

Hindrances that Woman Face Gaining Access to Primary School Leadership Positions in Kenya. The case of Rongai District, Rift Valley Province.

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Abstract

The research problem that this study investigated was the factors that hinder female teachers' from advancing into leadership positions in primary schools in Rongai District. Qualitative research design was adopted for this study. Data was collected by means of face to face interviews and structured researcher -administered questionnaires. The sample comprised of ten long serving female teachers serving in senior positions in primary schools. The findings revealed that though the female teachers were interested in heading schools, various external and internal factors hindered them from ascending into these positions. All female teachers were therefore still classroom teachers. A complex mix of obstacles barred women from career advancement. These included family responsibilities, cultural and gender stereotypes, and low self esteem among women propagated mainly through socialization processes that placed women in the position of the 'led' rather than the 'leaders'.

Key words: women, leadership positions, primary schools, hindrances

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