

Women and Leadership in Mixed Secondary Schools in Kenya; Do Stakeholder's Attitudes Matter?

Anne Wangari Mberia

Abstract

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northhouse, 2011). In time and space, women leadership remains a subject talked about but hardly appreciated (Wren, 2013). Among the factors contributing to poor representation of women in leadership is stakeholder's attitude (Coleman, 2005). The study sought to investigate stakeholder's attitudes impeding women teachers' ascension to leadership positions in mixed public secondary schools, focusing in Tharaka South Sub – County, Kenya. The study employed descriptive cross-sectional survey design utilizing both qualitative and quantitative methods of data collection. Probability and non-probability sampling techniques were used to arrive at the sample size. Data was collected from women classroom teachers, heads of departments, school principals, education officers, education trade unionists, Parents and Teachers Association officials and School Board of Management officials. Questionnaires, interview guide and focus group discussion guides were used to collect both qualitative and quantitative data. Data analysis was assisted by computer software (Statistical Package for Social Sciences for quantitative data and NVIVO for qualitative data). The study established that education stakeholders have a general negative attitude towards women leadership in schools.

Keywords: Attitude; Leadership; Stereotyping

Full-text: <http://dx.doi.org/10.5296/ijssr.v5i1.10157>