership roles would be greater in contexts such as primary schools. This could be an explanation of why the female teachers in the study perceive leadership as acceptable to female teachers in primary schools.

However, from the interview findings, it was revealed that female teachers dominate schools in urban areas and those found within the tea estates yet access to leadership was reported minimal. In this scenario, there are high chances that tokenism influences the appointment of school leaders. School management boards and County education officials most probably tend to consider appointing the high status minority tokens within the schools for leadership. The high status minority tokens are the few male teachers among a staff populated by female teachers.

Studies such as Mwebi (2008) have cited community disapproval when a female teacher takes over leadership. In addition, Wangui (2012) cited cases reported in the dailies (The Standard 13th January 2011 and Daily Nation 8th January 2009) where parents in western Kenya protested against having a female teacher. Female teachers in this study were optimistic of the communities support if a female teacher became a school leader.

Interactions with friends, peers from the community, colleagues and family members have been noted from the interviews as giving rise to 'socialisation' influences. At the entry of leadership, the interviewees came across people who discouraged them from being leaders. Four of the female teachers interviewed were categorical about not having anyone discourage them upon taking up leadership responsibility. These four pointed out that everyone around them applauded them for taking up the positions. One of the interviewee said "Everyone congratulated me after I was given the position of a senior teacher especially my colleagues and they appreciated my acceptance". Another mentioned that her relatives were enthusiastic about her promotion; however her age mates from the village were a bit apprehensive about her taking up the promotion now that she was widowed and presumed to be overloaded with domestic responsibilities. An interviewee who is seasoned in school leadership was quick to mention that she did not receive any discouraging remarks at the onset of her appointment, but later on she mentioned that she faced a lot of objections from the committee members when the real work began.

The grounds for dissuasion against taking up leadership emanated from the prevailing culture and stereotypical beliefs, and the perception of the job. The interviewees mentioned their fellow colleagues who came out and disheartened the aspiring female teachers. A senior teacher in a school dominated by female teachers was queried by her colleagues on taking up a job that lacked sufficient allowances which was not commensurate to the responsibility. She said;

My colleagues kept asking me if there are allowances for being a senior teacher and how much I was earning for doing the extra responsibility. Others kept telling me 'how can you take up extra work and yet you are getting meager allowances which cannot even buy you

a kilo of sugar'. That really discouraged me but I have kept on working. (ST1)

A deputy Headteacher, on the other hand, mentioned an aunt who had seen a female school leader harassed by the community. She feared that her niece would face the same tribulations in her tenure as the deputy head teacher. Her aunt even told her that leadership was best left to men because they were aggressive enough to handle issues.

The deputy Headteacher who is a pastor was advised by her female friends against taking up the responsibility because they thought it would not augur well with her status in the church. She points out that school leaders had been talked ill of because of the perception that they misappropriate school funds. The village mates thought that being a school leader would be a source of temptation for the pastor. This indicates that the role of the head teacher is often perceived as one that predisposes the incumbents to corrupt activities. This may not become attractive for aspirants. In other cases predecessors played a role in dissuading the female leaders. A deputy Headteacher cited her immediate predecessor as her discourager. She said:

The former deputy head teacher whom I was to take over his position, kept telling me that the responsibility was too huge and I might not handle. He kept telling me that parents are very difficult to deal with and that I would be required to stay in school for long hours and yet I had small children. I just listened to him without commenting. (DHT5)

Female leaders who are in schools dominated by female teachers may not face stereotypical gender related attitudes towards school leadership but instead they face a lot of criticism from the female colleagues. In schools mostly found in the urban areas of the county and in the tea estates, the female teachers do not experience stereotypical beliefs about whether it is a woman or a man to be a leader. Their

concern is more of the hefty responsibilities associated with the job which is not comparable to the remuneration.

A female deputy Headteacher gave an account of her appointment into a problematic school where previous headteachers could hardly last a year. When she was appointed, the villagers knew that she was not going to last a term now that she was a woman. She was also prepared for departure from the school after one term. She said:

The school committee kept asking what will a “chepyoset”[woman] say or do. But I stood by the guidelines and I was firm. Note that the committee members are mostly composed of men.

The culture in the county still views leaders as men. Sometimes they find it very unusual to have a female leader. A senior teacher pointed out that one’s opinion may not be taken seriously during meetings because of one’s gender. This may discourage one from not only seeking leadership positions but also speaking out and contributing to decision making. In short, people around the female leader may influence their decision to aspire for leadership. It is noted that despite the daunting remarks made by the colleagues, peers from the village or predecessors the female teachers went ahead to take over the positions.

Before a female teacher ascends to leadership, her competence is first tried in other subordinate leadership roles and approved by a significant other who urges them to join leadership. In most cases, female teachers joining leadership are confident enough with leadership experience and with social support making her effective and efficient enough. In addition, Huston (2016) confirms that female leaders cannot risk making poor decisions or making poor judgement while at it because it would be costly for them compared to if a man made poor decisions. He attributes this claim to

the fact that leadership is perceived male and due to this, female leaders put in extra effort to ensure that she is efficient while avoiding risks. These previous studies found out that female leaders strive to be perfectionists at their work for fear of being judged harshly and may consequently earn high rating from their subordinates.

From the interview results, majority of the female leaders interviewed confirmed that the female teachers make good leaders. An interviewee revealed that the traditional culture that viewed women as subordinate beings unable to become leaders was no longer prevalent. She said;

The traditional culture is not as strong as before. People have become enlightened and women are easily viewed as leaders nowadays. What has even helped is the fact that the men who are religious easily accept women to join leadership and are slowly influencing the community.
(DHT1)

The issue of whether a leader is a man or woman is no longer the basis of contention as the female deputy Headteacher puts it. Another deputy Headteacher interviewee explained that nowadays the community looks at performance. If a woman is performing then she is easily accepted as a leader. However the gender may be scrutinized when a school headed by a female may not be performing. This is in agreement with Crawford (2001) who says that if there is no doubt about the management success and outstanding performance of a female leader then she may not be undervalued. Judgement of a female leader's performance will be made based on the available information but not using gender stereotypes. Crawford says, "it is as if women leaders are assumed incompetent until proven competent" (p. 5).

These interviewees insinuates that women are no longer viewed as 'token appointees' because their work is quite good comparable to that of men. Kiaye and Singh (2013)

while referring to April et al. (2007) explained that token appointments are the unintended consequences of employment equity legislation and affirmative action. When women are appointed to leadership, they are perceived to be products of affirmative action and that the women may be lacking requisite qualifications, skills, networks and experience. Consequently, “affirmative appointees” are consciously set up to fail, not because they are incompetent, but because they denied necessary institutional and team support. However, a female deputy Headteacher interviewee who had been in school leadership for fourteen years said that their previous work experiences and their effectiveness as school leaders have reversed these perceptions in their schools. According to the deputy Headteacher, schools in her sub county that are headed by women are performing very well.

Stereotypes seem to have shifted such that women are considered better leaders and are even rated to be similar to men unlike the previously identified stereotypes that have worked negatively against women. These perceptions should be translated affirmatively to increase the female leaders in schools.

4.5.1.2 Domestic responsibilities

A large portion of female teacher respondents disagreed with the statements that extended family responsibilities and childcare responsibilities discouraged one from aspiring for leadership. The female teachers who disagreed with these statements formed 67.5% and 66.2% of the sampled teachers, respectively.

This reaction of female teachers could be similar to the views of female leaders in Rarieya (2011) study on motherhood responsibilities. Rarieya pointed out that despite female leaders acknowledging the demands placed upon them as working mothers, some of them saw these demands as their personal problem that came with the

territory of being a woman employed outside the home. The women viewed it as part of the female leader and that it was a non-issue. Rarieya suggests that “it is probable that the women felt that in publicly acknowledging these tensions, they would be admitting their inability to cope with the demands of the position, thereby making them unsuitable for leadership”(p. 35). The female teachers in this study could have held comparable views and may have refused to disclose that their natural dispensation could cause a hindrance in occupying leadership positions.

Interview findings however revealed the strain that female leaders experience when handling childcare and domestic responsibilities while at the same time being leaders. Most of the women identified domestic responsibilities as a major hurdle to access leadership. These responsibilities included those of household chores, child rearing, and even small scale farming. All except two interviewees stated that most men delegate total family responsibilities to their spouse, while the two mentioned that they shared the responsibilities with their spouse. Two of the interviewees also mentioned that their spouses work in other stations away from the home and therefore ended up running the home single handedly most of the time. The prevailing culture in the county has gender typed roles in the home, leaving most family responsibilities to the wife. One interview participant said that:

Husbands do not participate in taking care of the children. Those who are employed come late to the homestead and when they come home they do not offer a helping hand. Women teachers have to rush home immediately after work to check whether activities at home are in order. (DHT1)

Most women reiterated that the family responsibilities sometimes do not complement the leadership responsibilities at the workplace. One Headteacher gave her experience

when she was newly promoted to deputize in a small school while she was a young mother:

Sometimes my children would become sick at night. So I would be forced to stay most of the time awake to attend to them. My husband on the other hand would demand my attention. By the time you are sleeping you are totally finished only to be woken by an alarm. You then arrive in school in the morning confused (DHT3)

This scenario spells out the many challenges that women face carrying out domestic chores while at the same time being leaders. The female teachers demonstrated that being a female school leader involved wearing two hats which weighed heavily on them and had consequences. The deputy Headteacher further said:

I have a son who was young when I was appointed to leadership. I stayed away from him because of the work, to the point that he did not know that I was his parent. I am trying now so much to go close to him to recover the lost time when it is too late. At 17 [years] he is so attached to me and he never wants to leave my side. I often think to myself that it could be because I never gave him time when he was small. It makes me guilty. (DHT3)

With these challenges, these women in leadership pointed out the importance of hiring domestic help to ease the workload at home. It is ironical though that as much as domestic help may be readily available, many of these school leaders cannot afford to pay for the labor due to low remuneration and allowances. One interviewee, explained:

I had to tolerate a house help so much and I sacrificed a lot to pay her so that I could sustain her to avoid changing all the time. When you keep changing house helps you are disadvantaged. We need to keep one who is reliable because of the heavy workload that keeps us in school. (DHT3)

Due to the workload associated with being a leader and a mother, hired domestic help would come in handy to ease the weight. Even though Barngetung (1999) confirms that, in Kenya this kind of labour is easily available at rates affordable by women, the women in the study categorically stated that their pay may not sustain the employment of a good house girl.

What came out strongly is their ability to cope with the demands and the urge to even aspire for higher positions. No participant reported dropping out from aspiring for leadership, in its place each female leader developed strategies that enabled them cope with the demands. These included hiring domestic help and enlisting the support of the spouse and extended family.

4.5.1.3 Spousal Support

A larger portion (60%) of teacher respondents disagreed with the statement that a spouse may discourage a female teacher from applying for school leadership positions. Spouses may not be seen as overtly coming out to stop a female teacher from applying for leadership as was suggested by this group of teachers. They may be non committal to the issue of their wife's ambition of which may be interpreted positively. The percentage of the respondents who agreed that spouses discourage female teachers from applying for leadership positions was 32.

Discouragement may be indirectly in the form of limited support when it comes to domestic chores or being rigid to move with the family when it comes to transfers. However, if a spouse happens to show interest and give moral support and encouragement, then it gives a boost to the female teacher's aspiration for leadership. All the female leaders interviewed and were married by the time of the interview mentioned that their husbands gave them immense support as they carried on with

their duties in school. Support came in, in terms of moral support, help with domestic chores and even the technical support. A senior teacher who was widowed confirmed her late husband's tremendous support with the domestic chores while away on duty.

She reminisced:

My husband was very supportive. Whenever I would reach the house late he would take up the domestic responsibility. In fact we would share the work on a fifty-fifty basis. He never had the attitude that the kitchen belonged to the woman. He would give me advice concerning issues I faced at work and even help me with speech writing. (ST3)

Another interviewee reported that her husband is her cheer leader despite his alcoholism and his minimum financial contribution towards running the home. She said:

My husband is proud of the fact that I am a senior teacher in school. In the bar he often shouts "don't you know my wife is a very senior person in the school and without her that school would fail". (ST2)

This shows that husband support and approval is so crucial to the women in leadership. It demonstrates the patriarchal nature of the community. The husband is a figure of authority who gives consent to their spouses' career decisions either directly or indirectly.

Contrary, Chisikwa's (2010) findings revealed that some female teachers opted out of leadership in mixed secondary schools due to family tensions brought about by negative spousal attitude. Similarly, some female teachers in Mwebi (2008) felt that their husbands were a hindrance to their aspiration for headship positions especially if the husbands were mere teachers without any positions of leadership.

An interviewee who is a senior teacher claimed that it was her husband's alcoholism that delayed her from taking up leadership responsibilities. She was forced to prioritize her family and home duties because her husband was irresponsible and she was the main bread winner. She therefore points out that alcohol should be stamped out of the community because it is an enemy and roadblock to development and opportunities, not only for the addict, but also for those around him or her.

A deputy Headteacher who was widowed pointed out that with the absence of her husband her extended family has supported her in terms of taking care of her children. Her mother in law offers to take care of her children while she is away on duty and her children are at home for one reason or another. This indicates that support of the relationships either from the husband or other relatives have enabled teachers to aspire for leadership. Having been assured of this support then one is likely to take up leadership roles in schools. One of the deputy headteachers for example said:

After appointment by the AEO I was still hesitant to take up the deputy headship. My husband encouraged me saying that there is a reason why I was chosen to that position. After assurance from my partner I took up the role. (DHT3)

Two of the interviewees cited cases that they knew of, where spouses refused their wives to become school leaders for fear of becoming susceptible to infidelity. One of the cases was that of a husband who was insecure because he was a high school drop-out who feared that his wife would mingle with senior people in society and then be disserved. When there are issues of insecurities on the part of the spouse, the female teachers are likely to be discouraged by their husbands to take up leadership roles.

What is evident is that the respondents did not conform to the gender stereotypes regarding leadership as was identified in other studies. Majority of the respondents

confirmed spousal support and social acceptance of female leaders in primary schools. Basing on the trend exhibited on these items more female teachers should be ready and willing to move upward within the hierarchies of school management. However as observed by Addi-Raccah (2006) gender-neutral stands exhibited by female teachers imply that they conform to the prevailing dominant culture and may not be courageous enough to express prejudice that they face as the affected lot.

There seems to be a variation between the survey findings and the interview findings when exploring the socio-cultural factors. While survey results depict non-influence of stereotypical beliefs about female leaders, some of the female leaders interviewed exposed that the traditional culture is at play when one aspires for leadership. A smaller percentage of the female teachers (less than 31.5%) were in agreement with the interview findings. Because of these inconsistencies further research need to be carried out using the sequential mixed method approach giving more weight to the qualitative data. Creswell (2009) describes the sequential exploratory strategy as involving a first phase of qualitative data collection and analysis, followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase. This approach will likely determine why surveys provide divergent views in relation to social-cultural influence and most probably assist in the revision of the existing survey instrument.

Majority of the studies such as Ngan (2011) and Al-Suwaihel (2009) among others utilised qualitative techniques pegging it on its appropriateness when showing different perspectives on how culture and leadership experiences interact. However, it is important to note that the two research approaches used in this study were sufficient enough to answer social phenomena such as leadership aspirations.

4.5.2 Female teachers' perceptions of institutional factors in influencing their leadership aspirations for leadership positions in public primary schools

Female teachers aspire for leadership due to the institutional culture that is influenced by societal gender stereotypes, negative attitudes towards female leaders, exclusion from male group, lack of role models, occupational segregation, and lack of support from superiors (Gaus, 2011). This study investigated the perception that female teachers have towards these institutional factors. The descriptive findings are described in the ensuing section.

Table 21 provides a summary of item means and standard deviations for items that comprise the institutional factor component. The items described the factors within the school that could influence leadership aspirations of teachers. The participants had to choose a response from a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). The highest mean for the subscales was 2.53 for the item "Men are promoted to leadership faster than women", while the lowest mean was 1.94 for the item "Female teachers have to be persuaded by other people to apply for a promotion post". To discuss descriptively the items, the Likert scale was adjusted to a 3-point scale ranging from disagree (1) which clamped strongly disagree and disagree, to agree (3) clamping agree to strongly agree.

Table 21**Summary of Item Means and Standard Deviations for Female Teachers' Perceptions of Institutional Factors items**

Items for Institutional Factors	Percent who responded			Mean	Standard Deviation
	Disagree (1)	Un-Decided (2)	Agree (3)		
1 Women receive fewer opportunities for professional development at work	30.7 (97)	5.4 (17)	63.9 202	2.3323	.91567
2 Institutions and education sector lack policies to support women career progression to leadership	35.6 (113)	9.5 (30)	54.9 174	2.1924	.93332
3 Promotions to school leadership is not based on performance	39 (122)	8.6 (27)	52.3 (164)	2.1342	.94795
4 Male hierarchies are more likely to promote/appoint men for leadership positions than women in schools	25.4 (80)	6.3 (20)	68.3 (215)	2.4286	.86904
5 Men are promoted to leadership faster than women	20.6 (65)	5.4 (17)	74.0 (233)	2.5333	.81467
6 Inhospitable organizational culture act as a barrier to women career progression	27.8 (88)	11.0 (35)	61.2 (194)	2.3344	.88331
7 Lack of women in school leadership/ management hinder women career progress	33.4 (106)	7.3 23	59.3 (188)	2.2587	.92912
8 Lack of understanding among school management committee and leadership of the value of gender diversity at senior levels impede women career progress	20.5 (65)	9.1 (29)	70.3 (223)	2.4984	.81375
9 Being transferred to other institutions upon promotion discourage most women from applying for school leadership	33.1 (105)	5.0 (16)	61.8 (196)	2.2871	.93266
10 Female teachers have to be persuaded by other people to apply for a promotion post	48.9 (154)	8.3 (26)	42.9 (135)	1.94	.95746
Average mean				2.293	

As shown in Table 21, the institutional factors scale comprised of 10 items and the average mean score of all items was 2.293. On a three-point scale, 1 to 1.66 means that institutional factors are not perceived to influence leadership aspiration. A score between 1.67 and 2.33 indicates a neutral stand, while 2.34 to 3 indicates that the institutional factors are perceived to influence their leadership aspirations. The findings indicate that the female teachers took a neutral stand on how they perceived institutional factors in influencing their aspirations. However, item 5 (Men are promoted to leadership faster than women) had a very high mean of 2.533 with 74% of the female teachers agreeing to the statement.

4.5.2.1 Opportunities for professional development

A high percentage (64%) of the participants agreed that women receive fewer opportunities for professional development at work. Training and development opportunities seem unavailable to female teachers. The professional development programs not only enables the female teachers to progress career wise but also brings them out of their gender stereotyped cocoon cultures. It is during these trainings that female teachers interact with role models and mentors.

The lack of these opportunities may explain the inability of female teachers to transform their aspirations into leadership access. Similarly, Okafor, Fagbemi and Hassan (2011) revealed that fewer developmental opportunities were made available to women managers in Lagos and therefore could not access higher leadership positions. This is an indication that irrespective of whether the institutions are educational or not, women experience few opportunities for training and professional development.

Interview findings revealed that female leaders were appointed to leadership without being trained for school management. 18% (2) of the interviewees reported attending an in-service management course that was offered by KEMI after they were appointed, while the rest are yet to attend these courses. However most of the interviewees were studying or planning to enroll in a course that would enhance their chances of becoming school leaders. They were pursuing general diploma and degree courses that are self sponsored. Specialized courses in school management and leadership would be beneficial to female teachers as they aspire to higher positions of leadership. KEMI training programmes for the head teachers has been found to positively influence competence in management (Syombua, 2015). Other than KEMI, a specialized course in Educational administration is offered at the graduate level. This shows that women are not deliberately prepared to join leadership by giving them the opportunity and even sponsoring them for leadership courses.

4.5.2.2 Transfers

A bigger proportion of female teachers (62%) agree that transfers to other stations upon promotion did hinder them from progressing to leadership. This could be because of the duties that women have by being wives and mothers. Most of the female teachers in the study were married and 96% had at least one child. If these teachers are to factor in the family responsibilities, then they would be reluctant to get promoted in other institutions. The promoted teachers would have to relocate to other regions in the county far from their homes.

Another factor that may discourage movement from one school to another is the remoteness of the new station. The schools in which female teachers are appointed to are sometimes found in the interior regions of the county which may have insufficient

infrastructure such as schools for their children (middle class parents prefer to take their children to privately owned schools), hospitals and roads. Teachers may opt out of such appointments weighing the benefit of remaining a classroom teacher and enjoying the developed infrastructure *vis a vis* accepting a promotion and being transferred to a remote area where facilities might be limited

In this case the social norms and cultural stereotypes such as roles of women in being custodians of the home has provided female teachers a basis to decide whether leadership roles are suitable for them and whether they should take them up. These decisions are determined by the way that institutional structures often influenced by the societal culture work to keep female teachers from advancing in the school's leadership hierarchy.

4.5.2.3 Promotion procedures

A high percentage (74%) of the participants agreed that male teachers are promoted faster than the female teachers are. The respondents in the study therefore recognised that the male teachers moved up the ladder to join leadership faster than them. Similarly, in a study by Griffith (1992) women who were enrolled in an administrative program perceived that male teachers were preferred for leadership positions. This indicates that female teachers sense some of favouritism when it comes to promoting male teachers.

According to interaction centred theory identified by Kiaye and Singh (2013), men give clear indications to promotional gatekeepers about their career ambitions, career successes and their readiness for the next step making their movement higher up the hierarchy even faster. The observation that female teachers drag in getting to higher positions may be because they do not have network that will spring board them to

leadership paths. It is through these networks that the female teachers declare their aspirations for leadership to gatekeepers who may influence their promotion. Men already have well established network of which women experience some difficulties to fit because of their meeting times, activities and places (Mwebi, 2008; Ballenger & Stephen, 2010).

The male hierarchy in the schools' organisational structure are likely to appoint the male teachers more than the female teachers. Majority (68%) of the female teachers agreed with this statement. Men tend to nurture, inspire and appoint similar others to the schools leadership thus propagating their dominance in school leadership. Closely related to this finding, Addi-Racah (2006) revealed that men in two of the educational systems under his study, tended to promote other men to vice principal position while excluding women from administrative positions. This becomes a strategy to prepare the next principals who will replicate the process of preparing the next generation of male school principals. Addi-Racah suggested that the socio cultural context of the educational system seemed to have less impact on the way men behaved toward other men such that even in situations where majority of the staff were women, the men were still likely to appoint a fellow man.

Factors within the school have been pointed out as inhibiting the leadership aspiration of the female leaders. Although equality policies that legitimize female leadership are clearly endorsed in schools, there are practices that are promoted unconsciously that enhance the female teachers' low leadership aspiration. Another observation made by the interviewed female leaders is that appointments of senior teachers in schools are not clearly defined in the policy. Different schools have different ways of identifying and appointing the senior teachers. Some appointments are done ad hoc. In this way

many women may be locked out when it comes to being appointed. It will give room for favoritism and biasness when identifying the best candidates. One interviewee pointed out that school appointments are marred by corrupt activities involving bribery thus making women to shy off from aspiring to lead. Female teachers get discouraged because they know that someone else may be given the opportunity not on merit.

The system is also full of corrupt dealings. A senior teacher categorically said that women do not condone bribery. Education officials are known to ask for bribes so that they can give favors from the Ministry office. Women are either honest beings or may not be courageous enough to offer bribes. One interviewee, explained:

Being in administration forces you to be corrupt. The head teachers have to bribe the education officials at the county head quarters so that they can get favors or get things moving. For instance if they want a teacher transferred they will liaise with the education officials to do so and make a small payment. I would never want to be part of such deals. It can bring curses upon my children. (ST4)

These women express their disappointments with the systems. They point out that as much as policies have clearly been developed to guide management, people have to canvass for things to be done which draws a lot of bribery. Similarly in Gaus (2011), elementary teacher respondents revealed the existing and prolonged practice of collusion and nepotism in the selection process of school leaders. In Gaus's study, the participants do not get to become leaders because of the corrupt recruitment process, while in the present study; the participants do not want to be leaders because they feel they will be part of the corrupt system. All in all corruption stands out as an obstacle for the female teachers.

There are also reports of school management committees getting involved in the misuse of school resources. A senior teacher revealed that primary schools often receive funds for development from the Constituency Development Fund, Kenya Education Sector Support Program (KESSP) funds among others bodies which if not carefully monitored the finances can be misused. She gave her experience:

When I was a headteacher in one of the primary schools, I was able to apply for the KESSP fund and we were lucky to get it. When the money came everyone became an interested party including the area Member of Parliament who wanted to endorse projects that were not in the initial plan. I realised that people wanted to use the public resources for their own use. I put down my foot but that was where my problems began. Niliingililiwa sana [I faced a lot of opposition]. I had to resign after sometime. (ST5)

The management of schools' resources if not checked could be embezzled especially if there is no forum where finances are accounted for. The senior teacher at that time was heading a rural school where parents are illiterate and may not be able to question the use of the finances. She claimed that whenever she tried to question any use of funds, she was referred to as an obstacle deterring any form of development. Eventually she was isolated and was unable to work. She added that women are honest and do not conform to a corrupt culture. This study indicates that the majority of those in leadership are men and are likely to appoint their fellow men into leadership even in cases where we have more female teachers in school.

4.5.2.4 Role models

More female teachers (59.3%) agreed that the lack of women in school management hinder women career progress. Findings from the survey revealed that very few (5%) respondents held top most leadership positions. A female role model in a school has

significant positive influences on career aspirations among women (Onyango, Simatwa & Ondigi, 2011). When female leaders succeed in their roles, they can serve as a proof for female teachers that they are capable of becoming leaders. On the contrary, Hoyt (2011) revealed that if the role model is “high level” then she is labelled as exceptions to the norm, causing negative effects, in terms of self-perceptions and, in turn, leadership aspiration.

If female leaders in schools are few, the chances of being branded outstanding and behaving out of the norm may give the female teacher that false impression that leadership is unattainable. However Hoyt suggests that “role models at any level can be inspiring to the extent that individuals identify with them, deem their success as attainable, and they successfully disconfirm, at an explicit level, gender-stereotypical belief” (p. 33). Hence, other women tend to aspire for high achievements in order to emulate the successful female role models. 33.4% of the respondents did not agree that the absence of female leaders would hinder the career progression of the female teachers. Interview findings pointed out that despite not having inspiring female role models in schools, female leaders interviewees still managed to progress to leadership.

This is an indication that there are few female leaders in schools that can inspire female teachers. These female leaders sometimes are deemed extraordinary such that their achievements seem unattainable. In addition, these female teachers who rise to positions of leadership tend to conform to and support the existing dominant norms and may not be ambitious enough to break the prevailing traditional gender stereotypical belief regarding leadership (Addi-Racah, 2006). In any case, for these female leaders to be appointed into leadership they might have conformed to the

prevailing patriarchal culture. It is no wonder that the female teachers are left without effective role models.

Efficacy beliefs are raised when observing other people successfully perform a task. This brings out the importance of role models as explained by Hoyt and Simon (2011). Their study suggests that role models at any level can be inspiring as long as individuals can relate to them and can undo gender-stereotypical beliefs. Majority of the female teachers instead identified the male administrators as their mentors and role models. This is not to suggest that female leaders were not worthy of being looked up to but it is because of their inability to undo the prevailing culture. Most probably the few female leaders conform to the gender discriminative culture and forget to nurture their fellow female colleagues. It is importance to take up affirmative action that will build a more robust pipeline of upwardly mobile female teachers who will take up leadership positions in order to inspire and successfully lead other female teachers to leadership.

4.5.2.5 Support from School Administrators

Slightly more female teachers 48.9% (154) compared to 42.9% (135) disagreed with the statement that female teachers have to be persuaded by others to apply for leadership positions. However, interview findings revealed that most female leaders were convinced by to apply for the positions that they held. Although more female teachers agreed that promotion was not based on performance, a good number (39%) did not agree with the statement. This implies that when appointing school leaders, other factors may be considered other than merit. There is likelihood that the respondents perceive the gender of the aspiring teacher as a factor to be considered during appointment since there are few women appointed anyway. All in all, there is

an indication that institutional factors are perceived to negatively influence leadership aspiration. Structures within institutions encourage gender discrimination and therefore lowering the leadership aspiration.

4.5.2.6 Inhospitable organizational culture

The culture within an institution may discourage female teachers from aspiring for leadership positions. The findings revealed that more female teachers (61.2%) agreed that the culture within the schools is insupportable of their progression into leadership. The women who disagreed with this statement were 27.8%. Specifically, interview findings revealed that women have identified their colleagues and especially women as their main critics. This confirms the saying that “women are their own enemies”. The interviewees reveal that women leaders are criticized a lot when in leadership by both men and women.

A deputy Headteacher pointed out that when she was appointed she faced a lot of resistance from her colleagues. Many of them found it difficult to recognize that she was now an authority and no longer a peer. She turned a deaf ear to their criticism and continued doing her duties as per the guidelines. She claimed to have been straightforward when she was a teacher by doing what was required of her. Her critics could not find any basis of the disapproval. She argues that sometimes it is good to be promoted and taken to a new station rather than staying in the same school. She concludes that familiarity breeds contempt. Criticism as a factor that discourages female managers was also identified by Osumba (2011) who explained that women tended to avoid where they risk facing criticism and receiving negative feedbacks. Osumbah also revealed that women in management tended to be more concerned about how they are perceived by others.

Another deputy Headteacher also mentioned about the undoing of critics when in leadership:

When you are a leader you face a lot of criticisms from colleagues and the community. For any decision that I make someone is ready to make a bad comment. Men are usually not affected by gossip like women. In fact you have to be really tough so that gossip and criticism does not put you down as a woman leader.

In comparison to the men, women revealed that their colleagues were harder on them when they make decisions and deliberations. This finding agrees with Huston (2016) that highlights research in business enterprises and suggests that people judge female leaders decisions more harshly especially if the decisions are bad. According to Huston, leadership is perceived a male domain and people find it easier to accept a bad decision when made by a leader in a gender appropriate role. Female leaders' role conflicts with their gender role and therefore the decisions that they make may be taken with a lot of apprehension and thus the criticisms. Female leaders are therefore very cautious when making decisions and sometimes they may not risk making any. This scenario may render the female teacher incompetent and may discourage other aspiring female leaders.

The institutions seem to mirror society's ideas about who is suited for leadership and who should be developed and trained for these positions. Although recruitment and promotion decisions in educational organizations are supposed to be based on policy and set criteria, informal and social expectation are expressed about persons best suited for particular positions. The gender, faith and even age of the candidate is considered. The findings express a scenario where women perceive the management procedures as favouring the men. Those in top positions, majority being men, have played a role in maintaining the patriarchal culture in promotion, training and

development and other personnel practices that advantage men while excluding the female teachers.

4.5.3 Female teachers' self efficacy in influencing their leadership aspirations for leadership positions in public primary schools

This study investigated the female teachers' self-efficacy in influencing their leadership aspirations for primary school leadership positions. Descriptive findings are analysed and presented.

Table 22 includes a summary of item means and standard deviations for items representing the self-efficacy component of the female teachers. Item statements are also included in Table 22. The participants had to choose a response from a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). Again, to discuss descriptive statistics the Likert scale was adjusted to a 3-point scale ranging from disagree (1) which clamped strongly disagree and disagree, to, agree (3) clamping agree and strongly agree. Hence, from this scale, the highest mean for the subscales was 2.75 for the item "If appointed to leadership I can always manage to solve difficult problems"

Table 22**Summary of Item Means and Standard Deviations for Female Teachers' Self-efficacy Sub-scale**

Items for Self-efficacy	Percent who responded			Mean	Standard Deviation
	Disagree (1)	Un- Decided (2)	Agree (3)		
1 I can cope with stressful situations associated with school leadership as effectively as men can.	38 (12.0)	25 (7.9)	254 (80.1)	2.68	.67697
2 If appointed to leadership I can always manage to solve difficult problems.	21 (6.6)	38 (12.0)	258 (81.4)	2.75	.56761
3 I am confident enough to deal efficiently with unexpected events that come with school administration,	24 (7.6)	37 (11.7)	256 (80.8)	2.73	.59056
Average mean				2.72	

From Table 22, the average mean for the scale items was 2.72. On the three-point scale, 1 to 1.66 means a low self-efficacy. A score between 1.67 and 2.33 indicates a moderate self-efficacy, while 2.34 to 3 indicates a high self-efficacy. The findings indicate that the female teachers had a high leadership self-efficacy.

Based on the findings, majority of the female leaders (over 80%) were confident enough to hold leadership positions, trusted their abilities to solve problems when in leadership and responded that they can cope with stressful situations associated with school leadership. This finding is similar to that of Uwezeyimana, Modiba and Mathevula, (2014), in which majority of the respondents agreed that female teachers have what it takes to lead schools. In particular, female respondents stated that they were aware of their abilities to manage which were God given. Basing on this claim,

the women in Uwezeyimana, Modiba and Mathevula study believed that their abilities were absolute and that they only needed to be more assertive.

These findings are contrary to those of other studies such as Brown and Ralph, (1996) which indicated that Ugandan women have low self-esteem and low confidence in their abilities outside the domestic role because of their socialisation. Research conducted in Turkey also showed that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience (Turan & Ebiclioglu, 2002 in Oplatka, 2006).

The female teachers in the study have confidence in their abilities to become leaders in primary schools. It is noted however that despite the impression of confidence exuded by the female teachers in the study very few are holding leadership positions. This is an indication that female teachers in this study have a high self-perception; however, it does not propel them into school leadership. This suggests that self-efficacy works together with other factors to encourage female teachers to ascend to leadership.

4.6 The Relationship between the Female Teachers' Perceptions of Socio-cultural Factors and Leadership Aspiration

To investigate the third research objective which was, "To establish the relationship between female teachers' perceptions of socio-cultural factors and their aspirations for leadership in public primary schools in Kericho County" a correlation analysis was done to determine the relationship between the female teachers' perceptions of socio-cultural factors and their leadership aspirations. The null hypothesis is stated as follows:

Hypothesis 1: There is no statistically significant relationship between female teachers' perception of socio-cultural factors and their aspiration for public primary school leadership positions.

Correlation analysis was performed to explore the relationship between female teachers' perception of socio-cultural factors and their aspiration for public primary school leadership positions. The aspirations of female teachers for public primary school leadership were measured using the leadership Aspiration Scale adopted from Gregor and O'brien (2015). The frequencies, means and standard deviations of the leadership aspiration scale are indicated in Table 12. The bivariate correlation coefficient was computed for female teacher's perception of socio-cultural factors and their leadership aspiration. The results are indicated in Table 23.

Table 23
Relationship between Female Teachers' Perceptions of Socio-cultural Factors and Leadership Aspirations

		Leadership Aspirations
Female Teachers' perceptions of Socio-cultural factors	Pearson correlation	- 0.095
	Sig (2-tailed)	0.091
	N	315

* Correlation is significant at 0.05 level

From Table 23, it can be observed that the relationship between female teachers' perceptions of Socio-cultural factors' and their leadership aspirations was weak, negative and insignificant, $r(315) = -.095$, $p > 0.05$. This implies that socio-cultural factors do not have an impact on female teachers' aspiration for leadership positions. We therefore fail to reject the null hypothesis and conclude that there is no significant relationship between the female teachers' perception of socio cultural factors and their leadership aspiration.

The finding is not consistent with the literature. Based on studies such as Chisikwa (2010) and Ngan (2011), it would seem logical that traditional stereotypes would correlate and influence the female teachers' choice to aspire for leadership. Socio-cultural factors encompass the society's expectation of gender roles. When there is a clash between the way people perceive the characteristics of women and the requirements of leader roles, then prejudice against the female leader or aspirant develops (Eagly & Karau, 2002). Therefore, in spite of how the female teacher would view themselves as capable of leadership the wider society may have a low evaluation as an actual or potential occupant of the leadership role (Saeeda, nd). In addition, the prevailing culture expects a woman's domestic responsibilities to override other work responsibility including leadership roles either in the home or outside the home

The finding however, tallies with Ming, Ahmad and Ismail (2007) study that found that there was a non-significant relationship between work-family conflict and career aspiration. Ming, Ahmad and Ismail *ibid* attributed the findings to the fact that that middle managerial women could afford child care service and "after school service" provided by day care centres or even households in these localities. In addition, these services were available and reliable in the two localities in central Peninsular Malaysia.

The finding also implies that the female teachers' perception of the spouses' influence did not correlate with the leadership aspiration of female teachers. This was incongruent with the findings of Chisikwa (2010) study which found out that spouse attitude had influenced gender imbalance in appointment of head teachers in mixed secondary schools in Vihiga district. Female teachers in Chisikwa's study opted not to seek for leadership roles in schools for fear of family tensions. For this study, a

spouse's position regarding the wife's aspiration for leadership was inconsequential according to the female teachers.

The findings in the present study revealed that female teachers view themselves as capable for leadership just as men. This shows that they do not subscribe to the traditional stereotypical beliefs of viewing leadership as male domain. This finding agrees with Berkery, Morley, and Tiernan, (2013) study that determined whether gender moderated the relationship between gender role stereotypes and necessary managerial characteristics. Their finding was that the gender of the respondent did have an impact on the relationship between gender role stereotypes and requisite management positions, with male gender stereotyping the managerial role in favour of men while the females, in contrast, did not gender type the managerial role. They saw leadership to be androgynous. Androgynous leadership combines both masculine and feminine leadership styles and does not associate the characteristics of leadership to either gender.

Female teachers in the study viewed themselves and other female teachers as possessing characteristics necessary for leadership success; however, it should be noted that the study did not compare the perceptions of the male teachers and leaders and the way they evaluate leadership success. Despite the changing description of leadership by the female teachers, this factor did not correlate with leadership aspiration. According to the findings in this study, stereotypical beliefs seem to be changing to favour women and leadership; however, this perception did not relate with the female leadership aspiration and most probably, they did not influence the leadership aspiration of these female teachers.

It is noted therefore that the female teachers are conscious of their capabilities as leaders and their improved status in the society. However, despite being cognisant of this, it does not account for the female teachers' aspiration for leadership. Judging from this, other factors other than perception of socio cultural factors that correlate with leadership aspiration may influence one's decision for leadership. Women are breaking away from the held stereotypical beliefs about who should be a leader; however, this is only one aspect in increasing women in leadership, a lot more needs to be done to make an impact in the female teachers' leadership aspiration.

One other hypothesis for this finding could be that female teachers follow a different path when accessing leadership. They relate more to Mertz and McNeely's (1990) group of teachers named "Work hard, be loyal and you will be rewarded". This set of female teachers refrained from active female advocacy, discounted the presence of sex discrimination, and did not initially seek administrative careers. The second group of female teachers of which very few female teachers in the study seem to belong to are referred to as "Work hard, work smart and make it happen". This second category tended to vigorously advocate for other females, they recognize gender discrimination, and initially aspire to careers in educational administration. Women who actively aspire for administrative positions criticized the perceived lack of mutual female support.

To establish that most of the female teachers in the study are inclined to "Work hard, be loyal and you will be rewarded" category, majority of the interviewees (70%) in the present study, had other people suggest to them to take up leadership roles in the school. In most cases these women identified their respective head teachers at that

time as the ones who played this important role. For example, a deputy Headteacher explained:

There was an advertisement from the DEO's office for the post of the deputy head teachers. The head teacher requested me to apply but I was reluctant because there were senior members of staff who I thought deserved the position. During a staff meeting I was proposed to again to apply for the position. The others refused to apply and pleaded with me to make the application. (DHT2)

Another deputy Headteacher revealed that it was by chance that she got into leadership. She stumbled into the position after the head teacher was transferred. She felt that the education officials could not get people to replace the head teacher and so they landed on her. After a lengthy discussion with the AEO, she decided to take over the responsibility of a deputy head teacher despite not being prepared. Some parents came in to encourage her into taking up leadership.

One other characteristic of the first group of female administrators as identified by Mertz and McNeely's study is that they defined themselves by their position and not by their gender. Gender to them was not an important factor to consider and viewed themselves as similar to the men. This explains this study's finding that reveal female teachers' perception of the absence of gender stereotypes in the choice of leaders. This school of thought advocates for hard work, dedication and loyalty to the system in order to be made visible from which one will be rewarded by being given a position. In the present study, the female teachers were nudged to apply or contest for these positions, however, these female teachers portrayed potentiality for leadership abilities since they were involved in other school responsibilities. They all believed that their promotion was out of merit because of the hard work that they were already exhibiting at the work place.

All the interviewees were involved in other informal leadership responsibilities in and out of school before being appointed. Some of the activities that the interviewees were involved in included, the library, games, scouting activities, guidance and counseling, music and drama. Four interviewees (36%) mentioned that they were class teachers and taught core subjects in upper primary where they were able to demonstrate their leadership qualities. It is noted that majority of the female teachers prefer to teach at the lower levels in the primary schools where it seems more appropriate for the female teacher. The upper primary classes and teaching subjects were reported by the interviewees as a preserve of the male teachers in most schools. The female leaders also reported that outside the school they were involved in the leadership of community activities and projects. For example one of the deputy headteachers was a pastor at her local church. The female leaders proved capable of leadership thus earning themselves some goodwill from those who suggested to them and those who appointed them. Although majority were involved in other leadership activities before their appointment, they initially had no intention of rising up the rungs.

Since majority of the female teacher in the study fall in the first category they tended not to actively aspire for leadership positions. Actively aspiring for leadership involves, applying for positions, attending training pertaining to leadership, networking with the gatekeepers, occupying line positions and planning careers. By actively undertaking these activities to access leadership implied that the female teachers were competing with the dominant group. Chances of accessing leadership if one took this route would lead to negative results. It seemed prudent for these women to be asked to apply and as Mertz and McNeely put it “they waited for positions to come to them to be an obvious choice, before applying” (Pg 9). According to Acker

(1999) cited in Addi-Racah (2006), these gender neutral practices and strategies (and attitudes) perpetuate the image of an organisation managed by male cultures and as such worked to the disadvantage of the female teachers. The addition of rural versus urban and tea estate set up was not initially a contextual factor in the study, but the varied experiences from the interviewed teachers from the different location of the schools justified the need for investigating this factor.

Kericho County is partly covered by the tea estates owned by multinational and local farmers. The multinational companies have played a big role in the provision of education either by providing facilities such as buildings or awarding scholarships. The schools sponsored by these multi-national tea companies admit pupils from the county, however due to their location the main beneficiaries are children of the tea farm employees. The presence of the tea estates have silently placed schools found within it into a category of its own with its own prospects and challenges. This is because of the different setting and culture that the tea estates provide. In addition, the population within the tea estates is cosmopolitan composed of the Kipsigis, and different neighbouring communities such as the Luo, Kisii, Luhya among others. When a deputy Headteacher compared heading a school in the tea estate to a rural school she said:

I feel more safe here [tea estate school] because parents are cooperative. In the rural school parents would question my decision and really scrutinize to see my next move. In the rural school you would hear the men say 'kale ne chepyoset, tomo konaech'[what is the woman saying, she still doesn't know who we are"] (DHT3)

She further revealed that female teachers populate the schools within the tea estates. One member justified this tendency to the well-established infrastructure within the

tea estates. For example, there is good housing, which is provided at much subsidised rates or in some cases free. Water and electricity are also provided for. The standard of living is relatively comfortable. This kind of life attracts more women.

Male teachers, on the other hand, would prefer being posted to teach near their homes where after school hours they would have an opportunity to work in their farms and take care of their livestock. Men believe that they are obligated to take care of their aging parents in the rural areas thus the need to teach in schools nearer home. This brings to light the land ownership system in Kenya where men own or inherit the land. The land ownership system has for a long time not favoured the unmarried females. Teaching in the tea estate schools provide some form of comfort for this group of mature female teachers.

One interviewee added on that the tea estates schools are a form of refuge to some women staff members who have domestic issues back at home. She said:

Most women with domestic issues in the rural areas prefer to settle in the tea estates and because people who work and live in these estates are from diverse communities and cultures they may not be in a position to dig the past of an individual teacher and judge these women basing on the underlying social issues. (DHT4)

The tea estates offer some form of security. It is secure from all kinds of vices due to checks put in place to ensure social tolerance. Despite all the uniqueness that the tea estates provide, female teachers do not compete for leadership positions in these schools. Majority of the school administrators are the few men found teaching in these schools.

It would seem obvious for the female leaders to emerge from schools that are majorly populated by the female teachers. However as noted from the interviews, the female teachers still do not aspire to lead. This has created a scenario of tokenism having the male teachers as the minority group. The minority group experiences higher visibility, exaggeration of differences from majority group members, exclusion from informal workplace interactions, and assimilation (Paustian-Underdahl, Walker & Woehr, 2014). The men are labelled high status tokens who are seen as more effective than women, due to the increased perceptions of their masculinity, competence, and leadership abilities. In such schools, female teachers would reserve leadership roles to the high status token.

In summary, female teachers' perception of socio-cultural, factors do not relate with their leadership aspiration and therefore socio-cultural factors cannot be used to explain female teachers' leadership aspiration. This finding is not consistent with the Theory of Planned Behaviour that asserts that the perceived social pressure from important referents to perform or not to perform the behaviour determines intention to engage in a particular behaviour. This means that the way female teachers perceive the societal acceptance; spouse support and gender role stereotypes do not influence their leadership aspiration for primary school leadership positions.

4.7 The Relationship between the Female Teachers' Perceptions of Institutional Factors and Leadership Aspiration

To investigate the fourth research objective which was, "To establish the relationship between female teachers' perceptions of institutional factors and their aspirations for leadership in public primary schools in Kericho County" a correlation analysis was done to determine the relationship between the female teachers' perceptions of

institutional factors and their leadership aspirations. The null hypothesis is stated as follows:

Hypothesis 2: There is no statistically significant relationship between female teachers’ perception of institutional factors and their aspiration for public primary school leadership positions.

The relationship between the female teachers’ perception of institutional factors and their aspiration for leadership in primary schools was analysed using the correlation analysis. The aspirations of female teachers for public primary school leadership were measured using the leadership Aspiration Scale adopted from Gregor and O’Brien (2015). The frequencies, means and standard deviations of the leadership aspiration scale are indicated in Table 12. The perceptions of institutional factors are measured using the perceptions of institutional factors scale that is displayed in Table 21. The results of the analysis are shown in Table 24.

Table 24
Relationship between Female Teachers’ Perceptions of Institutional Factors and their Leadership Aspirations

		Leadership Aspirations
	Pearson correlation	- 0.123*
Female Teachers’ perceptions of Institutional factors	Sig (2-tailed)	0.015
	N	311

* Correlation is significant at 0.05 level

From Table 24, it can be observed that the relationship between female teachers’ perceptions of institutional factors’ and their leadership aspirations was weak, negative and significant, $r(311) = -.12, p < 0.05$. Perceptions of institutional factors negatively relates with the school leadership aspiration. We therefore reject the null

hypothesis and conclude that there is a negative significant relationship between the female teachers' perception of institutional factors and their leadership aspiration.

This indicates that the perceptions of institutional factors negatively impacts female teachers' leadership aspirations. The more the female teachers perceive institutional factors as influences of leadership access, the more their leadership aspiration lessens. To estimate the influence of female teachers' perceptions of institutional factors on their leadership aspiration a regression analysis was computed and the results were as shown in Table 25.

Table 25
Regression Analysis of the Relationship between Female Teachers' Perceptions of Institutional factors and their Leadership Aspiration

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.123 ^a	0.015	0.012	5.711

a. Predictors: (Constant), Institutional Factors

Table 25 shows that female teachers' perceptions of institutional factors are a significant predictor of their leadership aspirations. From this table, it can be observed that female teachers' perceptions of institutional factors accounted for 1.2% of their leadership aspirations. This means that 88.8% of the leadership aspiration could be explained by other factors.

The study further sought to test the significance of the relationship between the female teachers' perceptions of institutional factors and their leadership aspirations by predicting the power of the model with that of an intercept only model. ANOVA test was computed and the results are as shown in Table 26

Table 26**ANOVA Test for the relationship between Female Teachers' Perceptions of Institutional Factors and their Leadership Aspiration**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	154.468	1	154.468	4.736	.030 ^a
Residual	10079.282	309	32.619		
Total	10233.749	310			

a. Predictors: (Constant), perceptions of Institutional Factors

b. Dependent Variable: Leadership Aspiration

The results from Table 26 shows that female teachers' perceptions of institutional factors are a significant predictor of leadership aspirations ($p = 0.030$). They can be relied on to explain the leadership aspirations of female teachers. To establish the actual influence, a linear regression was computed and results were shown in Table 27.

Table 27**Simple Regression Analysis of Influence of Female Teachers' Perceptions of Institutional Factors on Leadership Aspirations**

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	25.542	1.434		17.811	.000
Institutional Factors	-.090	.041	-.123	-2.176	.030

a. Dependent Variable: Leadership Aspiration

From the Table 27, it can be observed that one unit increase in perceptions of institutional factors would lead to a decrease of 0.090 units of female teachers' leadership aspirations as signified by the negative coefficient (-0.090). From the linear

regression analysis, the beta values were obtained and used to explain the following equation:

$$Y = 25.545 - 0.090 \beta, \text{ where;}$$

$$\text{Leadership aspiration} = 25.545 - 0.090 \text{ perceived influence of institutional factors}$$

This finding agrees with the Career Mobility Model that posits that organisational factors influence an individual's action to move into educational administration. In addition, perceived institutional factors such as school conditions, especially remoteness of the school locality (Chisikwa, 2010), transfers upon promotion (Onyango, Simatwa & Ondigi, 2011), school culture on who becomes a leader (Ngan, 2011), interview process marred by gender stereotyping (Tallerico, 2000), the principal's support (Nandwah, 2011) have been found out as influencing female teachers' leadership aspiration.

Studies have cited challenges that come when family members are separated when a female worker is promoted (Scarlet, 2010; Kiaye & Singh, 2013). Transfers destabilize the family unit and as most studies put it movement of the wife has a bigger impact on the unit. Most female teachers are not willing to take up leadership responsibilities because of movement from their families. Female teachers prefer staying in stations that are closer to their homes and families. It is noted that they would rather move to their spouse's station if their spouses are transferred than if they are transferred themselves. A senior teacher interviewee says, "It is going against the culture for a man to follow his wife to where she is transferred to". This brings up the role of the traditional culture where it seems wrong for a man to relocate basing on his wife's relocation. It is like submitting to the whims of a woman, which according to the African culture is very unmanly. Female teachers are therefore forced to stay in

schools near their homes year in year out as they maintain their classroom teaching positions.

Similar views were held by Scarlet (2010) whose findings revealed that women taking up superintendent positions identified the inability to relocate as a major barrier to taking up leadership positions. Where men relocated, women were often left behind to handle the household affairs unlike when the woman relocated, the family usually went with her pausing quite a challenge or came in with dire consequences such as marriage breakup (Scarlet, 2010).

Another factor that may discourage movement from one school to another is the remoteness of the new station. The schools in which female teachers are appointed to are sometimes found in the rural regions of the county which may have insufficient infrastructure such as good schools for their children (middle-class parents prefer to take their children to privately owned schools), hospitals and roads. Teachers may opt out of such appointments weighing the benefit of remaining a class room teacher and enjoying the developed infrastructure *vis a vis* accepting a promotion and being transferred to a remote area where facilities might be limited.

Another issue mainly faced by small rural primary schools is that of understaffing. The school managers often have the dilemma of offering quality and sufficient teaching to the pupils amidst a lean teaching staff. Teachers do not take up teaching positions in rural primary schools because of the invariant challenges. For example, interviewees in rural schools mentioned staff housing as lacking or in a dilapidated state. In the rural setting, the locals have not built houses for renting. The conditions under which these female teachers work are not favourable. One senior teacher gave her experience:

When I was posted to my current school, I looked for housing so that I could move my children near to the teaching station. I did not get any house for rental. I managed to get a house near the market centre, which is around four kilometres from the school. I walk eight kilometres daily back and forth and sometimes I use bodaboda [motorbike]. When it rains getting to school is a challenge. (ST4)

Based on the various challenges that are encountered when managing a public primary school in the rural regions, more often than not a man is preferred. A man is seen as capable to handle these challenges even if a woman may equally have the ability to handle the issue.

Male hierarchies in schools have been pointed out in the study as influencing the appointment of school leaders. Men dominate school committees and top school leadership. Since they play a significant role in appointing leaders, they tend to appoint those individuals similar to themselves. Berkery, Morley, and Tiernan, (2013) study found out that males continue to perceive the males as more suitable for managerial positions based on the agentic nature of the managerial post. This being the case, the suitability of men for leadership would continue to be sustained and would see them succeed in holding the positions.

Also consistent with Msila (2013) and Tallerico (2000) inspiration from role models was positively associated with leadership aspirations. Women leaders who act as role models may help the female teachers figure out whether leadership is a possibility for them. By observing their experiences, female teachers may note ways to achieve a balance between work and family responsibility. Female role models may demonstrate high levels of achievement that are inspiring to the female teachers who may want to emulate them. In a study by Addi-Racah (2006), female leaders in

schools in Israel who had more social power due to their “dominance and normative support in the school’s broader social environment”, were able to promote their female co-workers to positions of leadership. The present study implies that the few female school leaders had less influence to break the prevailing traditional gender stereotype by inspiring and promoting their fellow female teachers. It seems that if more women join leadership they will gain power that is more social and will most likely challenge the gender structure in schools by promoting other female teachers to leadership.

One of the senior teacher interviewees said that when women apply for these positions they are not shortlisted. This could either be because of the perception of those involved in short listing or because the women may not have networks that inform them of the opportunities available to access leadership in school. Another interviewee, who is a deputy Headteacher in a rural school, did not apply for leadership because she felt that the panelist would not consider her since they would perceive her as having too many responsibilities as a woman.

School policies may facilitate more women joining leadership. Some directly impact on the appointment of women to leadership such as the two thirds gender policies which dictates the increase of either gender in any appointive or electoral position while others may impact indirectly. One interviewee reported that in her sub county, educational officials are keen on encouraging female teachers to participate in leadership. This is based on the guidelines the Ministry of Education has laid down to ensure equal opportunity before appointing aspirants to school leadership.

Policies such as Free Primary Education (FPE) re-introduced in January 2003 by the Kenyan Government have affected female teachers’ aspiration in some way. FPE

policy has not only played a role to reach a large proportion of the out of school children especially the girls, but has also made management of institutions bearable. This is in terms of provision of learning facilities and also it has reduced conflicts with parents and communities. As a deputy Headteacher puts it:

I was lucky I was appointed into leadership when FPE had just been introduced. I therefore did not need to send children home all the time to bring money for this and that. The FPE really supported me. I had told the AEO when I was appointed that I really hated the duty of sending pupils home to bring 5 shillings for a particular school need because that is where conflict between the parents and school administration begins. Parents never cooperate and if you keep asking for money you will be accused of misappropriation of funds. (DHT3).

It is apparent therefore, that some of the policies developed in a way cushion the role of the head teacher. If policies developed are adhered to, then working collaboratively among stakeholders will ensure that schools management becomes a success.

However, some of the interviewees expressed the female teacher's lack of desirability for headship because of the pressures inherent in government policies such as Free Primary Education which has caused large enrolment in public schools. Headteachers are faced with the responsibilities that are brought about by "educational reforms" on top of the day to day task of running the schools. The Headteacher is supposed to do a balancing act by ensuring that no learner is left at home and that meager resources are used efficiently to achieve the educational goals.

Although female teachers now dominate primary school teaching, they are likely to be first viewed as a responsible for domestic responsibilities and then a teacher or school leader. Appointing panel and those already in leadership are likely to perceive a female teacher as unable to fit into roles of leadership because of their primary roles

of nurturing and taking care of the home. This agrees with Saeeda's (nd) views that "the practices are accommodated by shifting and patterning organisations within the discourse of the 'family' where women manage like mothers as in the family setting, but with little control over policy or resources". If such practices are upheld either consciously or unconsciously then female teachers will not rise to leadership.

Domestic responsibilities may not augur well with aspects of ascending to leadership such as transfers and change of stations. These family commitments presented a barrier to leadership to female teachers particularly those with dependants. Findings from the study suggest that the institutions propagate gender differences when it comes to the aspiration of leadership. It reflects the historical traditional stereotypes that view men as leaders thus creating male dominated hierarchical structure. This suggests that male teachers are more likely to move up to occupy positions of leadership compared to the female teachers.

This finding grounds the Career Mobility model's assertion about women being excluded from higher-level jobs due to factors associated with the organisational context. The model particularly identifies availability of role models, organisational characteristics and sex role stereotypes that affect the structure of opportunity as influencing aspirations for leadership. This would lead us to suggest that until schools change to embrace gender sensitive practices and reflect societal changes, gender typing of the leadership role in schools will persist and in turn lower the female teachers' aspiration for leadership.

4.7: The Relationship between Female Teachers’ Self Efficacy and Leadership Aspiration

This study sought to determine the relationship between female teachers’ self-efficacy and their aspiration for leadership positions in public primary schools in Kericho County. The null hypothesis was stated as follows:

Hypothesis 3: There is no statistically significant relationship between female teachers’ leadership self-efficacy and their aspiration for public primary school leadership positions” was formulated and tested

Pearson moment product correlation analysis was performed to explore the relationship between female teachers’ self-efficacy and their aspiration for public primary school leadership positions. Table 12 shows a summary of item means and standard deviations for items representing the female teachers’ leadership aspirations. Self-efficacy was measured using the self-efficacy scale shown in Table 22. The correlation analysis results are shown in Table 28.

Table 28
Relationship between Female Teachers’ Self efficacy and their Leadership Aspirations

		Leadership Aspirations
Female Teachers’ Self efficacy	Pearson correlation	0.373*
	Sig (2-tailed)	0.000
	N	317

* Correlation is significant at 0.05 level

The bivariate correlation coefficient was computed and revealed a significant relationship, $r(317) = 0.373$, $p < 0.05$ (Table 28). This means that when female teachers have a high leadership self-efficacy then their leadership aspiration also

increases. We therefore reject the null hypothesis and conclude that there is a significant relationship between female teachers' self-efficacy and their leadership aspiration. To estimate the influence of female teachers' self-efficacy on their leadership aspiration a regression analysis was computed and the results were as shown in Table 29.

Table 29

Regression Analysis of the Relationship between Female Teachers' Self-efficacy and Leadership aspiration

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.373 ^a	0.139	.137	5.319

b. Predictors: (Constant), self efficacy

The Table 29 shows that female teachers' self-efficacy is a significant predictor of their leadership aspirations. From this table, it can be observed that female teachers' self-efficacy accounted for 13.7% of their leadership aspirations. This means that 86.3% of the leadership aspiration could be explained by other factors.

The study further sought to establish whether female teachers' self-efficacy were significant predictors of their leadership aspirations. ANOVA was computed and the results are as shown in Table 30.

Table 30**ANOVA Test for the relationship between Female Teachers' Self-efficacy and Leadership Aspiration**

Model	Sum of		Mean Square	F	Sig.
	Squares	df			
1 Regression	1443.023	1	1443.023	51.003	.000 ^a
Residual	8912.188	315	28.293		
Total	10355.211	316			

a. Predictors: (Constant), Self efficacy

b. Dependent Variable: Leadership Aspiration

From this table female teachers' Self efficacy are a significant predictor of leadership aspirations. They can be relied on to explain the leadership aspirations of female teachers. Further, to establish the actual influence, a linear regression was computed and results were shown in Table 31.

Table 31**Simple Regression Analysis of influence of Female Teachers' Self efficacy on Leadership Aspiration**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.267	1.599		7.044	.000
Self-efficacy	.935	.131	.373	7.142	.000

a. Dependent Variable: Leadership Aspiration

From the Table 31, it can be observed that one unit increase in female teachers' self-efficacy would lead to an increase of 0.935 units of female teachers' leadership aspirations as signified by the positive coefficient (0.935). From the linear regression analysis results, beta values were obtained and used to explain the regression equation.

$Y = 11.267 + 0.935\beta$, where; Leadership aspiration = $11.267 + 0.935$ self-efficacy

When the variables (self-efficacy and leadership aspirations) are taken into account at zero, the constant is 11.267.

The significant relationship between self-efficacy and leadership aspiration supported the findings of previous studies. Although most of the previous studies were based on women not in educational institutions, but mostly on college students, similar results were found in this study. This indicates that the primary school female teachers' self-efficacy is an important factor that influences leadership aspiration. In other words, if an individual has a high sense of self-efficacy, they will believe in their ability to handle leadership responsibilities well and ultimately will persist in challenging task and aspire for high positions in their teaching career.

Ming, Ahmad and Ismail (2007) investigated career aspirations to top management among women in middle management in the manufacturing sector found that self-efficacy and career aspirations to top management were significant. Similarly, in a bid to determine whether glass ceiling existed in Durban, Kiaye and Singh (2013) found out that majority of the respondents (80%) were confident, emotionally suited for senior roles, competitive, high achievers and they considered themselves as leaders, however situational barriers and social roles could have impacted more on the women's ability to get promoted.

Some female teachers were motivated to take up to take up responsibilities in school. Five (45%) of the interviewees identified circumstances that inspired them to become leaders. They hoped to deal with certain issues in their capacity as leaders, even though leadership was not in their initial career plan. The women felt that being

school leaders would make them agents of change in the right direction in schools. A deputy Headteacher for example said:

At first I was not interested in being a deputy head teacher, but I realized that if I became one I could endorse and implement what was right. I saw an opportunity to start the morning preps and ensure that sanitary pads which were budgeted for are bought for the girls. Initially these two were not done, but I am happy that since I become the deputy head the girls are getting the sanitary pads. A woman had to be in this position to ensure that this is done. (DHT5)

In addition, another deputy Headteacher interviewee said that she was encouraged to leadership because she intended to deal with issues to do with the girls and to be their role model. The girl child still faces so many challenges in the county such as early pregnancies, absenteeism due to child labor and lack of sanitary towels, Female Genital Mutilation (FGM) poverty and discrimination by parents, among others (Ngeno, 2015). These female teacher leaders demonstrated a passion to sort out these challenges. Whether they are able to solve these issues in their positions of leadership is yet another concern, considering the prevailing male hegemony. Women are generally encouraged to join educational leadership because they know that they can initiate change, and provide the necessary leadership skills to implement those changes (Adams & Hambright, 2004 in Wangui, 2012).

On the other hand, it is noted that at the time of appointment, some interviewees in this study felt incapable of being a leader in school. These feeling of ineptness came about because the female teachers were ambushed with the suggestion to become a leader. A deputy Headteacher pointed out that:

Being in leadership involves a lot of movement in and out of school to the Education offices. Women are often intimidated in these offices. The female teachers may not be assertive enough to counter the intimidation. This discourages most women from being leaders. (DHT1)

Another deputy Headteacher interviewee mentioned that her appointment came impromptu, without training or even induction. The appointing officer told her that she would learn on the job. This may cause women to lose their confidence as they access leadership. Most women are not risk takers and prefer to be trained, and to be taken through some form of internship before taking up the responsibility. In Kenya this is not the case. One is appointed and then taken through seminars and workshops that enlighten about school management and leadership. School leaders can be said to learn through apprenticeship, where the newly appointed leader learns from his or her seniors, or seasoned leaders from neighboring schools. Newly appointed and aspiring women have few women leaders to turn to for training and advice especially on work-life balance.

A senior teacher interviewee reported that she too ascended into leadership without prior training and clear knowledge of the education act and other policies pertaining management of education. She has then been grappling in the dark on some of the issues in school management. As was suggested by Bandura (2000), prior leadership role experiences predicted leadership self-efficacy. Guided mastery experiences involve creating prior leadership role opportunities and coaching. Bandura asserts that such successful role experiences will in general lead to heightened leadership self-efficacy beliefs. If this claim is what we can go by, then no wonder that school leaders in this study had a low self-efficacy at the onset of their leadership.

There is a big variation among the teaching staff in terms of experience, qualification and consequently varied in terms of their remuneration scale. There are instances when a leader's educational qualification is lower than for her staff members and this can pose a challenge. A deputy head teacher explains:

It has been challenging managing staff members who are more qualified than I. Some earn a lot higher than me and therefore they sometimes look down upon me. Although my observation is that many of these teachers have certificates up to master's level but they don't add value to the teaching and learning process. (DHT3).

This study revealed that women get into leadership without any prior training or induction. These findings are supported by Nandwah (2011) which also revealed that there was no specific preparation for head teachers and that most of them learned while on the job. Nandwah argues that although there is a claim from the ancient Greeks and Romans that leaders are made, researchers have realized that traits are not completely inborn but can be acquired through learning and experience. Emphasis should be placed in the need for preparation and development of school leaders through learning in forums such as in service courses and workshops, and through experience. The participants in the study had none of these experience and training. However, as pointed out earlier, some of the female teachers were actively involved in managing other areas of the school before being appointed into school leadership, thus giving them some confidence to accept the responsibility.

On asking the interviewees about their aspirations for higher posts, ten women (91%) interviewed said that they had intention of pursuing a higher leadership position in school because of their well established leadership efficacy. They were enthusiastic to move to the next level in the leadership rungs when the opportunity avails itself.

Most women reported that they were studying or planning to enroll in a course that would enhance their chances of becoming school leaders. However, it is noted that they are pursuing general diploma and degree courses. None mentioned pursuing a specialized course in school management and leadership. These courses would be beneficial to them as they aspire to higher positions of leadership. A specialized course in Educational administration is offered at the graduate level. Most of the institutions do not have tailored courses in school management at certificate or diploma level. However Kenya Education Management Institute (KEMI) offers capacity building courses for teachers already in school administration.

The interviewees aspired for higher leadership positions with conditions laid out if they are offered the next big job. These women confessed having confidence now with the experience gained in the middle level leadership positions. A deputy Headteacher mentions that she has some training now and believes that she is a performer which is a recipe for successful leadership. However being transferred away from her home might be a hindrance to ascension since her husband also works away from the home. She claims that her movement to another station far from her home might bring a strain to her marriage of which she guards jealously.

A deputy Headteacher with small young children, pointed out that aspiring for headship is not in her immediate plans. She says:

I don't intend to apply for headship immediately. The headship position is sensitive and I haven't gained enough confidence to fit the position. My children are still young. I will apply for it at a later time and not in the same area. (DHT5)

For this deputy Headteacher so many factors interplay to influence her next move. For her, childcare responsibilities, her confidence and the locality of her institution is her concern. Nevertheless she had the urge to rise up the ladder.

A senior teacher was not enthusiastic about pursuing higher leadership positions. She explained:

Our head teacher is soon retiring and he has been telling us to prepare to take over but I am not ready. I have been telling him to look for another head teacher from out because I will not take over. I will not apply for headship unless allowances are increased and I get transferred to a young school not far from the family home. I think my husband may not even allow me to move far from family. (ST1)

With financial support, women can do so much and will be eager to ascend to leadership. Allowances will enable them run their homes with ease as they dedicate their time to the work place. This shows that a high self efficacy together with other contextual factors interact to ensure that female teachers aspire and ascend to leadership.

The female teachers expressed a high self-efficacy when there was support from significant relationships. The theme of encouragers and support surfaced in the interview data. The female leaders placed a high emphasis on their relationships with some key people. They attributed much of their self-confidence to the support and encouragement to these relationships provided.

The interviewees highlighted key persons who made suggestions that they should apply for leadership positions. As mentioned, 70% of the interviewees were encouraged to apply for the positions available by their respective headteachers. Even in cases where one had to be elected to be a senior teacher, it is interesting to note that

the head teacher had to convince the candidates to come out and vie for the senior teacher position. This meant that as much as the staff endorsed the school's senior teacher, the head teacher played a bigger role in identifying the contenders. For one senior teacher's case, her appointment was done directly by the County Education Commission who made an impromptu visit to the school and found her all alone carrying on with her duties and those of the school administrators. This earned her a promotion.

Two of the interviewees with grown children, fondly mentioned that their eldest sons kept pushing them to go higher in their careers and even their studies. One of them explains that her son always keeps abreast of her career life by always inquiring about her achievements. As for the second interviewee, her son insisted that she goes back to school so that she could even rise higher in school administration. The sons in both cases are college going students and always keep track of their mothers' progress. Cubillo and Brown's (2003) analysis of women managers from nine countries revealed the importance of support from parents, especially fathers, corroborate this. Cubillo and Brown attached this finding to the male-dominated cultures into which the women were socialised. The society therefore is seen as patriarchal in nature by observing the influence the male support on the female teachers' aspirations for leadership irrespective of the man's age.

The support mentioned was found to build confidence among the female leaders. When significant others endorsed the abilities of the teachers their self efficacy was approved.

4.8 Relationship between Female Teachers' perceptions and Leadership aspirations model.

Having analysed the relationship between perceptions of socio-cultural factors, perceptions of institutional factors, self-efficacy and leadership aspirations, and the study sought to generate a model (Table 34). Pearson Product Moment Correlation analyses were performed using the individual female teacher score as the unit of analysis. Correlation coefficients were computed between each of the multiple component subscales of the instrument used to measure Leadership Aspiration, perceptions of socio cultural factors, perceptions of institutional factors and self-efficacy.

The analysis showed a statistically significant correlation among the four subscales (Leadership Aspiration, Socio cultural factors, Institutional factors and Self -efficacy) (Table 32). The correlation among all of the four subscales was significant except the correlation between institutional factors and self-concept, and between socio cultural factors and leadership aspiration. The highest positive correlation was between leadership aspiration measure and Self-efficacy measure (0.373).

The correlation between socio-cultural measure and self-efficacy measure had the highest negative correlation (-0.235). From the computation, it was revealed that the perception of socio-cultural factors and female teachers' self-efficacy had a negative significant relationship, $r(315) = -.235$, $p < 0.01$. This implies that when a female teacher's perceptions of socio cultural factors are high then she is likely to have a lower self-efficacy. This finding is similar to Ngan, (2011) qualitative study which clearly identified the traditional gender roles and socio-cultural norms and stereotypical tasks as lowering the self-confidence and ultimately the career aspiration

of women in leadership in higher education institutions. A summary of inter-correlations among factored subscales for the total sample is outlined in Table 32

Table 32
Summary of Co- relationships among Factored Subscales for the Total Sample

	Leadership Aspiration	Institutional Factors	socio cultural	Self-efficacy
Leadership Aspiration n=317	1.000			
Institutional Factors n=311	-.123*	1.000		
Socio cultural n=315	-.095	.210**	1.000	
Self-efficacy n=317	.373**	-.012	-.235**	1.000

* $p < 0.05$, ** < 0.001

Overall, the study found a significant relationship between self-efficacy, institutional factors, and leadership aspiration. Socio-cultural factors did not have a significant relationship with leadership aspiration; however, its relationship with institutional factors and self-efficacy was significant. The study leads to the conclusion that the three factors that were initially conceptualised should be viewed as a totality as they all seem to inter-relate. Although socio-cultural factors do not directly relate to the leadership aspiration, it instead infiltrates into other aspects affecting the contextual factors and affecting the self. Qualitative results from female deputy head teachers and senior teachers confirmed that self efficacy, institutional factors, and teacher characteristics such as age, experience, the number of children one has, indeed influences the leadership aspiration.

The study further aimed at distinguishing how the different predictors separately and in combination contribute to accounting for the variance in leadership aspiration. The

female teachers' leadership aspiration is better understood when most of the variance is accounted for. If a small portion is accounted for then further scrutiny of the criterion is required (Punch, 2005).

Multiple regression analysis was performed in order to identify the best combination of factors that may influence leadership aspiration of female teachers. The predictors were the three factor components namely, institutional factors, socio-cultural factors and self-efficacy, while the criterion variable was leadership aspiration. All variables were entered simultaneously into the analysis (Muijs, 2011). The linear combination of the predictor factors statistically and significantly predicted the leadership aspiration of female teachers, $R^2 = 0.16$, $R^2 \text{ adj} = .148$, $F(3,306) = 18.91$, $p < 0.05$. The sample multiple correlation coefficient was 0.39, indicating that approximately 16% of the variance of the female teachers' leadership aspiration in the sample can be accounted for by the linear combination of institutional factors, socio-cultural factors and self-efficacy. This means that 84 % of the variance resides elsewhere and cannot be determined by the variables investigated in this study. There are unmeasured variables that may share common variance with the independent variables specified in the model. These unmeasured variables may account for more than the 16% produced by the independent variables entered into the analysis. The model is a strong model based on these variables. There was a significant correlation between the observed and predicted values of the dependent variable, $R = .40$. The ANOVA table (Table 33) shows that $p < 0.05$, thus rendering the model significant.

Table 33**ANOVA for Model 1s**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1599.929	3	533.310	18.907	.000 ^a
Residual	8631.558	306	28.208		
Total	10231.487	309			

*P < 0.05

a. Predictors: (Constant), Institutional Factors, Self-efficacy, Socio cultural Factors

b. Dependent Variable: Leadership Aspiration

Perception of socio cultural factors ($\beta = .026$, $p = .644$) had no significant predictive value on leadership aspiration. However the perception of institutional factors ($\beta = -.112$, $p = .040$) and self-concept ($\beta = -.368$, $p < .05$) had significant predictive value on female teachers' leadership aspiration.

Table 34 presents some indices that indicate the relative strength of the individual predictors. Two of the bivariate correlations between the predictor factors (socio cultural factors and institutional factors) and leadership aspiration were negative. The female teacher's self-efficacy and perception of institutional factors are significant predictors of leadership aspirations. The perception of socio cultural factors is not a significant predictor of leadership aspiration. The predictive power of the variables indicates that self-concept (.934) has a higher weight followed by of institutional factors (-.082) and then socio-cultural factors (-.027). (see Table 34).

Table 34**The Regression Coefficient of the Predictors of Leadership Aspiration**

Leadership Aspirations (Constant)	Multiple Regression Weights		
	β	B	P
Socio- cultural factors	-.026	-.027	.644
Self-efficacy	.368	.934	.000*
Institutional factors	-.112	-.082	.040*

* p < 0.05

On the basis of these correlation analyses, we can almost conclude that the most important predictors of leadership aspiration are self-efficacy and perceived institutional factors. Self-efficacy accounted for 13.5% of the variance in leadership aspiration while the other two variables accounted for 1.37%. It should be noted that, although perceived socio cultural factors had no significant predictive value on leadership aspiration it significantly correlated with both institutional factors and self-concept and therefore their relative weights ultimately may be influenced by social cultural factors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendation of the study based on the research objectives and the issues that arose from it. This study investigated the perceptions of female teachers in relation to their aspiration for leadership positions in public primary schools. In this regard, the study explored the institutional factors, social cultural influences and self-efficacy of female teachers that may account for their choice to aspire for school leadership.

5.2 Summary of Findings

The findings of the study are summarized as follows:

5.2.1 Leadership Aspirations of Female Teachers in Public Primary Schools in Kericho County

Leadership aspiration of female teachers is their intention to move up into leadership positions within the primary school. The female teachers' average mean score on the leadership aspiration scale was 2.52. The analysis of the study items were done on a 3-point Likert scale that ranged from disagree (1) to agree (3). This finding indicated that the female teachers have a high aspiration for leadership positions within the primary schools however variation exists based on the demographic characteristics of the female teachers.

The study established the aspirations of female teachers for leadership positions in public primary schools by focussing on the effects of demographic factors such as female teachers' age, years of teaching experience, leadership experience, marital status, and number of children on leadership aspiration.

It was revealed that the age of the female teacher, significantly influenced their aspiration for leadership. The ANOVA was significant, $F(3,310) = 10.99$, $p < 0.05$, $ES(\eta^2) = 0.095$, indicating that the age of the female teacher accounted for 9.5% of the variance in leadership aspiration. Younger female teachers had higher leadership aspirations compared to other age groups of female teachers. Interview findings from female school leaders revealed that those who were younger when joining leadership actively vied and sought for leadership as compared to the older female teachers who had to be persuaded by other people to lead.

The number of years a female teacher had taught had a significant effect upon their leadership aspiration $F(4,312) = 6.899$, $p < 0.05$, $ES(\eta^2) = 0.081$. The female teachers with more years in the teaching profession (16 years and more), had lower means on leadership aspiration than those who had fewer years in teaching.

The number of children a female teacher has, had a significant affect upon their leadership aspiration $F(4,312) = 3.619$, $p < 0.05$, $ES(\eta^2) = 0.044$. The female teachers with more children (3, 4 and more), had lower means on leadership aspiration than those with few children. The ANOVA test results, $F(1,313) = 13.11$, $p < 0.05$, $ES = .040$ also indicated that female teachers with leadership experience and those without, significantly differed in their leadership aspiration; with the teachers with leadership experience having had higher means. Interview findings revealed the challenges brought about by bringing up children and at the same time holding leadership position. However, the interviewees who pointed out that a supportive spouse quickly averted these allegations and in-laws came in to support them.

The female teachers with leadership experience and those without significantly differed in their leadership aspiration. The ANOVA test results, $F(1,313) = 13.11$, $p < 0.05$, $ES = .040$ indicated this. Overall female teachers with leadership experience had

higher means on the leadership aspiration than those who were only classroom teachers. Other studies done confirmed this finding citing the effect of leadership experience on self-efficacy and consequently on the female leadership aspiration.

The marital status of female teachers and the educational qualification of the female teachers did not have any effect on their decision to apply for leadership. It was found out that female teachers' progress in their educational qualification for other reasons other than for ascending to leadership.

5.2.2 Female teacher's perceptions of socio-cultural factors, institutional factors and self-efficacy in influencing their leadership aspirations for public primary school leadership positions in Kericho County

Female teachers did not perceive existence of stereotypical beliefs held about women aspiring and holding leadership positions. Majority did not believe that spouses, children and domestic responsibility affect the decision to join leadership. However, those interviewed expressed the influence of socio-cultural factors in aspiring for leadership positions.

Structures within the school system have been identified by the female teachers as perpetuating a culture, which is unfriendly to female teachers aspiring for leadership. The factors that were widely agreed with as inhibiting women from wanting to join leadership include, lack of female role models in schools, biased promotion procedures that are in favour of men, and lack of understanding among school management of the importance of gender diversity and the lack of professional development opportunities for women and policies such as transfers of school leaders.

Self-efficacy consisted of the female teacher's belief in their ability to aspire for and access leadership positions. The findings revealed that majority of the female leaders

(over 80%) were confident enough to hold leadership positions, trusted their abilities to solve problems when in leadership and responded that they can cope with stressful situations associated with school leadership. The female teachers' perception of their ability to lead in primary schools is high.

5.2.3: The Relationship between Female Teachers' Perceived Socio-cultural Factors and their Leadership Aspiration

The bivariate correlation coefficient computed for the relationship between female teacher's perception of socio-cultural factors and their leadership aspiration revealed a non significant correlation; $r(315) = -.095$, $p > 0.05$ (Table 21). The relationship was negative but not significant. This implies that socio-cultural factors do not have an impact on female teachers' aspiration to leadership positions. The null hypothesis failed to be rejected. Socio-cultural factors cannot be used to explain the leadership aspiration of female teachers.

5.2.4 The Relationship between Perceived Institutional Factors and Female Teachers' Leadership Aspiration

The relationship between the female teachers' perception of institutional factors and their aspiration for leadership in primary schools was computed and revealed a negative significant relationship, $r(309) = -.12$, $p < 0.05$. This means that 1.44% of the variance in leadership aspiration is accounted for by the female teacher's perception of institutional factors ($r^2 = 0.0144$). Perceived institutional factors negatively relates with the school leadership aspiration.

Female teachers perceived institutional factors such as school conditions, especially remoteness of the school locality, transfers upon promotion, gender stereotyping of preferred head teacher, have been found out to influence female teachers aspiration

for leadership. Interview data also revealed the tasks such as disciplining of learners are perceived incompatible with the female leaders' role.

5.2.5 The Relationship between Self efficacy and Female Teachers' Leadership Aspiration

The bivariate correlation coefficient revealed a significant relationship, $r(315) = .37$, $p < 0.05$ (Table 28) between female teachers' self-efficacy and their aspiration for public primary school leadership positions. This means that 13.69% of the variance in leadership aspiration is accounted for by self-efficacy of the female teacher ($r^2 = 0.1369$). This indicates that the primary school female teachers' self-efficacy is an important factor that influences leadership aspiration.

The linear combination of the predictor factors (institutional factors, socio-cultural factors and self-efficacy) statistically and significantly predicted the leadership aspiration of female teachers, $R^2 = 0.16$, $R^2 \text{ adj} = .148$, $F(3,306) = 18.91$, $p < 0.05$. The sample multiple correlation coefficient was 0.39, indicating that approximately 16% of the variance of the female teachers' leadership aspiration in the sample can be accounted for by the linear combination of institutional factors, socio-cultural factors and self-efficacy. There are unmeasured variables that may share common variance with the independent variables specified in the model. These unmeasured variables may account for more than the 16% produced by the independent variables entered into the analysis. Factors identified from the interviews such as low motivation due to the job itself, geographical location of the institutions, and criticism may account for the unmeasured variables.

5.3 Conclusions

This study sought to identify the relationship between perceptions of selected factors and female teachers' leadership aspiration for school leadership positions among primary school female teachers. Based on the findings of the study the following conclusions were made;

5.3.1 Leadership Aspirations of Female Teachers in Public Primary Schools

Aspirations for leadership of the female teachers in Kericho County are rated high. However, the age of the female teacher, their leadership and teaching experience, and the number of children the female teachers had, had a significant effect on the female teachers' aspirations for leadership positions. The results indicated that the age of the female teacher significantly influenced their aspiration for leadership. Younger female teachers aspire more for leadership. These results might represent the outcome of continued campaign of gender equality by different agencies, the Kenyan constitution included. Young female teachers in the county might not uphold traditional gender stereotypes as the older female teachers would do. Although the leadership aspiration of the young female teacher is high, they may not access leadership due to the unattained requisite conditions for entry into leadership positions such as teaching and leadership experience.

The number of children a female teacher had, had a significant effect upon her leadership aspiration. The findings of the present study show that the more children one has the less likely she is to aspire for leadership. Majority of the respondents had more than three children, implying that in a bigger percentage of their teaching career, the female teachers will also be involved in the upbringing of their children. Female teachers with three and more children and are married have low aspiration means,

however, from the interview findings female teachers perceived the society as more accepting of this category of teachers to lead schools.

The results indicate a non-significant effect of educational qualification on their leadership aspiration; however, female teachers with higher qualifications (master's degree) have the lowest leadership aspiration means. Qualitative findings reveal some female teachers progress in their education hoping to get greener pastures in other organisations such as higher education institutions. Female teachers progress in their education for other reasons other than to take up leadership roles in primary schools.

Female teachers with leadership experience had higher means on leadership aspiration. This study claims that female teachers have to 'test the waters' for them to solidify their perception about their leadership abilities. It is prudent therefore for school administrators to give female teachers opportunities to lead in pipeline positions, in preparation for leadership roles. Qualitative findings confirm that female school leaders were already carrying out some selected school responsibilities before being appointed into roles of leadership. This being the case, experience in a task such as leadership, boosts one's self efficacy to do the tasks and succeed in it.

The female teacher's teaching experience (indicated by the number of years one had taught) revealed a significant effect on leadership aspiration. The female teachers with more years in the teaching profession (16 years and more), had lower means on leadership aspiration than those who had fewer years in teaching. The more experienced teachers may have been socialised to preserve leadership for men and be content with classroom teaching, as they get more involved in other external projects.

5.3.2 Female teacher's perceptions of socio-cultural factors, institutional factors and self-efficacy in influencing their leadership aspirations for public primary school leadership positions in Kericho County

The female teachers do not perceive the socio cultural factors as influencing their leadership aspirations. Majority of the female teachers perceive that the society accepts female teachers as leaders and those domestic responsibilities do not hinder female teachers from aspiring for leadership. The female teachers' overall mean on the socio-cultural scale depicted a neutral stand on the influence of socio-cultural factors. However, leadership aspiration was found to be positively influenced by the approval from significant others such as the incumbent Headteacher and spouse.

The female teachers perceive factors within the institutions as those that influence leadership access and in turn, these perceptions influence their leadership aspirations. The female teachers expressed confidence in their abilities to become leaders in primary schools. It is noted however that despite the impression of confidence exuded by the female teachers in the study very few were holding leadership positions.

5.3.3 The Relationship between Female Teachers' Perceptions of Socio-Cultural Factors and their Leadership Aspiration

Female teachers' perceived influence of social-cultural factors did not have a significant relationship with their leadership aspiration. The general expectation basing on previous research reveals that gendered stereotypical beliefs regarding leadership and their traditional roles, influences their aspiration and possibly entry into leadership.

Socio-cultural factors cannot be used to explain leadership aspiration of female teachers in public primary schools. The study has identified policies such as the two-

thirds gender rule enshrined in the Kenya constitution 2010 and Free Primary Education policy as shielding women against gender discrimination, stereotyping their capabilities and exonerates them from being perceived as inefficient.

The importance of support and encouragement from significant others in relation to leadership aspiration was identified by the female leaders. Female teachers do not readily take up positions; they tread very carefully before making the decision until they receive approval from a significant other. The study concludes therefore that the path that the female teachers take to leadership to some extent discount the influence of socio cultural factors.

5.3.4 Relationship between Female Teachers' Perceived Influences of Institutional Factors and their Leadership Aspiration

Perceived influence of institutional factors by the female teachers negatively related with the school leadership aspiration. This implies that policies and practices within institutions tend to communicate a mismatch between how women are seen and the characteristics people tend to associate with leaders. Interviewees also brought out the experiences associated with the leadership roles such as excessive time commitments and the difficulty with handling tasks such as disciplining of pupils as challenging to the female teacher. The female teachers were discouraged to seek promotional opportunities due to the demands of the job, which were believed to conflict with the needs of their families. Female teachers perceive institutional factors as influencing leadership aspiration and this lowers their leadership aspirations.

5.3.5 Relationship between Female Teachers' Self-Efficacy and their Leadership Aspiration

There was a significant relationship between self-efficacy and leadership aspiration, which supported the findings of previous studies. The theory of Planned Behaviour (Ajzen, 2005) conceptualization of the perceived ability to perform the behaviour of interest as determining intention to perform the particular behaviour seems well founded. According to this study, the female teachers' self-efficacy influences their leadership aspiration.

By demonstrating that leadership self-efficacy is highly associated with a leadership aspiration, this study implies that leadership educators should consider the leadership self-efficacy beliefs of female teachers when they design and deliver courses, seminars, and workshops intended for female teachers.

5.4 Recommendations

The following recommendations were made based on the findings and conclusions.

5.4.1 Policy Recommendations

- i. Individual schools should develop internal policies of gender equality, which will create a management team based on equal opportunities. The policies should take into consideration the different life situations of female and male teachers. These policies should be engendered from the existing policies such as the two-thirds gender rule enshrined in the constitution of Kenya 2010.
- ii. Since majority of the female teachers take a different route into leadership, school administrators should ensure that the school environment places the female teacher outside the stereotypical nature of the society. Female teachers

should be encouraged to openly aspire for line administrative positions rather than waiting for some, other people to coerce them apply for positions.

- iii. Findings revealed that female teachers have not been exposed to career development programs that would uncover their capabilities in the leadership front of schools. Higher education in-service and pre-service programs that teachers enrol in are not enough to equip women with the skills and knowledge for leadership aspiration. Female teachers are not in a position to attend programs specialised in leadership content, which are mostly residential and offered in major towns because of family responsibilities. School administrators deliberately leave them out because of the notion that they are more concerned with domestic issues *vis a vis* career development. It is suggested that capacity building institutions such as KEMI and professional bodies such as KNUT should organise for programs on site with courses that deal with gender and leadership.
- iv. Since perceptions of incongruity may negatively affect female teachers' aspiration for leadership depending on whether the men or women are dominant among the staff, the county education staffing officials and the Teachers Service Commission should come up with policies to ensure that the teaching staffs are gender balanced in each school irrespective of location. When male and female teachers are close to equal in numbers, their perceptions pertaining gender-related characteristics of who should be a leader and leader effectiveness is less pronounced. This would give equal chances to both genders to aspire for leadership having held gender stereotypes at bay.
- v. Given the importance of self-efficacy, it is crucial for teacher employers and administrators to develop interventions that build up the teacher's confidence

and increase their self-efficacy. This will be made possible by the formation of female head teacher association, which will initiate a support system among them and create mentorship programs and networks where they can sponsor and stimulate confidence among female teachers.

- vi. The Teachers Service Commission should revise the policy on promotion of teachers who attain higher education qualification by not only awarding incremental credits but by also encouraging them to take up leadership positions. Female teachers promoted to leadership should be given incentives that will ease the conflict between their leadership duties and domestic responsibilities.

5.4.2 Recommendations for further research

The findings of this study have left some issues and questions unanswered. The following recommendations are made for further research:

- i. Further research should incorporate the perspectives of both men and women in order to obtain a broader viewpoint that compares and contrast the experiences of female educational leaders. In addition further research is needed to explore more deeply into the underlying causes of gender stereotypes among male teachers because their opinion counts especially if they are currently the majority decision makers in school
- ii. This study provided baseline information on variables such as self-efficacy and leadership aspiration revealing the possible relationships between or among the variables or with demographic data. Survey results may indicate that relationships exist at a set point in time, but further research would be necessary to determine causality. The survey results represented here is one step in determining whether or not an existing problem or phenomenon merits

further study. It is recommended that an in depth longitudinal study be considered to examine individual female teachers and cohorts of female teachers over a span of time to investigate their aspiration for leadership at different stages of their teaching careers.

- iii. Further research should be conducted in other counties within the country to determine whether the results of this study are out of the ordinary.
- iv. Further action research, which would seek strategies that teacher-training institutions could adopt to enhance the confidence of female teacher trainees to prepare for career advancement, is recommended. Similar studies, which focus on developing strategies to correct people's negative mindsets about women leadership, are also recommended.
- v. A contextual approach for understanding female teachers' aspirations for school leadership should be adopted. A study following a theoretical direction, which examines differences in gender inequality in leadership aspiration, in distinct socio cultural educational settings, should be considered. It is noted that despite Kericho county being almost homogeneous in terms of its culture due to the presence of a dominating community, contextual variations exists such as rural set up, urban and tea estate regions which may be constrained by the societal and organizational mechanisms of these regions.

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APPENDICES

Appendix I: Questionnaire for female teachers

Dear Madam: Thank you for taking a few minutes to respond to the questionnaire. Your responses will remain completely confidential and will be used strictly for this study. The survey asks about your personal background and your aspiration for leadership positions. Kindly complete this questionnaire as honestly and precisely as possible.

Section A Background Information.

Instructions: Please (✓) one of the choices that best fit what you believe.

1. What is your age
(A) Under30 (B) 30-39 (C) 40-49 (D) 50-59 (E) 60 Or Over
2. Marital status
(A) Never married (B) Married (C) Widowed (D) Divorced or Separated
(E) Partnered
3. Number of children
(A) 0 (B) 1 (C) 2 (D) 3 (E) 4 Or More
4. What is your highest qualification?
(A) Master's Degree (B) Bachelor's Degree (C) Diploma (D) P1 Certificate (E) P2 Certificate.
5. What is your area of training specialization that you have undertaken beyond the basic level of education needed to be a primary school teacher.

6. Your years of primary school teaching experience
(A) 1 – 5years (B) 6 – 10 years (C) 11 – 15 years (D) 16 – 20 (E) Over 20 years
7. Your current head teacher is (A) Female ___ (B) Male ___
8. Do you hold any leadership position/s? A) Yes ___ B) No___
9. If yes, which post do you hold?
A) Senior Teacher B) Deputy Head Teacher C) Head Teacher
D) Other (Specify)_____

Part B Social-cultural factors		SD (5)	D (4)	U (3)	A (2)	SA (1)
9	Spouses encourage female teachers to apply for leadership positions.					
10	It is acceptable for women to assume leadership roles as often as men.					
11	There is a belief that women must be better qualified than men for them to become leaders.					
12	The belief from others that women do make good leaders encourage women to apply for leadership positions					
13	Family responsibilities for child care does not discourage female teachers from pursuing leadership positions					
14	Female teachers do not fear to be rejected by the society if they seek leadership positions.					
15	Female teachers do not fear to compete against their male counterparts when seeking for leadership.					
16	Men leaders are equally as competent as women leaders					
17	Women make good leaders.					
Part C Institutional Factors		SD (5)	D (4)	U (3)	A (2)	SA (1)
18	Women receive fewer opportunities for professional development at work					
19	Institutions and education sector lack policies to support women career progression					
20	Promotions to the next grade is not based on performance					
21	Male hierarchies are more likely to promote/appoint men for leadership positions than women in schools					
22	Men are promoted faster than women					
	Inhospitable organizational culture act as a barrier to women career progression					
24	Lack of women in school leadership/management hinder women career progress					
25	Lack of understanding among school management committee and leadership of the					

	value of gender diversity at senior levels impede women career progress					
26	Women who have progressed into school leadership have relevant work experience					
27	Most women in school leadership have advanced their career levels and have appropriate training					
28	Most women in school leadership change their institutions					
29	Women who progress demonstrate competency on the job producing high quality work					
30	Women who progress are given opportunity and support from the school, community and Ministry of education.					
Part D Self Efficacy		SD	D	U	A	SA
		(5)	(4)	(3)	(2)	(1)
	Women can cope with stressful situations associated with school leadership as effectively as men can.					
32	Female teachers would feel more prepared to advance as an educational leader if given the opportunity to work with a mentor.					
33	If appointed to leadership female teachers can always manage to solve difficult problems .					
34	Female teachers are confident enough to deal efficiently with unexpected events that come with school administration,					
35	I believe that I would be suited to become a principal					
36	Women are motivated to compete for top leadership Positions					
37	Female teachers have to be persuaded by other people to apply for a promotion post					
38	Seeking a leadership position will fulfil ones leadership ambition and give a fresh challenge.					
39	Women should take increasing responsibility for leadership in solving the intellectual and social problems in schools.					
40	Being in a leadership position enables me to be a role model to the other female teachers and girls.					

Appendix II: Interview guide for female teachers who are in school leadership

Researcher will make an introduction.

This is an interview on the subject of female teachers' aspiration for leadership.

The interview consists of eight questions and should take no more than 30 minutes.

If an interviewee needs a question repeated, then she is free to ask.

1. What attitudes did you have or still have about leadership before you got into it.

Were they misconceptions?

2. Who were significant when you decided to apply for this position? What contribution did they make? Were there people who discouraged you from applying for this leadership position? What reasons did they give for discouraging you?

3. Did you work hard to attain your position or is it by sheer luck? Please explain.

4. Looking at the surveyed factors (developing a strong self-efficacy, socio-cultural factors or institutional factors) which factor influenced most your decision to aspire for leadership posts?

5. Depending on the barriers identified when accessing leadership positions, which ones did you encounter in your career path to the current position? Are there other barriers that you could have encountered and are not mentioned?

6. If given the opportunity, would you apply for a higher position than what you hold currently?

Have you planned for the career move? What considerations have you put in mind?

7. Do you think accessing leadership positions would have been different if you were a man? Please explain what aspects would be different.

8. Are there any other thoughts or circumstances about accessing leadership positions that you think are important, but were not addressed previously in the survey or interview?

Thank you very much for your time.

Appendix III: Random Sample Size Table

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,000	384

Note. N=population size; S=sample size

Source; Krejcie and Morgan, (1970) in Cohen, L., Manion, L. & Morrison, K. (2000).

Appendix IV: Letter of introduction from Kabarak University



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11th April 2016

Ministry of Education, Science and Technology
National Commission for Science, Technology and Innovation.
9th Floor, Utalii House,
P.O Box 30623-00100.
NAIROBI

Dear Sir/Madam

SUBJECT: RESEARCH BY GDE/M/1098/09/11- DOROTHY SOI

The above named is a Doctoral student at Kabarak University in the School of Education. He is carrying out a research entitled "Perceptions and Aspirations of Female Teachers in Accessing Primary School Leadership Positions: A Case of Kericho County, Kenya"

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance

Thank you.

Yours Faithfully,



DR. BETTY JERUTO TIKOKO
DIRECTOR POSTGRADUATE STUDIES & RESEARCH





Kabarak University Moral Code


As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1Peter 3:15)

Appendix V: Research Permit

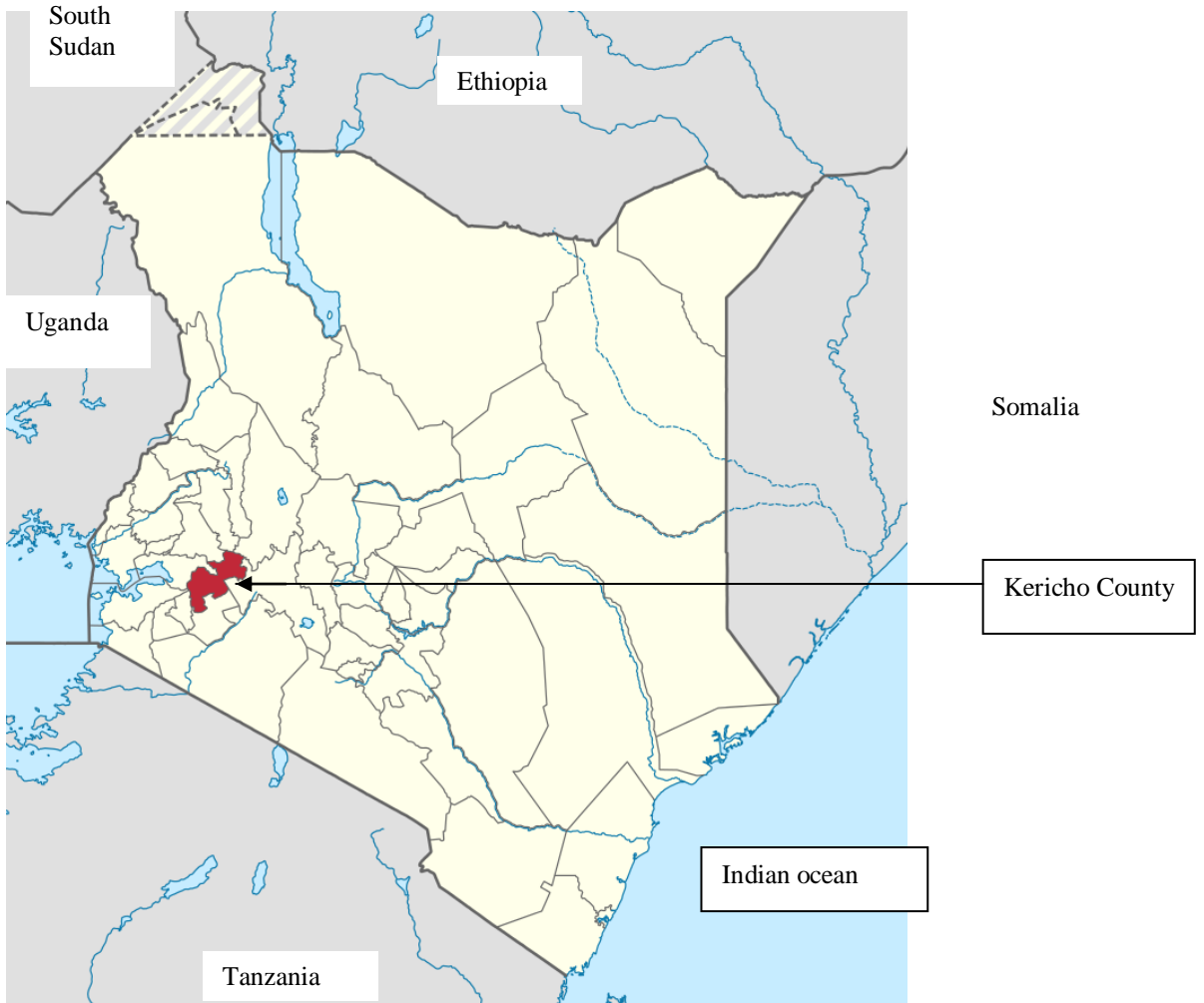
THIS IS TO CERTIFY THAT: Permit No : **NACOSTI/P/17/16381/12232**
MS. DOROTHY CHELANGAT SOI Date Of Issue : **15th March,2017**
of KABARAK UNIVERSITY, 433-20200 Fee Received : **Ksh 2000**
KERICHO,has been permitted to conduct
research in Kericho County
on the topic: PERCEPTIONS AND
ASPIRATIONS OF FEMALE TEACHERS IN
ACCESSING PRIMARY SCHOOL
LEADERSHIP POSITIONS: A CASE OF
KERICHO COUNTY, KENYA
for the period ending:
9th March,2018




.....
Applicant's
Signature


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

Appendix VII: Map of Kenya showing Kericho County



Appendix VIII: Qualitative data analysis matrix

Question	Transcript	Theme/sub theme	code
How did you get into school leadership?	I was first appointed into deputy headship in 2001. My first appointment just came because those who were in charge of school management were transferred and it become hard to replace them so the education office decided to appoint me.	Aspiration	A
Does it mean that other people were not available to become a deputy and so you were appointed?	Yes – That was what I thought then. After a lengthy discussion with our AEO, I was given the responsibility. I had to take time considering taking up the responsibility because I had not been prepared and it was unexpected. I was encouraged and told this is how people start and I was not the first one (to be appointed that way)	Self efficacy Lack of confidence Assurance by significant persons	SE
Could it be that the AEO saw something unique about you?	Before I was in charge of the library and I also had a class that I loved so much-class 1. And I really enjoyed teaching that class. Even by the time I was appointed I really felt bad to leave the class	Leadership experience provided in school	IF
Who were significant?	Some parents talked to me and I had mentioned the A.E.O. My husband also told me that once an opportunity arises you take it up because there is a reason. When my partner assured me I felt confident to take up leadership. Initially I was hesitant because I had a small baby and other family responsibilities and with the meetings associated with school leadership.	Community support Spouse support Responsibility for child care	SCF
Did you have people discourage you	Some people told me that I will not make it to be a school leader. They said people will talk bad things about how you are running the school especially now that I was serving in the church.	Criticisms	
Are you also a church leader?	Yes. I am a pastor. I was told that it (school leadership) might interfere with the church management and might affect my spiritual life.	Social expectation	SCF

<p>Why is that so?</p>	<p>People talk of school leaders especially when they do not perform. For example misappropriation of school funds. Some of them misappropriate or are assumed to misappropriate because they have not accounted for the money spent.</p>	<p>Critisms Corruption associated with the job</p>	
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