



Exploration of Teachers' Perceptions on Female Leadership in Female-led Public Secondary Schools, in Nandi County, Kenya

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Abstract: *The study focused on the exploration of teachers' perceptions on female leadership in female-led public secondary schools, in Nandi County, Kenya. The objectives of the study were to find out teachers' perceptions of female leadership in Nandi County and whether there is a significant difference in teachers' perceptions on female leadership in Nandi County. The study employed a descriptive cross-sectional research design. The respondents of this study included teachers and a government representative. The researcher used questionnaires and an interview schedule. The data analysis was done using descriptive statistics. The findings of this study indicated that 86.18% of the teachers agreed that females' leadership in secondary schools in Nandi County positively influences the academic performance of the learners. 88.95% agreed that female leadership enhances discipline in secondary schools. 87.90% agreed that female leadership improves school infrastructural development while 73.93% that year of experience is an important consideration for appointment into leadership positions. There was a significant difference in the perception of teachers on female leadership between County and Sub-County schools in academic performance ($p=0.05=0.05$). There was a significant difference in the perception of teachers on infrastructural development between Extra-County and Sub-County ($p<0.05$) and Extra-County and County ($p<0.05$). There was no significant difference in the perception of teachers on discipline across the four categories of schools. There was a significant difference in teachers' perception on female leadership in years of experience between National and Sub County ($p<0.05$) The conclusions drawn from the findings of this study were that Female leaders in National and Extra-County schools are perceived to perform better than their counterparts in County and Sub-County schools. The study recommended that school administration should empower female teachers into leadership positions either as subject heads, class teachers, or department heads to prepare them for higher leadership positions. The study further recommended that the Ministry of Education and Teachers Service Commission should sensitize female leaders on matters of school infrastructural development and general discipline of the school.*

Keywords: Teachers, Female leadership, Principal, Perceptions, Infrastructure, School discipline

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1. Introduction

Females in positions of leadership in education around the world are thought of as providing a gendered perspective on educational transformation and growth, as well as ensuring social justice through gender parity at the

leadership and decision-making levels (Morley & Crossouard, 2015).

Tchoumi (2020) observed that the historical perspective on leadership contends that males have traditionally held the positions of leadership in all organizations including

secondary schools. Men have typically held leadership positions. In addition, Hakim (2016) underlined that although males continue to dominate society in all domains, females do traditionally take on the traditional role of homemakers in patriarchal societies around the world. He brought out that because of this social mindset, females are indeed reluctant to pursue educational and administrative occupations based on their personality traits such as empathy, emotional intelligence, and nurturing.

Ismail et al., (2021) highlight society's perception of female leadership in favor of males, that male principals are more likely than female principals to exercise transformational leadership. In contrast to their male peers, female principals had a greater impact on the teachers' innovative work than male counterparts. However, he further compared both genders' leadership in Saudi, Asian secondary school principals where males are in charge of overseeing school development initiatives through their leadership team, while female principals are perceived in Asia as active problem-solving component of their leadership.

Rhee and Sigler (2015) posited that top leadership has long been regarded as a male domain due to cultural norms about gender and leadership. In West African communities, for instance, males are regarded as leaders and females as followers (Amadiume, 2015). In the Southern part of Africa, there are cases of underrepresentation of females in positions of authority such as secondary schools. This is because the government has made few efforts to give them considerable authority (Amadiume, 2015).

To be appointed to a leadership post by Kenya's Teachers Service Commission (TSC), an applicant must have served as the deputy principal for at least three years, have completed the necessary academic training, and satisfied the requirements of Chapter 6 of Kenya's Constitution (2010). Male and female teachers have an equal chance for appointment under this condition; however, any girl's school should be led by a female principal and likewise boys. The trend of appointment into leadership positions in secondary schools in Kenya has remained almost the same since independence. It is only after the introduction of the new constitution that the integrity element was included in the TSC promotion criteria policy (Chimakati, 2020).

According to Warner and Corley (2017), female in leadership and professional positions is steadily rising in this world, especially in patriarchal societies. Female participation in executive councils and other administrative organizations, for instance, has been progressively rising in Kenya as an example of such societies. The same has been reflected in legislative and political positions. However, men have historically dominated school administration. As

a result, the government has developed a plan to increase the number of teachers in schools and hire qualified females into leadership positions (Choge, 2015).

A recent survey depicts that females account for more than half of undergraduates due to the 1995 girl child initiative and enactment of Kenya's 2010 constitution 2/3 gender rule (Mukhwana, et. al., 2016). This automatically translates into a higher number of females in leadership especially in academic institutions such as secondary schools. The Kenyan government is working to boost their employment rates upon realizing females' critical role in leadership.

Furthermore, reports revealed that in Nandi County, it has been noticed that there are almost equal numbers of female and male teachers (49% and 51%, County teachers return (2020), as a consequence of the government's girl child initiative and 2010 constitution (Unguku, 2017). This current position, combined with the fact that no known research on teacher's perception on female leadership in female-led public secondary schools in this region, piqued the researcher's concern in exploring more about teachers' viewpoints on female leadership in Nandi County public secondary schools, there was a need to explore teachers' view on female leadership.

Research Question

1. What are the teachers' perceptions on female leadership in Nandi County (i) National, (ii) Extra-County, (iii) County, and (iv) Sub-County Secondary schools in terms of:
 - a. Academic performance in National examinations.
 - b. School discipline.
 - c. Infrastructural development.
 - d. Years of experience?
2. Is there a significant difference in teachers' perceptions on female leadership in Nandi County (i) National, (ii) Extra-County, (iii) County and (iv) Sub-County in terms of:
 - a. Academic performance National examinations.
 - b. School discipline.
 - c. Infrastructural development.
 - d. Years of experience?

2. Literature Review

2.1 Teachers' Perceptions of Female Leadership

According to Kark, Waismel-Manor, and Shamir (2012), if society is prejudiced against women, men's ability to

regard themselves as capable of leadership is an illusion. Coleman (2011) also stated that gendered perceptions have an important influence on women's job advancement and significantly support women's childcare and home responsibilities, whereas males have traditionally been assigned the position of breadwinner (Bushra, 2014). Jabeen and Mirza, (2012) also stated that women are less likely than men to obtain the skills, education, and competencies required for professional progression and leadership positions, owing to a general bias against them. This is supported by Shah and Shah (2012), who observed that females were not given an opportunity to participate beyond their families, hence had limited access to high leadership positions, which is dictated by societal belief systems.

Females' leadership perceptions are formed via socialization. Men are socialized to be leaders in most societies, whereas women are socialized to accept male leadership. While school leadership provides a social setting that exemplifies greater levels of civilization, ethnic stereotyping, as established in traditions, has a significant impact on the perception of women in leadership.

The limits stem from socially constructed expectations that females will be in charge of domestic matters such as childcare. According to a study conducted by Guendouzi (2006), women prefer to wait until they have achieved their work goals before having a family, or they prefer to wait until their children are older before seeking promotion positions, making their reach up the promotion ladder shorter. High academic performance is influenced by internal motivation and anticipated exam results, both of which are crucial.

2.2 Academic Performance

High academic performance is influenced by internal motivation and anticipated exam results, both of which are crucial. In addition, Wu and Shen (2022) while describing the relationship between students' achievement and the principal's leadership revealed that student achievement and principal leadership have a statistically significant positive association.

2.3 School Discipline

The improvement of academic performance is significantly influenced by the students' discipline. However, any lack of discipline among pupils has a detrimental impact on their level of discipline. A study conducted by Innocent, and Opiyo-Andala, (2021) showed that a strong statistically significant beneficial relationship between students' behavior and academic achievement.

2.4 Infrastructural Development

To upgrade the infrastructure, the educational institutions' members must invest money. Infrastructure improvements will enable teachers to perform their job responsibilities in a proper manner and advance educational institutions when they occur (Garmello, 2018). To upgrade the infrastructure, the educational institutions' members must invest money. Infrastructure improvements will enable teachers to perform their job responsibilities in a proper manner and advance educational institutions when they occur (Garmello, 2018).

2.5 Years of Experience

According to the guidelines by the TSC, experience is only one of the factors that are considered in the recruitment of secondary school leaders in Kenya. The guidelines are very clear and in tandem with the Constitution of the Republic of Kenya. It is not very clear why female leaders or potential female leaders in secondary schools in the Republic of Kenya have not had a chance of being appointed as the female leader of a secondary school. For instance, significant consideration on the academic achievement of the teacher to be recruited as a Deputy Principal or principal (TSC, 2017).

According to Beinomugisha, Kamy, and Said (2014), one of the stereotypes regarding women in leadership is that they are unstable employees. Because of the pressures that society places on these leaders, they are compelled to achieve success at any expense. They must occasionally be aggressive in order to survive in the "muscular" world of leadership. However, when it comes to leadership, men are supposed to be tough, whereas the same society demands women to be soft in the social arena but tough at the leadership levels. This appears to be a contradiction, as women ought to be able to be themselves, even at levels of leadership, and not be judged on their "toughness," but also on their ability to carry out their mission.

3. Methodology

3.1 Research Design

This study used a descriptive cross-sectional research design where data was gathered at a particular point in time with the intention of describing the nature and identifying the standards against the existing conditions, comparing and determining the relationship that exists between the specific events (Saunders, Lewis & Thornhill, 2009). Descriptive cross-sectional studies provide data for describing the status of phenomena or relationships among phenomena at a fixed point in time. Data on perceptions of

teachers and a government representative were compared and analysis presented on tables

3.2 Sampling Technique and Sample Size

Stratified sampling technique was used to select four Sub-Counties in Nandi County and one public secondary school from each Sub-County whereby stratification was based on the category of schools (National, Extra County, County, and Sub-County schools) to make a total of 4 public secondary schools. A purposive sampling technique was also used to select One County Director of Education and 4 principals. Teachers were then selected through a simple random sampling technique to make a total of 41 teachers. In total, the sample population for this study was 46.

3.3 Research Instruments

The researcher used questionnaires and interview schedules to collect the data. The questionnaires consisted of closed-ended questions only where the respondents were expected to rate their agreement to a set of questions. Each item in the questionnaire was constructed to answer specific research questions of the study based on the information from the literature review and supervisors' guidance. The questions were rated on a Likert scale which was used for scaling the responses with means ranging from 1-4, where 1=Strongly Agree, 2= Agree, 3= Disagree and 4= Strongly Disagree.

3.4 Validity and Reliability of the Questionnaire

Variable	Reliability
The extent to which female teachers in Nandi County secondary schools participate in seeking promotion to a leadership position	0.806
Teachers' Perception	0.82
School discipline	0.852
Infrastructural development	0.904
Years of Experience	0.728

Note: All the items were reliable.

4. Results and Discussion

Teachers' Perceptions on Female Leadership

To establish the validity of the questionnaire, the researcher sought experts' opinions in the area of the study, especially the Supervisors and Lecturers in the Department of Education of the University of Eastern Africa, Baraton. The content validity of the scale was sought from the Supervisor who made comments based on their expertise. Additionally, the researcher used existing literature to identify indicators of each variable during the development of the questionnaire (Liu et al., 2013).

The questionnaire items were tested if they had the ability to give the same results on the same or parallel tests to the same individuals under the same situation (Kennedy, 2022). a coefficient of consistency, and when there is a high value of alpha it is used as evidence to show that the items measure principle contrasts. Cronbach's alpha is a function of the number of test items and the average correlation among the items. The higher the score, the more reliable the generated scale would be (Bryman & Bell, 2014).

The pilot study was undertaken to determine the reliability of the research instrument. One to ten percent of the sample size is considered adequate for a pilot study (Mugenda, & Mugenda, 2003). A pilot sample of 10% of the actual sample size was used to give the number for piloting. The pilot study was undertaken in Uasin Gishu County public secondary schools whose leaders were female. The researcher aimed for a Cronbach's alpha of 0.70 on SPSS which made the research instrument reliable. The reliability analysis is as shown below.

This research question sought to understand teachers' perceptions of female leadership in Nandi County secondary schools. The descriptive statistics were

organized according to the indicators of perception by the respondents.

Table 1: Teachers Perception of Female leadership and Academic performance

Item	Percentage of agreement			
	Strongly agree	Agree	Disagree	Strongly Disagree
Female leadership in our school provides a favorable learning environment that enhances students' achievement	17 41.46%	23 56.10%	1 2.44%	0 0.00
Through female leadership in our school, there is a significant improvement in national examination performance among form four student	12 29.27%	21 51.22%	7 17.07%	1 2.44%
Female leaders are strong motivators to students and teachers in secondary schools resulting in increased student academic achievement	17 41.46%	22 53.66%	2 4.88%	0 0.00
Female leadership in secondary schools provides all-inclusive leadership which enhances teamwork and significantly influences academic achievement among students	14 34.15%	25 60.98%	2 4.88%	0 0.00
Female principals and leaders in our school are efficient communicators and thus improve learners' motivation toward academic achievement	11 26.83%	27 65.85%	3 7.32%	0 0.00
Female leaders in secondary school value work-life balance among themselves and the teachers, this provides effective student instruction and enhances academic achievement	13 31.71%	24 58.54%	4 9.76%	0 0.00
Female leaders set high standards and therefore instill such dreams in students and teachers resulting into greater academic achievement	15 36.59%	24 58.54%	2 4.88%	0 0.00
School drop-outs due to indiscipline in schools where there are female leaders	1 2.44%	14 34.15%	17 41.46%	9 21.95%
Female leaders understand more about student weaknesses in academics	11 26.83%	27 65.85%	3 7.32%	0 0.00
Academic performance	12 30.08%	23 56.10%	5 11.11%	1 2.71%

Table 2 shows that 41.46% strongly agreed while 56.01% agreed that female leadership in their schools provides a favorable learning environment that enhances students' achievement. Similarly, 29.27% strongly agreed and 51.22% agreed that through female leadership in their schools, there was a significant improvement in national examination performance among form four students. Additionally, 41.46% strongly agreed and 53.66% agreed that female leaders were strong motivators to students and teachers in secondary schools resulting into an increase in students' academic achievement.

The study further revealed that 34.15% strongly agreed and 60.98% agreed that female leadership in secondary schools provides all-inclusive leadership which enhances teamwork and significantly influences academic achievement among learners. Moreover, 26.83% strongly

agreed and 65.85% agreed that female principals and leaders in their schools were efficient communicators and thus improve and motivate learners. The findings further revealed that 31.71% strongly agreed and 58.54% agreed that female leaders in secondary schools valued work-life balance among themselves and teachers, hence providing effective students' instruction and enhance academic achievement. In addition, 36.59% strongly agreed and 58.54% agreed that female leaders set high standards and instill such dreams in their students and teachers which cascaded into greater academic achievement.

The study further noted that 2.44% strongly agreed and 34.15% agreed that school dropouts due to indiscipline were more common in schools led by female teachers. The study findings showed that 26.83% strongly agreed and 65.85% strongly agreed that female leaders understood

more about student weaknesses in academics. The overall mean average showed 30.08% strongly agreed and 56.10% agreed that female-led secondary schools perform well in academic spheres.

The Government Representative did not agree with the statement that schools led by female leaders record low school dropouts. The same finding is depicted that teachers disagreed with the statement that there are low school dropouts in schools where there is female leadership. This means that female leadership does not influence school dropouts, or it can be also perceived in vice versa that we are their female leaders there is a record increase in school dropouts among students.

Moreover, the study findings revealed that 92.26 8% of the teachers who participated in the study agree that female leadership understands more about student weaknesses in academics while 7.3% did not agree with this statement. In the overall average rating, 86.8% of the teachers agreed that female's leadership in secondary schools in Nandi

County positively influences the academic performance of the students while 13.82% perceived that female leadership does not influence positively the academic achievement of the students.

Studies on student achievement in Kenya have mainly concentrated on teachers' instructional strategies while ignoring the possible impact of school leaders. Student performance was found to be impacted by the principal's involvement, proven dedication, sensitivity to and focus on continual development, as well as openness to information and different points of view. The study found evidence of mindfulness, a quality connected to high reliability organizations, in high-performing schools that were not also low-performing schools. Further information showed that student achievement was indirectly impacted by school leadership in a somewhat significant way. The detrimental effect of principle counsel and assistance on teachers' academic was found to be a major factor (Abaya, 2019)

Table 2: Teachers' perceptions of female leadership and school discipline

Item	Percentage of agreement			
	Strongly agree	Agree	Disagree	Strongly Disagree
Students respect and obey female leaders' instructions in our school	12 29.27%	25 60.98%	4 9.76%	0 0.00
Female leaders provide effective disciplinary actions to student whenever a case arises rise	14 35.00%	16 40.00%	10 25.00%	0 0.00
Both male and female teachers respect female leaders in our school	13 31.71%	22 53.66%	6 14.63%	0 0.00
Female leader in our school ensures that teachers complete syllabus in time	12 29.27%	24 58.54%	5 12.20%	0 0.00
Female leaders ensure that self-discipline is instilled in students.	15 36.59%	23 56.10%	3 7.32%	0 0.00
Female leadership reduces students complains and unrest in secondary schools	17 41.46%	20 48.78%	4 9.76%	0 0.00
Female leaders emphasize and implement teacher strict adherence to professionalism	12 29.27%	27 65.85%	2 4.88%	0 0.00
Female secondary school leaders ensure that teachers attend classes regularly	17 41.46%	22 53.66%	2 4.88%	0 0.00
School discipline	14 34.25%	22 54.70%	5 11.05%	0 0.00%

Table 3 shows that 29.27% strongly agreed and 69.98% agreed that students respected and obeyed female leaders' instructions in their schools. The same table shows that 35% strongly agreed and 40% agreed that female leaders provided effective disciplinary actions to students whenever a case arose, 31.71% strongly agreed and 53.66% agreed that both male and female teachers respected female leaders in their schools (Odide, 2021). In addition, 29.27% strongly agreed and 58.54% agreed that

female leader in their schools ensured that teachers completed syllabus on time. The study further noted that 36.59% strongly agreed and 56.10% agreed that female leaders ensured that self-discipline was instilling in students. The study findings further revealed that 41.46% strongly agreed and 48.78% agreed that female leadership reduced students complains and unrest in secondary schools, while 29.27% strongly agreed and 65.85% agreed that female leader's emphasis and implement strict

adherence to professionalism in their schools. This study further revealed that 41.46% strongly agreed and 53.66% agreed that female secondary school leaders ensured that teachers attend classes regularly. The overall mean percentage shows that 34.25% strongly agreed and 54.70% agreed that female leadership enhances discipline in secondary schools while 11.05% did not agree. There could

be selected secondary schools led by female teachers who are experiencing currently disciplinary cases. But the overall number shows that female leadership in secondary schools in Nandi County is doing very well are the cumulative percentage of 89% agree that female leadership maintains good discipline in the school (Odide, 2021).

Table 3: Teachers Perceptions on Female Leadership and Infrastructural Development

Item	Percentage of agreement			
	Strongly agree	Agree	Disagree	Strongly Disagree
Female secondary school leaders utilize government funds effectively in school infrastructural development	14 34.15%	22 53.66%	5 12.20%	0 0.00
Female leaders ensures that there are enough laboratories for science based practical in our school	7 17.07%	27 65.85%	6 14.63%	1 2.44%
Female secondary school leaders are creative on income generating projects to improve school infrastructure	9 22.50%	21 50.00%	9 22.50%	2 5.00%
Female leader in our school ensures that classrooms, laboratories, and other learning infrastructural facilities are well maintained	11 27.50%	28 67.50%	1 2.50%	1 2.50%
Female principals effectively supervise construction of school projects to its successful completion	10 25.00%	27 65.00%	3 7.50%	1 2.50%
Female leadership makes sure that there is enough human resources in the school to maintain and secure (security) school infrastructures.	12 30.00%	27 65.00%	1 2.50%	1 2.50%
Female school leaders effectively involve Board of Leadership and other teachers in infrastructural development in my school	13 32.50%	26 62.50%	2 5.00%	0 0.00
Female school leaders prepare realistic school infrastructural budgets for school improvement	8 20.00%	27 65.00%	5 12.50%	1 2.50%
Infrastructural development	11 26.09%	25 61.81%	4 9.92%	1 2.18%

The study findings showed that 34.15% of the teachers strongly agreed that female secondary school leaders utilize government funds effectively in school infrastructure and development, 53.6% agreed that female secondary school leaders utilize government funds effectively.

Furthermore, it was revealed that 17.07% of the teachers strongly agreed that female leaders ensure that there are enough laboratories for science-based practical in their schools while 65.85% agreed with the statement and 14.63% disagreed. In addition, 22.50% of the teachers strongly agree that female secondary school leaders are creative and income-generating projects to improve school infrastructure, and 50% agreed while 22.50% disagreed and 5% strongly disagree. On the maintenance of the infrastructure, 27.50% of the teachers strongly agreed that female leaders in their schools ensure that classrooms, laboratories, and other learning infrastructural facilities are well maintained, 67.50% of the teachers agreed with the

statement while accumulating 25.05% did not agree with this statement.

When it comes to the supervision of a school project, 25% of the teachers strongly agreed that the main principals effectively supervise and construct school projects to their successful conclusion, 65% agreed with the statement while 10% did not agree with the statement that payment principles affecting the supervisor construction of school project to its completion. Moreover, it was evident during the study that 30% of the teachers formally agreed that female leadership makes sure that there are enough human resources in the school to maintain and secure school infrastructure, 65% agreed while 5% disagreed that there is enough security in the school where they work.

Involvement of the Board of Management in school affairs and decisions is very important for the growth of the school and even for the student; the study found that 32.50% of the teachers strongly agreed that female school leaders effectively involve the Board of Management and other teachers in infrastructural development in their

schools. 62.50% of teachers agreed that female leadership involves the board of management in the decision-making concerning the infrastructural development of the school while 5% did not agree with this statement. The study further found that a cumulative total of 85% of the teachers agreed that male school leaders prepare realistic school infrastructural projects for school improvement as posited by Coleman (2011). while 15% do not agree with the statement. In an overall rating, 26.09% strongly agreed and

61.81% agreed that female leadership improves school infrastructural development.

The participation of parents was seen as a crucial component in the supply of infrastructural resources that would result in the fulfillment of desired student performance as the government carried out its duty to offer free education through the Free Day Secondary Education monies. Day secondary schools' labs, libraries, and restrooms were determined to be subpar, which had an impact on students' performance.

Table 4: Teachers' Perceptions on Female Leadership and Years of experience

Item	Percentage of agreement			
	Strongly agree	Agree	Disagree	Strongly Disagree
For every female leader to be appointed as the principal or deputy (other leadership positions) academic qualifications are considered	15 37.50%	22 52.50%	4 10.00%	0 0.00%
Three (3year) years of experience after TSC employment is an ideal time for female teachers to be appointed into leadership positions in public secondary schools	7 17.50%	18 45.00%	18 45.00%	1 2.50%
Years of experience is not an important consideration for female teachers to be appointed into leadership positions	3 7.50%	14 35.00%	18 45.00%	5 12.50%
Age of the teacher should be considered before appointing female teachers into the school leadership positions	7 17.50%	18 45.00%	13 32.50%	2 5.00%
Female principals effectively manage school projects (funded) to its successful completion	32.50%	65.00%	2.50%	0.00%
Female teachers appointed to leadership positions in secondary school must pass constitutions integrity test as stipulated in the current constitution of Kenya.	13 46.15%	27 53.85%	1 0.00%	0 0.00%
It is ideal to consider that the teacher must have completed Teacher Professional Development modules before appointment into female leadership position.	6 15.00%	19 47.50%	11 27.50%	4 10.00%
Years of experience	10 24.81%	20 49.12%	9 23.21%	2 4.29%

Table 4 shows the descriptive statistics analysis output for the teachers' perceptions on female leadership and years of experience. The results show that 37.50% of the teachers strongly agreed that for everything female teacher to be appointed as the principal or deputy, academic qualifications are considered Coleman (2011). 52.50% agreed while 10% disagreed. Those who disagreed had a different opinion that academic qualifications are not a consideration for appointment into a leadership position in secondary schools in Nandi County. 17.50% strongly agreed that 3 years of experience after Teachers Service Commission employment is an ideal time for female teachers to be appointed into leadership positions in public secondary schools, 45% agreed with the statement and 45% disagreed while 2.5% strongly disagree with it.

A total of 57.25% of the respondents did not agree with the statement that experience is an important consideration to be appointed into leadership positions. There was almost an equal percentage of opinions on this particular item. On the other hand, the county Government Representative clearly mentioned that years of a teachers' experience is a critical consideration during the appointment of female and male teachers into leadership positions in secondary schools.

The age of the respondents is also another factor that the government of Kenya considers before appointing them into leadership positions when teachers were asked whether age should be considered during the appointment, 17.5% strongly agree that it should be a consideration before appointing them into the leadership position and 45% agreed to the same statement. On the

other hand, 37.50% did not agree that the age of the respondents should be considered before the appointment of the respondents into school leadership positions as posited by Mberia (2017).

Furthermore, the results show that 32.50% agreed that female principals effectively manage school projects to their successful completion and 65% agreed also to the same statement while 2.5% of the teachers did not agree that female principals effectively manage funded school projects to their successful completion.

The Constitution of Kenya is another policy that must be taken into consideration before the appointment of female teachers into leadership positions. Teachers were asked to rate the compliance of this policy by the government of Kenya through the Teachers Service Commission, and the results show that 46.15% of the respondents strongly agreed that all female teachers who have been appointed to leadership positions met constitutional integrity tests as stipulated in the current Constitution of Kenya and 53.85% also agreed that the government of Kenya adhere to this policy during the appointment of the female teachers into leadership positions.

Before the appointment of any teacher into a leadership position, he or she must have completed teacher professional development modules. The study findings showed that 15% of the respondents strongly agree that it is ideal to consider that the respondents must have completed teacher professional development modules before appointment into female leadership positions. Ellessor and Lever (2011), 47.50% also agreed with the statement that the teacher must have completed the modules before the appointment of female teachers to leadership positions of secondary schools in Nandi County. The overall rating show that 73.93% of the respondents agreed that years of experience is an important consideration and is being considered by the government during appointments into leadership positions.

5. Conclusion and Recommendations

5.1 Conclusion

The conclusions drawn from the findings of this study were that:

1. Female leaders in National and Extra-County schools were perceived to perform better than their counterparts in County and Sub-County schools.
2. The perception of the Government Representative and teachers working under female leadership is that female teachers improve academic performance, infrastructural development, and school discipline of their schools.

5.2 Recommendation

1. School administration should empower female teachers into leadership positions either as subject heads, class teachers, or department heads to prepare them for higher leadership positions.
2. The Ministry of Education and TSC should sensitize female leaders on matters of school infrastructural development and general discipline of the school.

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