



# Extent to Which Professional Qualifications of Women Have Influenced Girl Child Access to Education in Public Primary Schools in Moyale Sub County

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**Abstract:** *Despite attempts by the government to address gender equality in all sectors, women and girl child retention and access to formal education is still a concern in Kenya and in Africa as a whole. The study sought to achieve the objective; to establish the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County. The study used mixed methods approach that involves collecting, analyzing, and interpreting quantitative and qualitative data using concurrent triangulation. The study targeted; 43 teachers at different levels. The sample size was 216 respondents, the study used Simple random sampling method. The study used a questionnaire administered to the head teachers and teachers and schedule of interview for Director of education. The study used percentages and frequencies in data presentation. The validity, reliability and trustworthiness of the data collected was tested through test and retest method, Piloting study was done in one of school within the sub county. The study found that women might qualify and still want responsibilities, but most don't attend interviews and workshops on management courses which are requirements for promotion. The study recommends that TSC and MOE should provide an affirmative action policy to create more vacancies for the female teachers to be recruited into management positions whenever advertised. The Government of Kenya must use suitable boards to advocate male to inspire their spouses to take part in training management so as to balance gender in learning institution.*

**Keywords:** *Patriarchy, professional, Access, Gender, Equity, Education.*

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## 1. Introduction.

Warner (2018) states that globally, women are underrepresented in any given management opportunities, Warner's report states that in US Women form 50.8 percent of the population but those in management position are small number. It is cited that in American women greatly lag behind compared to men in their placement in management positions. In spite of deceleration of gender wage gap in late 1990s the

percentage of women in leadership made negligible progress. Lately, the number of them in the leadership ranks has considerably dropped.

In Kenya, majority of men head learning institutions, for better management gender equality has to spread across the board in equal number. If at all this is done learners in learning institutions will have those whom they look up to as their model. Women are good decision makers given such a leadership position in administration thus can

mentor others in their fulfilment of aspiration in life particularly in area of their educational needs.

In Kenyan tertiary institution such as teachers' training colleges (TTCs), Kenya Educational Staff Institute (KESI) and Universities, teachers are trained initially on the same curriculum content regardless of gender, relevant courses that would help them in management are taught to prepare them as future administrators. Thus, any trained teacher can potentially be a school head of primary school as long as one has a P1 certificate.

According to the Ministry of Education Sessional paper (2019) specifies education, training and research as the major components for the attainment of the vision 2030. This social pillar is instilled by solving gender and regional disparities in assignment of responsibilities. One of the overall goals of Education is that of promoting social equality and responsibility. To attend this, the following plan was proposed; by 2030 women numbers be increased in all sectors, head of organizations or institutions of learning and focusing on factors that enhance gender balance at school management levels. Therefore, a study has to be done to open up this inequality through provision of recommendation that will lead to solutions of this by the Government and stakeholders.

The case of Moyale sub -county looks deplorable. Therefore, there is need for an investigation of influence of women involvement in management of public primary schools on girl child access to education in Moyale, with an aim of solving and suggesting means for improvement on girl child access to education. To achieve this, the study focused on the professional qualifications of women, its influence on leadership and girl child access to education.

Most schools in Moyale Sub County are headed by men. According to Sub County Education Office, (2019) report, there are 3 head mistresses which is about (8%) of the total public primary schools' heads in Moyale, while the male heads are 37 (93 %.). Therefore, this scenario has disadvantaged girl child as they lacked female managers whom they would have aspired to be like them.

It was clear that Teachers Service Commission (2017) gives equal opportunities to all teachers wishing to get the management and leadership role of education. Equally, fight for equality in opportunities in socio-economic spheres of life for both male and female. Nonetheless, women in Moyale Sub County continue to be behind their male counter parts regarding holding administrative position.

## 2. Literature Review

### 2.1 Professional Qualifications on Girl Child Access to Education

On education and professional qualification, Shaukat (2017) noted that to empower girl child, education must be availed to them. Through education women are empowered to become leaders of tomorrow in society, this will enhance girl child access to education as they look up to women in leadership as their role model for the attainment of their dream.

Globally, according to UN Women's Annual Gender Report (2022) on gender equality, there is moderate progress on women in managerial position though sub-Sahara Africa still lags behind. In Kenya, this disparity is much notable particularly in the Arid and semi-arid regions, where social amenities are scarcely available. The ripple effect is felt in education sector where women and girls access to education and leadership is narrowed. This has limited progress in the achievement of SDGs by 2030-time frame. Therefore, women's equal representation in leadership matters—not only for achieving gender equality, but for making sound decisions in the workplace and every area of public life, Equal leadership ensures that diverse perspectives and voices make it to decision-making forums.

Genevieve (2014) stated that, "Those who were successful in acquiring administrative positions reported that their successes were the result of a variety of factors. Preparing for the job search, acquiring administrative skills, being part of a network, being in the right place at the right time, and being highly qualified for a position are routes to administrative positions. Women who are seeking administrative roles are advised to examine and adjust their leadership styles, become qualified, pursue administrative experiences, publicize career goals to influential persons, and form alliances.

To increase opportunities for women in administrative roles, they have to be trained to qualify for the prospective jobs for them to be placed at a competitive edge with male. (ILO 1995). There is positive correlation between higher levels of employment and higher professional standards. Education is the only way to good occupation and rise to career ladder (Wickham 1986). Limited access to higher education for girls means denying them right to rise up the ladder of success. One of the reasons for low appointments of women in Australia was lack of proper training and qualification as administration requires more training. Those who fail normally lag behind others in career.

Historically, education in Asia and Sub-Saharan Africa is mainly available to men. This means that from the beginning women were disadvantaged in formal education and formal employment as they lack required qualification for the job. It is also common in Latin America where women were introduced little education just for instructions of common household chores. (Avalos, 2015)

According to Bizna Reporter (Feb, 2019) on Promotion of teachers in Kenya, TSC still insist that academic qualification is of paramount importance particularly to those teachers whose aspiration are to become head teachers and principals of any learning institution in Kenya. Though it will not be the only indicator for promotion since the implementation of 2017 Collective Bargaining Agreement (CBA), The Commission prepared a guideline stating how teachers will be moved to the next job group. It further stated that Teacher's qualifications is guided by their professional qualification, their involvement in recently introduced Teacher Professional Development (TPD) modules which is governed by the career progression guideline (CPG) and teacher performance appraisal and development (TPAD).

Wanjama, (2014) stated that "In Kenya, education has done little to change the educational and career expectations for girls as they go through the system. It is as if girls and boys are not exposed to the same educational curriculum due to inequalities seen when it comes to educational and career expectations. The curriculum of education challenges boys and subdue girls when it comes to career aspirations. They became women with no aspirations to move up because their aspirations are channeled to less rewarding and domestic oriented careers from a young age."

Wangari (2003) further stated that lack of qualified teachers particularly female in Tanzania was due to lack of role models from women even though they have equal opportunity. It is noted that such women enhance aspiration of young girls.

## 2.2 Theoretical Framework

The Abraham Maslow's theory of human motivation was reviewed as it is related to this study. The theory provides ideas that help in analyzing of the data, it has concepts that gathered the finding of the study. It was used to analyze the motivations of women through which they could rise to their aspiration in life and this is connected to the need's hierarchy. In this theory, the needs are motivating factor and they are linked to one another, for one to gain the satisfaction of one need, the previous need must be met. Thus, the next needs will be driving force for motivation. The motivations can be seen as goals,

which human is motivated to achieve. The motivations therefore affect human behavior (Maslow, 1943)

This theory is relevant to the study as it elaborates how women and girl child need motivation from onset and throughout their life so that they can attain their aspiration. Therefore, the theory explains how motivation plays an important role for women to perfectly do well in education and improve their future life.

Women have to be empowered for them to have strength to control their own affairs, which is the main source of motivation and also having an income and a better job which is the main concern of this research study as girl child need women as a motivating factor to look up to as a role model in achievement of their goals.

Women's life quality increases through education, for instance by enhancing their ability to affect family decisions. Women's position is strengthened by education (Sen, 2002, p. 208-209). Relatively high levels of education have the most impact on women's autonomy. The effects vary between countries and cultures, and are affected by the degree of a country's development (Jejeebhoy, 1995.). Education has positive effects on women and the society, educated women in leadership positions are motivation and role models for the girl child as they grow through their education and career development. According to Kapur (2018) female Teachers in Schools have great influence on girl child access to education, for instance those from rural set up have traditional believes, they prefer that their daughters be educated by the women teachers in learning institutions. Since the numbers of these teachers are fewer or sometimes not available at all, girls in rural areas drop out of school based on this viewpoint. They mostly feel comfortable in the presence of female teachers and would be able to communicate effectively with them regarding their academic as well as other problems. The women who have higher education are likely to participate in labor market.

## 2.3 Conceptual framework

This study has framework which is based on variables that are said to impact the women leadership involvement and girl child access to education in public primary school, illustrated by the key indicator; Professional Qualifications and girl child access to education, the dependent variable is girl child access to education, under which other factors such as retention, academic performance in school, Equality and Enrolment are elaborated.

The study problem was conceptualized to show how study variable interrelate, this is shown in figure1. It was

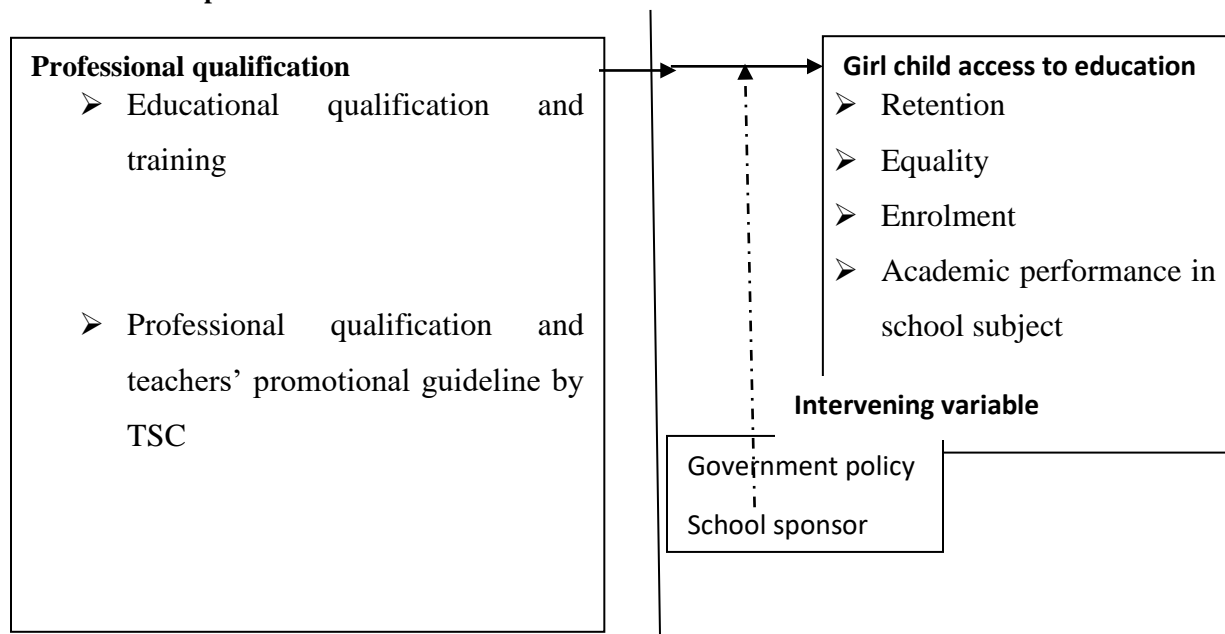
conceptualized that the independent variables will influence the dependent variable, women involvement in leadership of schools and its influence on girl child access to education. These factors are assumed to affect

appointment of women and taking up of management and leadership roles.

The following conceptual framework guided the study.

**Independent variables**  
**Women leadership**

**Dependent variable**



Source: Author 2022

**Figure 1: Conceptual Model of the influence of women leadership involvement on girl-child access to education in primary schools**

**3. Methodology**

This study used mixed method of research where data is combined and synthesized using concurrent triangulation research design. Thus, both quantitative and qualitative methods were used in the study. The study took place in the 2 zone of Moyale Sub County namely, Gurumesa and Butiye zone and concentrated on public primary schools. Moyale is administrative sub county of Marsabit County.

The study targeted the 390 teachers, 40 head teachers and a Sub County Director of Education in Moyale. The study used Simple random sampling technique to sample 20 public primary schools. The research sample size was 195 teachers, 20 head teachers and a Sub County Director of Education (SCDE), totaling to 216 participants who were involved in the study out of 40 public primary school within Moyale Sub County. This is represented in table 1 below:

**Table 1: Table showing Study Sample; (n= 216)**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample size</b>
District Education Officer	1	1
Teachers	390	195
Head teachers	40	20
Total	431	216

In this study, the instruments used are an interview schedules for the Sub County Director of Education and questionnaires for teachers and head teachers. The data

was analyzed using the concurrent triangulation where both qualitative and quantitative data were collected, recorded and analyzed, then the result were compared and

a conclusive interpretation of data was done by drawing interpretation of the results, thus giving a conclusive reliable result of the study. The gathered data was illustrated using frequency distribution tables in terms of percentages. Then it was categorized and analyzed based on work experience, sex, status and age. The inferential analysis was done using regression to determine variation of the parameters.

To maintain the validity for this research instruments, discussion and consultations were held with academic professions. Assistance was sought from experts in research and graduates with experience, to help in improving the instruments. The unclear questions were corrected to maintain validity of the research instruments. Piloting study was done in two of the schools within the sub county different school from the ones identified for the study. The head teacher and the teacher were given

questionnaires as research instrument. This confirmed the validity and reliability of the instruments. Points noted as incomprehensive were corrected before the actual field work. Challenges experienced during the piloting in terms of logistics were also corrected.

## 4. Results and Discussion

### 4.1 Descriptive statistics on the establishment of the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County

**Table 2: Teachers rating on the establishment of the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County.**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Nearly all don't qualify	9	5.5	24	14.6	30	18.3	47	28.7	54	32.9
Most don't attend management courses	16	9.8	33	20.1	34	20.7	51	31.1	30	18.3
Most of them don't want responsibility of headship	11	6.7	39	23.8	25	15.2	48	29.3	41	25.0
Every few attend interviews	27	16.5	53	32.3	35	21.3	33	20.1	16	9.8

#### Source field Data (2022)

Most of the teachers indicated that in terms of the extent to which professional qualifications of women based on whether they qualify or not have influenced girl child access to education in public primary schools, they strongly disagree with a response rate of 54(32.9%) respondents followed by those who disagree with a response rate of 47(28.7%) while neutral, agree and strongly agree had a response of 30(18.3%), 24(14.6%) and 9(5.5%) respectively. The study found out that in terms of professional qualification most of teachers don't attend the management courses where most of respondents indicated that they disagree were 51(31.1%) followed by those who had neutral idea with a response rate of 34(20.7%) while least were those who indicated to

strongly agree with a response rate of 16(9.8%) respondents. From a sample of 48(29.3%) of respondents indicated disagrees that they don't want responsibility of headship while 41(25.0%) strongly disagree with few respondents who strongly agree and agree with a response rate of 11(6.7%) and 39(23.8%) respondents respectively. On the interview attendance the study found out that most of the respondents attended very few who attended the interviews where who agreed were 53(32.3%) respondents followed with those who were undecided who were 35(21.3%) respondents on interview attendance. 33(20.1%) disagreed 27(16.5%) strongly agreed and 16(9.8%) strongly disagree on interview attendance.

**Table 3: Head Teachers rating on the establishment of the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Nearly all don't qualify	0	0.0	2	10.0	5	25.0	6	30.0	7	35.0
Most don't attend management courses	1	5.0	4	20.0	4	20.0	6	30.0	5	25.0
Most of them don't want responsibility of headship	1	5.0	6	30.0	3	15.0	6	30.0	4	20.0
Very few attend interviews	4	20.0	8	40.0	2	10.0	4	20.0	2	10.0

**Source: Field Data (2022)**

The results achieved on table 3 on the professional qualification was determined and the following results were achieved. In term of qualification most of the head teachers indicated that nearly all don't qualify where 7(35.0%) strongly disagree while 6(30.0%) disagree while neutral and agree had a response rate of 5(25.0%) and 2(10.0%) respondents respectively. Attendance of management courses was used to determine the impact it had towards professional qualifications of women on girl child access to education where highest response was found to those who disagree with a response rate of 6(30.0%) and 5(25.0%) who strongly disagree however neutral and agree had a response rate of 4(20.0%) each. Most of the head teachers indicated that they disagree that most of the women don't want responsibility of headship where 6(30.0%) disagree and agree too. It was followed by those who strongly disagree with a response rate of 4(20.0%) respondents. The study indicated that they agreed that there are few attended interviews where

8(40.0%) response rate followed by those who strongly agreed and disagree with a response rate of 4(20.0%) respondents each and a response rate of 2(10.0%) respondents in those who had neutral and strongly disagree respondents.

#### **4.2 Inferential analysis on the establishment of the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County.**

A multiple linear regression was performed and presented in the 2 tables which composed of model summary and regression analysis. This was represented on table 4 and 5 respectively.

**Table 4: Model summary on the establishment of the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742 <sup>a</sup>	.920	-.004	1.118269

**Source: Field data (2022)**

The model summary on table 4 indicated the value of R of 0.742 which indicates a strong correlation between professional qualifications of women and the position of women in leadership and girl child access to education in public primary schools in Moyale Sub County. The R<sup>2</sup>

was found to be 92.0% this indicates the goodness in model fitting hence the strong relationship between explained by dependent variable on the independent variable of the study

**Table 5: Regression analysis on the establishment of the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County.**

Model		Unstandardized Coefficients			
		B	Std. Error	T	Sig.
1	(Constant)	2.938	.361	8.143	.000
	Nearly all don't qualify	-.036	.078	-.459	.647
	Most don't attend management courses	.140	.081	1.741	.084
	Most of them don't want responsibility of headship	-.058	.075	-.771	.442
	Very few attend interviews	-.023	.078	-.297	.767

**Source: Field data (2022)**

A multiple linear regression was determined and formulated as per table 16. The study indicated “Most of them don’t attend management courses” had the highest correlation of 0.140 on the determination on the extent to which professional qualifications of women have influenced girl child access to education, while “Most of them don’t want responsibility of headship” had the least correlation of -0.058.

We can conclude that the extent to which professional qualifications of women have influenced girl child access to education in public primary schools except for “Most don’t attend management courses” which had positive correlation for 0.140 this means there is need for female teachers to attend the management courses. The following linear regression equation was formulation as per table 5 above to determine the influence of professional qualifications.

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon$$

$$Y = 2.938 - 0.036x_1 + 0.140x_2 - 0.058x_3 - 0.023x_4 + \varepsilon$$

Where  $x_1$  = nearly all don’t qualify

$x_2$  = most don’t attend management courses

$x_3$  = most of them don’t want responsibility of headship

$x_4$  = very few attend interviews

### **4.3 Qualitative Data analysis on the establishment of the extent to which professional qualifications of women have influenced girl child access to education in public primary schools in Moyale Sub County.**

Thematic analysis was determined on the extent at which professional qualifications of women have influenced girl

child access to education in public primary schools majority of teachers indicated some of the following factors which include:

*“Fear of being taken away from home town since they are afraid to move away from their family.”*

*“Biasness when it comes to calling teachers for interviews and workshops. Lack of appropriate measures used by those who call for interviews i.e., no protocol followed.”*

*“Another major issue indicated by teachers was limited time since they are busy with the house chores.”*

*“Male chauvinism was another major factor indicated by teachers where dislike of the female teachers to work in remote areas far away from home compared to male partners.”*

*“Cultural was further highlighted that might result towards low involvement of the female in leadership. The culture finds it negative for women to be in leadership position.”*

*“Negativity of the parents of the pupils regarding delivery of lessons in that the parents lack confidence in female teachers compared to male counterparts.”*

Some of the main highlighted feature by the respondents on how to be involved in the management of schools in Moyale Sub County include:

*“Giving female teachers chance to lead. This will ensure that there is gender balance in the community. This will*

*further ensure that the 2/3 gender rule in the constitution is achieved.”*

*“Motivating the female teachers. Encouraging female teachers to go for higher education and further studies.”*

*“Appointing female teachers and educating them. This will ensure that some affirmative action is done.”*

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The study concluded that while the government is campaigning for gender equality, it focuses on raising awareness of injustice towards women in society in general, especially in the education sector. Without commitment and goodwill on the part of the Teacher Services Commission, management and central government. The study concluded that gender equality can hardly be achieved if the perceptions and attitudes towards female leaders remain the same.

### 5.2 Recommendation

The respondents felt that the government of Kenya has to use suitable boards to advocate male to assist and inspire their spouses to take part in training management. Additionally, the government should overview college guidelines, practices and processes that avert or discourage ladies from taking part in academic management. The two third guidelines that require that management positions are held with the aid of ladies have to additionally be well implemented. This will improve the participation of ladies in management of schools. The authorities have to eventually make provision for political goodwill for women’s involvement in management and girl child access to education as cited in the Kenyan constitution on gender equality.

That the Ministry of Education must introduce incentives like reputation certificate for women who take part in school management courses.

Teachers Service Commission should provide an affirmative action policy to create more vacancies for the female teachers to be recruited into management positions whenever advertised.

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