

**GENDER DISPARITY IN THE ADMINISTRATION  
OF PRIMARY SCHOOLS IN GATANGA  
DISTRICT IN MURANG'A COUNTY**

**SUBMITTED BY**

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## ABSTRACT

Gender disparity refers to differences between individuals due to gender. Gender is constructed both socially through natural gender differences.

Gender disparity in administration positions remains one of the mostly debated issues in Kenya, Muteshi, (2006). Though the government's effort in addressing gender inequality seems to be evident, the real impact of their initiatives is still not realized. The purpose of this study was to investigate the disparity in administrative positions for primary schools in Gatanga District. The study investigated and analyzed the factors that are considered as barriers to women teachers' advancement to headship positions in Kenyan primary schools. The study used descriptive survey research design. The targeted population included the Heads of Gatanga District Schools (120), the zonal officers (17), and the District Human Resource Officer of Gatanga District (1). Purposive sampling technique was used to select the sample to obtain a sample size of 45 heads of schools. Data was collected through interviews, observations and questionnaires. With the aids of SPSS version 15.0, descriptive statistics were used in data analysis. Study findings reveal that disparity in administration of primary schools is more of a social cultural problem than a policy issue. Study has shown that the majority of the women teachers in the sample were adequately qualified for promotion to school headship positions. In contrast, most of them were not in leadership positions and hence were still classroom teachers. One reason for the persistent under-representation of women in school leadership roles was found to be their continued preference for family responsibilities at the expense of their own career development. The achievement of employment equity in primary school headship will require a variety of strategies targeting gender stereotyping by individuals, institutions and policies. The study recommends more recruitment of women into educational administration programmes. Women need equal opportunities, encouragement and support to allow them access to and success in school administration. After all there is a growing body of literature on women administrators that support the image of the competent, successful, career-minded female administrators.