



*The Cradle of Knowledge: African Journal of
Educational and Social Science Research
AJESSR - ISSN 2304-2885-p, 2617-7315-e
Volume 12, Issue 2, 2024
P.O. Box 555 (00202) Nairobi, Kenya
editor@serek.or.ke*

**SOCIETY OF
EDUCATIONAL
RESEARCH
AND
EVALUATION
IN KENYA**

Influence of Teachers Service Commission Promotion Policies on Female Teachers' Progression to Management Positions of Public Secondary Schools: A Case Study of Kajiado County, Kenya

Titus Mutiso Ndiso*, Jeremiah M. Kalai & Mercy M. Mugambi
Department of Educational Management, Policy and Curriculum Studies
University of Nairobi
P.O. Box 30197-00100, Nairobi-Kenya.

Email: ndisomutiso@gmail.com; jeremykalai@uonbi.ac.ke; mercymugambi@uonbi.ac.ke

Abstract

The study examined the influence of Teachers Service Commission promotion policies on Female Teachers' progression to management positions of public secondary schools in Kajiado County, Kenya. It assessed how the promotion policies used by the Teachers Service Commission influence the number of Female Teachers' Progression into Management of Public Secondary Schools in Kajiado County, Kenya. It was anchored on Equity Theory of Employees. Data was collected using questionnaires administered to 419 public secondary school teachers holding management positions of Heads of Departments, senior teachers, deputy and principals managing public secondary schools. Interview schedule was used to collect data from the five (5) Sub County directors of education in Kajiado County. Stratified sampling technique was used to sample 205 public secondary school teachers in management positions in Kajiado County where 4 TSC Sub County Directors of Education were purposively sampled. The qualitative data was analyzed using content analysis and presented in a narrative form where the findings of the quantitative data were presented by use of tables and charts. The study used Pearson correlation analysis to test if there was a linear association between independent variable and dependent variable where null hypothesis was tested. The data analysis software used was Statistical Package for Social Sciences (SPSS). From the study it was established that performance in one's teaching subjects was taken into a large extent as the main policy used in promotion of teachers while participation in co-curricular activities was the least emphasized policy guiding the teachers' progression into management of public secondary schools. The study suggested that in consultation with other stakeholders, the commission should review its current policies guiding the promotion of female teachers into management positions so as to cater for their needs. Such policies include scrapping delocalization policy, allocating more female teachers than males to management positions in mixed secondary schools and providing them with more training, motivation and opportunities for growth like sponsoring them to further education.

Key words: Female teachers' progression; school management; institutional policies

Introduction

Fairness is currently embraced in today's world in the distribution of management positions to both male and female employees in manning educational institutions (O'Connor, 2019). In their studies, Nyoni and He (2019) and Eclairne (2019) observed that there was serious inequality between male and female teachers in acquisition of management positions of higher education. Several other researchers among them Martinez (2021) and White (2023) revealed that there are serious disparities in the allocation of management positions of the principals, deputy principals, senior teachers and Heads of Departments in the management of public secondary schools in most parts of the world. The policies used by the Teachers Service Commission determine the number of teachers to be promoted into these management positions (Kanai, 2022).



In their assessment of school leadership and gender in Africa, Tonny, Kirezi, Ashfold and Clover (2022) aver that, female teachers enter the workforce in similar number to men which means that at the lower levels in the classroom teaching there is gender balance. The same is observed by Mbepera (2017) whose study established that, female teachers get lost along their career path towards getting the highest administrative positions of the school management. Many countries of the world have currently introduced legislation promoting fair distribution of balanced gender at the place of work but the reality is different when it comes to implementation on promotion of female teachers in schools as compared to the male teachers (Cristacles, 2023).

In their research, Guantai and Mwaniki (2018) established that, female teachers have been left out in top educational management which eventually result to low number of female teachers in the management of public secondary schools. The national policy on Gender reiterates of Kenya's obligation to the Beijing platform for Africa Action (BPFAA) and Eradication of all Discrimination against Women (EDAW) (Aringo, 2015). The Teachers Service Commission policy on employment and promotion upholds equity in both male and female progression at the place of work (Kalungu & Bing, 2018). In practice, the policy has not been applied practically with equity as it states in the management of public secondary schools, a case study of Kajiado County.

In their studies on gender inequalities at the work place, Stamarski and Son (2015) assert that although the activities that men and women undertake to fulfill their job responsibilities are primarily the same, there are few female than male teachers in the management of public secondary schools. They attributed this low number of females to management positions with the T.S.C policies followed in the promotion of teachers to management positions. Moyo (2017) and Mwanache (2019) carried out studies in Zimbabwe and Tanzania respectively on the causes of gender inequalities in Educational Management. In both studies, it was noted that female teachers' poor representation in schools' management is related to educational policies used in different countries. Both studies established that, female teachers have challenges of ascending to management positions.

Progression of female teachers into the management positions in public secondary schools is a global challenge in most parts of the world (Gumus, 2022; Adelman and Lemos, 2021). Institutional policies at the place of work determine employees' modalities of progression both male and female (Willis & Bohmer, 2023). In their study in Solwezi District; Zambia Mwalwanda and Simuyaba (2019) assessed the factors which hindered female teachers from accessing senior management positions in public secondary schools. The study observed that female teachers were blocked by the policies governing teachers' promotion which included the teacher's level of education, participation in co-curricular activities, performance of their learners in national exams and the mode of transferring teachers from one school to another once they got promotion to management positions. Beg et al (2021) and Adelman (2021) in their studies assert that gender bias is evident to male administrators in the teaching management in many countries while female teachers lag behind in terms of progression into management of public secondary schools.

Sang and Masila (2019) explored on the causes of gender inequality in the management of public secondary schools in Kenya. The study established that men continued to largely dominate school management position. The study recommended that use of affirmative policies would get better female representation in management of schools at the positions of Heads of Departments, Senior teachers, deputy and principal positions. Mukolwe, Michael and Ajowi (2018) sought to find out the strategies needed to encourage female teachers to participate in management positions of public schools in Nambale Sub County. The study established that although there was an equal opportunity policy where teachers were promoted to management positions through competitive interviews, the selection criteria was not clear. The study argued that TSC needed to formulate clear policies in liaison with the MoE where an equal share would be allocated to male and female teachers to promote fairness to both gender in management of public secondary schools.

Mbalikali and Moyo (2021) in their study assessed the factors contributing to female teachers' underrepresentation in schools' leadership in Sumbawaga, Tanzania. The outcome established that, female teachers had relevant qualifications required for promotion like their male counterpart only that the education officers tasked with the responsibility of interviewing teachers for purposes of promotion to management positions were not keen on ensuring gender balance. Their study recommended the use of affirmative action policy in the appointment of school heads and other administrators so that more female teachers would be represented in school management. The same idea was



supported by Mbepera (2017) whose study identified lack of specific gender-based appointments policy as a reason for female underrepresentation in the management of public secondary schools in Kenya.

Abate and Woldie (2022) examined the barriers to women's advancement in the public sector in Sub-Sahara Africa. The study highlighted that there are discriminatory practices in recruitment, selection and promotion towards females which had contributed to the limited number of females moving to managerial positions in public institutions. Karie and Kavale (2019) investigated the factors which affected female teachers' participation in leadership of secondary schools in Benadir Region, Mogandushu. The study called for a review of policies, practices and procedures which hindered female from participating in educational leadership in Somalia. The study noted that there is need for implementation of affirmative action e.g recognition of certificates for women who participate in education management and the MoE to promote more female teachers who would act as role models and mentors to other women in the realm of academia.

Ngilu's study (2019) further supported by O'connor (2019) both of whom emphasized on female teachers' progression into management positions advocate for improvement of the promotion policies. Different scholars highly emphasize on the need to improve TSC policies by promoting equitable male to female ratios in management of public secondary schools. Mukolwe, Michael and Ajowi (2018) carried out a study on the strategies for enhancing participation of female teachers to headship positions of schools in Nambale Sub County in Kenya. The study established that there existed various government policies in Kenya to enhance gender equality and equity in management of public institutions but it was unfortunate that the policies had not been fully exercised when deploying teachers to management positions pointing out a mismatch between policy and practice. According to the study, MoE provided for equal opportunities in terms of promotion of teachers but the two thirds gender affirmative policy was not adequately applied by the TSC.

Aringo (2015) investigated the relationship between gender policies and the progression of female teachers by TSC into management of public secondary schools in Kisauni and Likoni Sub Counties, Mombasa County. The study used a mixed methods research design as supported by Trigueros (2019) and Utibe (2019), there was a number of policies that could help female teachers advance to management positions of schools. The singled-out policies included the Kenya Vision 2030, equal promotional and education opportunities to both genders and affirmative action. The study established that, despite the existence of these policies, school management positions in these schools were still dominated by male teachers. This article stipulates what has been done by the previous scholars by unearthing the gaps found in the ratios of male and female teachers' progression into management positions. The gaps necessitated this study to establish the push factors behind few female teachers being in the management of public secondary schools. The study sought to assess the influence of Teachers Service Commission promotion policies on the progression of female teachers to management positions of public secondary schools in Kajiado County.

Female teachers' progression into management of public secondary schools is a challenge in countries of the world (Arlesting, 2018; Daniel, 2021; Mbalikali and Onyango, 2021). The management of public schools is in most cases disproportionately skewed in favour of men with few female teachers getting into the management positions of public secondary schools. The promotion policies used by the Teachers Service Commission seemed not to provide an equitable ground for progression of both male and female teachers into progression of public secondary schools in Kajiado County from the data available (MoE, Kajiado County; 2021).

Records from the five Sub Counties in Kajiado; Isinya Mashuuru, Kajiado North, Kajiado Central and Loitokitok indicate low female inclusion in managing public secondary schools as attested by the MoE and TSC records, (2022). Studies on female teachers' progression into management positions are scarcely addressed in Kenya. The policies used by the Teachers Service Commission to spot the teachers promoted to the positions of the Heads of departments, senior teachers, deputy and principalship of schools are not balanced to both male and female teachers in Kajiado County Public Secondary Schools. This resulted to low female teachers' progression into management positions of public secondary schools in Kajiado County.

Based on this management disparity, the researcher felt that there was need to address the gap of male dominance in the management positions at the expense of disadvantaging female teachers in their progression to management positions of public secondary schools by reassessing the policies used by the Teachers Service Commission. From the



gap of knowledge realized, there was need to investigate on the influence of Teachers Service Commission promotion policies to teachers with a view to initiating balanced gender participation in the management of public secondary schools in Kajiado County, Kenya.

The purpose of the study was to assess the influence of Teachers Service Commission promotion policies on female teachers' progression to management positions of public secondary schools in Kajiado County, Kenya. The study sought to determine the Teachers Service Commission promotion policies on female teachers' progression to management positions of public secondary schools in Kajiado County, Kenya. **H₀₁:** There is no statistically significant relationship between the Teachers Service Commission promotion policies and female teachers' progression to management positions of public secondary schools in Kajiado County, Kenya.

Research Methodology

Research design is defined as the clear structures within which the study is implemented (Asenahabi, 2019). This study used a mixed methods research design. Dawadi, Shrestha and Giri (2021) opined that it is the best design to use because it uses both qualitative and quantitative methods concurrently and each method is given equal opportunity in the study. The data obtained from each method was analyzed separately. The results obtained from the two methods were then combined during the interpretation stage. This design was applied to make it possible to understand the research problem better as the data obtained was different but complementary which ensures that the strengths of each of the two methods were maximized while at the same time minimizing their weaknesses as supported by Trigueros (2019) and Utibe (2019).

The target population was 424 respondents distributed by the different management positions held in the public secondary schools and the TSC Sub County directors of education in Kajiado. The respondents were composed of 419 public secondary school teachers who included 81 principals, 83 deputy principals, 93 senior teachers, 162 heads of departments and 5 TSC Sub County Directors of Education. The sample size of the study was 205 respondents.

Stratified sampling technique was used to select 205 public secondary school teachers holding management positions in Kajiado County. The research instruments used for this study were semi-structured questionnaires and interview schedule. The questionnaires were used to collect data from the Heads of Departments, Senior teachers, deputy principals and principals from the sampled schools. The interview schedule was used to collect data from the TSC Sub County Directors of Education in Kajiado County. Pilot testing was done prior to the study which consisted 10% of the sample as advised by Hazi & Maldan (2015) and Simajeet (2017). The pilot test aimed at refining the research instruments to ensure that they were clear to the respondents when answering the questions. To maintain instrument validity, the supervisor scrutinized the relevance of the content in the questionnaires. The necessary adjustments were done in readiness for the main data collection exercise. To address construct validity, the questionnaires were sub-divided into several sections where each section assessed information linked to a specific objective.

The results obtained from the study were coded into the Statistical Package for Social Sciences (SPSS) and the reliability co-efficients for all the constructs in the questionnaire generated. Co-efficients = 0.7 were deemed as sufficient and a measure of construct reliability as asserted by Hew, Kim and Faith (2015). The study used Pearson's Correlation analysis. This was because it is the one used in testing if there is a linear association between an independent variable and a dependent variable. This is a key assumption when conducting a linear regression analysis. The study focused on only one independent variable being the reason why it did not bivariate Pearson's correlation analysts.

Results

The purpose of the study was to determine the influence of Teachers Service Commission promotion policies on Female Teachers' Progression to Management Positions of Public Secondary Schools in Kajiado County, Kenya.

To achieve this, the hypothesis of this article was: -

H₀₁: There is no statistically significant relationship between Teachers Service Commission promotion policies and Female Teachers' Progression to Management Positions of Public Secondary Schools in Kajiado County, Kenya.



The responses of Heads of Departments, Senior teachers, deputy principals and principals regarding TSC promotion policies on teachers' progression are outlined in Table 1.

Table 1: Summary of Teachers in Management opinions on the extent of various forms of promotion policies used by the TSC for Female Teachers' Progression into Management of Public Secondary Schools

| Policies | Very small extent | Small extent | Moderate extent | Large extent | Very large extent | Mean | SD |
|--|-------------------|--------------|-----------------|--------------|-------------------|-------|-------|
| Performance in teaching subjects | 7.40% | 19.10% | 33.80% | 23.50% | 16.20% | 3.221 | 1.157 |
| Seniority in years of service | 5.90% | 25.00% | 33.80% | 23.50% | 11.80% | 3.103 | 1.095 |
| Qualification in Education | 11.80% | 26.50% | 33.30% | 19.10% | 7.40% | 2.838 | 1.101 |
| Participation in co-curricular | 4.40% | 44.10% | 27.90% | 23.50% | 0.00% | 2.706 | 0.882 |
| Composite mean and standard Deviation valid = 68 | | | | | | 2.967 | 0.788 |

From Table 1, it was established that performance in one's teaching subjects, seniority in the number of years of service, qualification in Education and participation in co-curricular activities were policies considered by TSC in the progression of teachers into management of public secondary schools in Kajiado County. This is evident from the mean values of 3.221, 3.103, 2.838 and 2.706 giving an aggregate of 2.967 respectively. From Table 1, the study established that on average the teachers agreed that performance in a teacher's teaching subjects was the main policy used by TSC in the progression of teachers to management positions of the Heads of Departments, Senior teachers, Deputy and principal positions in Kajiado County Public Secondary Schools. This is attested by the highest mean of 3.221 opined on average by the teachers in management.

From the study findings, it was established that other types of policies used by the TSC in the promotion of teachers included seniority in the teacher's years of service, qualifications in a teacher's education and participation in co-curricular activities as confirmed by means of 3.103, 2.838 and 2.706 respectively. The overall mean score value for the contrast also meant that on average the teachers in the management categories were of the opinion that the policies were considered to a moderate extent in the progression of teachers into management positions of public secondary schools in Kajiado County.

It can be inferred from the above findings that performance in one's teaching subjects whether a male or female was the most applied criterion or policy by the TSC of determining a teacher's progression into management positions while the least prioritized policy was participation in co-curricular activities as compared by the least mean of 2.967. These findings concurred with Salum (2020) views that education qualification and performance in a teachers' teaching subjects influenced female teachers' progression into management positions. The findings also supported Kanai (2022) and Konguyuy (2020) findings that job performance was highly considered in the promotion of teachers in positions of management in schools.

Table 2: Summary of Sub County TSC Directors' opinions on policies used by TSC to promote teachers into management positions of public secondary schools' management.

| Type of policy | To male teachers | To female teachers |
|---|------------------|--------------------|
| Performance in one's teaching subjects | 100% | 100% |
| Qualifications in Education | 100% | 100% |
| Seniority in years of service | 50% | 50% |
| Participation in co-curricular activities | 50% | 50% |
| Participation in guidance and counseling | 50% | 50% |
| ICT compliant teachers | 50% | 50% |



From Table 2, the TSC Sub County Directors of Education in Kajiado County pointed out that there were various methods used to spot talents from the teachers which were the policy parameters used to promote both male and female teachers to positions of management of public secondary schools, which included Heads of Departments, senior teachers, Deputies and principals. The TSC Sub County Directors unanimously agreed that the methods fully used to promote both male and female teachers to positions of management were performance in one's teaching subjects and qualifications in one's education as attested by 100% in the table. The promotions were based on higher levels of education acquired by a teacher for instance a teacher with a master's degree and above had high chances of being promoted to management positions than a teacher whose highest academic level was a diploma holder in education.

The four Sub County Directors argued that those teachers who were ICT compliant had an added advantage over those who were not as indicated by 50%. They also indicated that teachers who participated in guidance and counseling and those who excelled in co-curricular activities such as games, drama festivals and athletics had an added advantage for promotions as reflected by 50% in Table 2. TSC promotion policy was consisted with Mbepera (2017) and Kanai (2022) findings that one's academic qualifications and performance were the main policies which determined Female Teachers' Progression into Management of Schools. The findings supported Mbalikali and Onyango (2021) and Ngilu (2019) on the effectiveness of gender policies in mainstreaming gender in administration of public secondary schools which established that the policies used have not maintained gender balance in the management of public secondary schools' positions.

Correlation Analysis

Pearson's correlation analysis was undertaken to determine whether TSC promotion policies were associated with the female teachers' progression into management of public secondary schools in Kajiado County, Kenya. In checking the strength and direction of the association, the magnitude and sign of the Pearson's Correlation (r) computed were assessed while the significance of association was determined by comparing the significance or probability (p) values corresponding to the Pearson Coefficient computed against the critical p value which was set at the 0.05 level of significance (that is 95% confidence level). A calculated p value less than 0.05 indicated that the correlation was significant otherwise insignificant. The strength of the Pearson's correlation co-efficient was interpreted using the criteria provided by Akoglu (2018) as follows:

+/- .00 to +/- .19 is very weak, +/- .20 to +/- .39 is weak, +/- .40 to +/- .59 is moderate, +/- .60 to +/- .79 is strong while +/- .80 to +/- .1.0 is very strong. Table 3 contains the correlation test results.

Table 3: Correlation Matrix between independent and Dependent Variables

| Female Teachers' Progression into Management of Public Secondary Schools in Kajiado County | | TSC promotion policies | | |
|--|-----|-------------------------------------|------------------------|------------------------|
| Female Teachers' Progression into management of Public Secondary Schools in Kajiado County | N | Pearson Correlation Sig. (2 tailed) | | |
| | | TSC Promotion Policies | TSC Promotion Policies | TSC Promotion Policies |
| TSC Promotion Policies | 193 | 1 | 193 | 193 |

** Correlation is significant at the 0.0 level (2. tailed)



The study found, as found in Table 3 that 0.759 and the corresponding p values were less than 0.05. The correlations were deemed strong based on the criteria outlined by Akoglu (2018). The findings implied that TSC promotion policies and Female teachers' progression into management of public secondary schools were positive, strong and significant.

Regression and Hypothesis Testing

Having found that the independent variable was significantly correlated with the dependent variable, multiple regression analysis was conducted to generate regression estimates which were used to determine the nature of the relationship that existed between the independent and dependent variable. Determining the relationship between these variables was necessary because it ensured that the influence of TSC promotion policies on female teachers' progression into management of public secondary schools in Kajiado County was determined. The regression analysis showed that the TSC promotion policies influenced the number of female teachers' progression into management of public secondary schools in Kajiado County. The influence in this case was made at the 0.05 level of significance. In line with the objective, the regression estimate (β co-efficient and p values) was used to test the formulated null hypothesis that: "There is no statistically significant relationship between the Teachers service promotion policies and female teachers' progression to management positions of public secondary schools in Kajiado County, Kenya".

The corresponding p values less than 0.05 meant rejection of a null hypothesis and vice-versa. The output generated following the regression analysis was discussed. The output from the regression analysis conducted contained the model summary results. R square or coefficient of determination were used in determining the proportion of variance in Female Teachers' progression into management of public secondary schools in Kajiado County that was predicted by TSC promotion policies. Table 4 outlines the summary results.

Table 4: Model Summary Results

| Model | R | R. Square | Adjusted R. Square | Std Error of the Estimate |
|-------------------------|------------------------|-----------|--------------------|---------------------------|
| 1 | .910a | 0.829 | 0.825 | 0.326125 |
| a predictor: (constant) | TSC Promotion Policies | | | |

From the results presented in table 4, the R square or the coefficient of determination computed was 0.829. This R square suggested that 82.9% of the variance in female teachers' progression to management positions of public secondary schools in Kajiado was attributed to TSC promotion policies. The rest of the variance in female teachers progression into management positions of these schools (17.1%) was explained by other factors not considered in this study.

Significance of the Regression Coefficient

The study further used the estimated regression (β) coefficients and their associated value to determine the nature and significance of the influence of Teachers Service Commission promotion policies on Female teachers' progression into management positions of public secondary schools in Kajiado County. A p value less than 0.05 pointed to significant influence, otherwise insignificant.

Table 5: Regression Coefficient and their Significance

| Model | Unstandardized Coefficients | | Standardized Coefficients | | | Collinearity Statistics | |
|------------------------|-----------------------------|-----------|---------------------------|--------|-------|-------------------------|-------|
| | B | Std Error | Beta | t | sig | Tolerance | VIF |
| 1 (constant) | -0.444 | 0.123 | | -3.619 | 0.000 | | |
| TSC promotion Policies | 0.316 | 0.042 | 0.31 | 7.612 | 0.000 | 0.548 | 1.824 |

a Dependent Variable : Female teachers' progression to management of public secondary



schools in Kajiado County.

With the estimated regression coefficient results presented in Table 5, the following multiple regression model was fitted:

$$Y = -0.444 + 0.316 X$$

Where y = Female teachers' progression to management positions of public secondary schools in Kajiado County.

X = Teachers Service Commission promotion policies.

Based on the study findings, it was inferred that TSC promotion policies had a positive significant influence on Female teachers' progression to management of public secondary schools in Kajiado County. This finding was supported by ($\beta = 0.316, p = 0.000$). The findings meant that increase in TSC promotion policies resulted to an increase in Female teachers' progression into management of public secondary schools by 0.316 units when all other factors are held constant. Following these results, the null hypothesis that there was no statistically significant relationship between the Teachers Service Commission promotion policies and Female teachers' progression to management positions of public secondary schools in Kajiado County was rejected. This led to the influence that indeed, TSC promotion policies significantly influenced the progression of Female teachers.

Conclusions

Based on the study findings, it was concluded that although the TSC policies on the promotion of teachers into management positions upheld equity on both genders, female teachers were few in Kajiado Public Secondary School positions of Heads of Departments, Senior Teachers, Deputy and Principal positions. Male teachers still dominated the management positions in most public secondary schools.

The study revealed that teachers Service Commission promotion policies affected the number of female teachers' progression into management positions. The study concluded that different institutional policies such as performance in one's teaching subjects, seniority in years of service, a teachers' academic qualifications and participation in co-curricular activities were considered but to a varying extent in teachers' progression into management positions of a senior teachers, HoD, deputy and principal positions in Kajiado County. It was concluded that TSC promotion policies positively and significantly influenced the progression of female teachers into management of public secondary schools. Performance in one's teaching subjects was the policy which was highly used by the TSC to promote teachers as unanimously agreed by the teachers in management and the TSC Sub County Directors of Education whereas co-curricular activities received the least attention in teachers' promotion. This study concluded that TSC ought to re-assess the policies used in promotion of teachers, introduce other female gender-friendly policies in order to inspire more female teachers to take up school management roles.

Recommendations

Based on the findings of the study, the promotion policies used by TSC can be improved to enhance motivation of many more female teachers to participate in the management of public secondary schools. To be able to breach the gap, the study recommended on measures which can be employed to encourage this uptake of management positions. These include the following:

1. TSC should promote affirmative action where female teachers can be encouraged to take up management positions. Affirmative action tries to reserve some positions for females as a gender and automatically opens slots specifically for female teachers' progression. This can reduce contest from the male teachers by creating more room for female participation in the positions of the HoDs, Senior teachers, deputy and principal positions.
2. To stop delocalization policy by allowing female teachers take up management positions in their own regions. When female teachers have management vacancies within their Sub County or County, they would not be separated from their families and would easily accept because after work they can join their husbands and children, attend to their other household chores.
3. TSC should maintain the policy that, in mixed secondary schools, if the principal is a male, then the deputy should be a female and vice versa. In a girls' school both the principal and deputy principal should be female teachers.
4. TSC should improve responsibility allowances for the management positions for the



female teachers who acquire them. This would compensate them by facilitating for the expenses which one must incur while away from home like renting houses, commuting to far off schools from their homes.

5. TSC should in consultation with the Ministry of Education provide female teachers with more training by taking them to seminars and workshops for empowerment. This would motivate female teachers even see the need of furthering their education to be able to qualify for these management positions in public secondary schools.

References

- Abate, G.B; & Woldie, A.T. (2022). *Breaking barriers to Women's Advancement in the Public Sector in Sub-Saharan Africa*. Canadian Bureau for International Education.
- Adelman, M; & Lemos, R. (2021). *Managing for Learning: Measuring and Strengthening Education Management in Latin America and the Caribbean*. World Bank Publications.
- Akoglu, H (2018). *User's guide to Correlation Coefficients*. Turkish Journal of Emergency Medicine, 18(3), 91-93.
- Aringo, F.A (2015). *Gender Policies and Advancement of Women into Leadership in Public Secondary Schools in Kisauni and Likoni Sub Counties, Mombasa County, Kenya*. (Masters dissertation, Kenyatta University).
- Arlestig, H. (2018). *Communication Between Principals and Teachers in Successful Schools*. (Unpublished Doctoral Dissertation, Umea University, Sweden).
- Asenahabi, B.M. (2019). *Basics of Research Design. A Guide to Selecting Appropriate Research Design*. International Journal of Contemporary Applied Researches, 6(5), 76-89.
- Beg, S; Fitzpatrick, A. & Lucas, A.M. (2021). *Gender Bias in Assessment of Teacher Performance*. AEA Papers and Proceedings, III:190-195.
- Cristales, A.G; Hanguisan III, I:A; & S. Agala, G.B (2023). *Gender Equality and Work place Diversity in a School Division Office Journal Inovasi Ekonomi*, 8(Op), 11-18.
- Daniel, C.E; & Eze, O.L (2021). *The Role of Formal and Informal Communication in Determining Employee Effective and Continuance Commitment in Oil and Gas Companies*. International Journal of Advanced Academic Research – Social and Management Sciences, 2(9), 33-34.
- Dawadi, S; Shrestha, S; & Giri, R.A. (2021). *Mixed-Methods Research: A Discussion on its types of Challenges and Criticisms*. Journal of Practical Studies in Education 2(2), 25-36.
- Eclaine, U. (2019). *Achieving Gender Equality in and Through Education*. A Knowledge and Innovation Exchange (KIX).
- Guantai, H; & Mwaniki, S. (2018). *A Rethinking of the Organisational Cultural Practices and Mentorship as Barriers of Female Teachers Ascending to Principalship in Kenya*. Journal of Education and Practice.
- Guerero, Laura, K; Anderson & Walid, A. (2014). *Close Encounters*. Communication in Relationships. 4th Edition. Los Angeles, C.A. Sage Publications Inc. ISBN 978-4522-1710-9.
- Gill, D. & Stone, R. (2017). *Fairness and Desert Tournaments, Games and Economic Behaviour*. 69:346-364.
- Gumus, E. (2022). *Investigation of Mentorship Process and Programs for Professional Development of School Principals in the USA: The Case of Georgia*, International Journal of Educational Leadership and Management, 2-41.
- Hazi, O; & Maldaon, J. (2015). *A Pilot Study: Vital Methodological Issues*. Business: Theory and Practice, 16(1), 53-62.
- Heo, M. Kim, N. & Faith, M.S (2015). *Statistical Power as a Function of Cronbach Alpha of Instrument Questionnaire Items*. BMC Medical Research Methodology, 15(1), 1-9.
- Kajiado Education County Statistics (MoE, 2022).
- Kanai, C.K. (2022). *Factors Influencing Participation of Women in Institutional Leadership Positions in Public Schools in Tharaka North Sub County, Tharaka Nithi County, Kenya*. (Masters Dissertation, KeMu).
- Kalungu, P.M; & Bing, W. (2018). *The Glass Ceiling: Representation in Question for Kenyan Women Education Managers*. Journal of Education and Practice, 9(35),



- 66-75.
- Kane, O.H; & Kavale, S. (2019). *Factors Affecting Women Leadership in Secondary Education in Benadir Region, Mogadishu-Somalia*. International Journals of Academics and Research, 1(4), 56-59.
- Kongyuy, P. (2020). *Delegation of Authority as a Tool for Effective Secondary School Management in the North Region of Cameroon*. International Journal of Education and Social Science Research, 3(6), 271-281.
- Martinez, M.M; Molina-Lopez, M.M; & de Cabo, R.M. (2021). *Explaining the Gender Gap in School Principalsip. A Tale of Two Sides*. Educational Management Administration & Leadership, 49(6), 863-882.
- Mbalikali; C. & Onyango, D.O. (2021). *Factors Contributing to Female Teachers' Underrepresentation in Schools Leadership. A Case Study of Sumbawanga, Tanzania*. East African Journal of Education and Social Sciences (EAJESS), 3(2), 120-129.
- Mbepera, J.G (2017). *The Organizational Factors Influencing Womens' Underrepresentation in Leadership Positions in Community Secondary Schools (C.S.Ss) in rural Tanzania*. KEDI Journal of Educational Policy 14(2), 79-100.
- Miller, P.W. (2020). *'Tackling' Race Inequality in School Leadership: Positive Actions in BAME Teacher Progression – Evidence from Three English Schools*, Educational Management Administration & Leadership, 48(6), 986-1006.
- Moyo, Z. (2022). *Confronting Gender Inequalities in Education Leadership: A Case Study of Zimbabwe*. Gender Questions; 10(1), 1-23.
- Mukolwe, J.O, Michael and: O & Ajowi, O.J. (2018). *Strategies for Enhancing Participation on Female Teachers in Management of Public Primary Schools*. European Journal of Education Studies, 4(2), 90-102.
- Mwalwanda, A.M; & Simuyamba (2019). *Factors that Hinder Females from Accessing Senior Leadership Positions in Selected Public Secondary Schools in Solwezi District, Zambia*. International Journal of Research and Innovation in Social Science, 7(2), 1453-1464.
- Mwanache, E.E. (2019). *Factors Influencing Low Participation of Female Teachers in Public Primary Schools Leadership in Tanzania: A Case Study of Mtwara District Council (Masters Dissertation, the Open University of Tanzania)*.
- Ngilu, J.K. (2019). *Effectiveness of Gender Policies in Mainstreaming Gender in the Administration of Public Secondary Schools in Makueni County, Kenya (Masters Dissertation, The Catholic University of East Africa)*.
- Nyoni, W.P & He C. (2019). *The Status of Gender in Senior Leadership Positions in Higher Education Universities in Tanzania*. International Journal of Academic Multidisciplinary Research (IJAMR, 3(3), 30-40.
- O'connor, P. (2019). *Gender Imbalance in Senior Positions in Higher Education: What is the Problem? What can be done? Policy Reviews in Higher Education*, 3(1), 28-50.
- Sang, J.K Masila, P.M & Sang, J.C (2019). *Gender Inequality in Administration of Secondary Schools in Kenya*. Journal of African Studies in Educational Management and Leadership, 2(1), 16-28.
- Simajeet Kaur, (2017). *Sample Size Determination (for Descriptive Studies)*. International Journal of Current Research 9(3) 48365-48367.
- Stamarski, C.S & Son Hing, L.S. (2015). *Gender Inequalities in the Workplace: The Effects of Organizational Structures, Processes, Practices and Decision Makers Sexism' Frontiers in Psychology*, 6, 1400.
- Tony, B; Kirezi, J. Ashford, R and Clover, D. (2022). *School Leadership and Gender in Africa: A Systematic Overview*. Research in Educational Administration and Leadership Policy and Management, 2(4), 680-712.
- Teachers Service Commission. (2018). *Career Progression Guidelines for Teachers*. Nairobi: Teachers Service Commission. International Journal of Higher Education. Vol. II, No. 2; 2022.
- Trigueros, R. (2019). *Qualitative and Quantitative Research Instruments*. Faculty and



- Multidisciplinariade Occidente English Language Department March 28, 2017.
- Utibe, T.M. (2019). *Impact of Interview as Research Instrument of Data Collection in Social Sciences ICS*. Journal of Digital Science, Vol. 1 155.1, Dec. 2019. Usmanu Dandofiyu University, Sokoto, Nigeria.
- White, R.S. (2023). *What is in a First Name? America's K-12*. Public School District Superintendent Gender Gap. Leadership and Policy in Schools, 22(2), 385-401.
- Willis, G. & Böhmer, B. (2023). *Male Managers, Female Teachers: The South African Case of Gender Imbalances in School Leadership and Management*. Research on Socio-economic Policy: Teacher Demographic Dividend.

