

The Relationship between Female Teachers’ Self-efficacy and their Aspiration for Leadership Positions in Public Primary Schools in Kericho County, Kenya**Soi Dorothy¹, Ochola John², Kiprop Catherine³**^{1,2}Department of Education, Kabarak University, Kenya³Department of Education, Management and Policy Studies, Moi University, Kenya***Corresponding author***Soi Dorothy***Article History***Received: 02.11.2017**Accepted: 09.11.2017**Published: 30.11.2017***DOI:**

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Abstract: The study examines the relationship between female teachers’ self-efficacy and their aspiration for leadership positions in public primary schools in Kericho County, Kenya. Although more women today are joining the teaching profession, a gender gap in leadership in favour of men persists in primary schools in Kenya. Notably, women hold less than 20% of all leadership positions in primary schools in Kericho County. It is founded on the Theory of planned behaviour and the Model of Administrative Career Mobility, from which a conceptual framework was formulated. A mixed method design was utilized. A survey questionnaire and an interview schedule were used to collect data. The study population consisted of all 461 public primary schools in Kericho County. The study employed stratified and simple random sampling techniques to sample 327 female teacher respondents from the target population. Female senior teachers and deputy head teachers were purposively sampled from the sample of schools. This study employed the concurrent triangulation strategy to analyse and interpret data. Descriptive techniques, One-Way Analysis of Variance, the Pearson Product Moment correlation and regression analysis were used to analyse the quantitative data. The qualitative data obtained from the interviews were transcribed, organized into categories, sub categories and themes, and presented in prose form. The study established a significant positive relationship between self-efficacy of the female teacher and their leadership aspiration with a coefficient of 0.373 at p-value of 0.05, accounting for 14% of the variability in leadership aspiration. The study recommends the development of programs for enhancing the access of female teachers to leadership positions in primary schools in light of their high aspiration for leadership. The study also contributes to the body of literature on women in educational leadership in Kenya.

Keywords: Self-efficacy, aspirations for leadership, Public Primary Schools

INTRODUCTION

Self efficacy is the feelings of ability to successfully apply for and enter into leadership positions. Female teachers may develop their sense of self-efficacy from personal performance, learning by example, social interactions, and how they feel in a situation. When a female teacher intention is to move up into leadership positions, within the public primary school, this is referred to this paper as aspiration. Leadership is used to refer to a social process in which an individual or a group influences behavior toward a shared goal [1]. In this study, leadership is a process of social influence in which a female school administrator influences and seeks cooperation of the school’s stakeholders towards shared education goals achievement.

It is evident that despite the effort to engage women in leadership, women occupying leadership positions still lag behind in terms of numbers. The Government of Kenya has enacted a number of legislations aimed at ensuring equal participation of both women and men in leadership, but data reveals that in Kenya, there still very few female head teachers in primary schools. Data obtained from Kericho County Education office in 2016, for example shows that female head teachers are 33 (7%) in all 461 public primary schools. Current trends in Kenya show more female teachers joining the teaching profession at primary school level, but only few rises to top leadership positions. It is evident that few women seek administrative positions compared to their male counterparts. If women leadership in primary schools, which is the foundational level for the equity model, continue at this low rate, the larger society is at stake. The opinions of female teachers aspiring to join administration have not been explored exhaustively, thus, little is known about the background factors that influence their aspiration for leadership in Kenya. This study, therefore, sought to investigate the relationship of female teachers’ perceptions of selected factors and their aspirations for leadership positions in Kericho County, Kenya.

Aspirations of Female Teachers for Leadership Positions

Career aspiration is the expectation for the level and type of position, which teachers ultimately hope to attain [2]. Women aspire to leadership positions and continued education within their careers [3] to the degree. Specifically leadership aspiration is therefore the intention of teachers to enter into leadership positions in schools. In Kenya, researchers have documented the absence of women in educational leadership [4].

Female Teachers' Self-Efficacy in Relation to Leadership Aspiration

Self-efficacy is not only an individual's belief in their own ability to achieve something, but also it is the belief in one's capabilities to mobilize personal resources, such as motivation, cognitive, and behavioral skills, in order to coordinate task-specific performance. If an individual has a low sense of self-efficacy, he or she may not persevere in challenging tasks [5]. An individual's self-efficacy in a specific domain can provide information about how that individual will perceive and cope with challenges in that domain. Self-efficacy is an important antecedent of career aspiration. In other words, if an individual has a high sense of self-efficacy, they will believe in their ability to do the task well and ultimately will persist in challenging task and aspire for high achievement in their career [6].

Leithwood [7] argues that according to Bandura's Theory of Teacher Motivation "beliefs in one's ability to perform either a specific task or a more general domain of tasks; has a strong influence on the amount of effort one expends. How long one persists in trying to accomplish a task; how resilient one is in the face of failure, and how well one is likely to cope with stress under demanding circumstances (p. 48). Pajeres in Ottu and Inwang [8] points out that "self-efficacy can affect the task effort, persistence, expressed interest and difficulty level of goals users attempt to attain" (p.180). McCormick, Tanguma and Lopez-Forment [9] identified four major categories of experiences that influence the efficacy estimate according to Bandura [10]. These are personal performance accomplishments, exposure to models, positive feedback from a significant other, and physiological conditions and mood states. However, McCormick and others note that feelings of efficaciousness develop gradually through life experiences, which the four determinants are encountered and interpreted. Access to leadership requires self-efficacy by the aspirants. Accessing leadership for women has been described as challenging because of existing barriers and therefore one has to be persistent and have confidence in one's ability.

In a study done by Schmidt [11], most teachers expressed self-doubt and lack of confidence. The women mostly expressed feelings of discomfort when thinking about educational administration. The teachers' lack of self-confidence made them anxious about pursuing a promotion. A study done on female employees in state civil service and related parastatals in Nigeria found that a high self-efficacy increases women's ability to advance in their career aspirations, despite the fact that some may have experienced emotional violence [12]. Women in the study who had advanced in their careers may be less susceptible to emotional violence. McCormick and colleagues [13], reported similar findings, where women reported a significantly lower leadership self-efficacy than men, exhibiting low confidence in their leadership capabilities; however, despite men reporting a greater leadership self-efficacy belief, there was no significant difference between the men and women in terms of the number of leadership role experiences reported.

Assumptions that the more one is educated, the higher the ability to embrace egalitarian concepts was overridden by Arar and Abramovitz [14] findings that indicate that educated women have little belief in women's principals' ability to cope with external entities compared to those less educated. These findings suggests that having higher education qualification does not improve the women's self-perception to enable them aspire to leadership and effectively head schools. Obtaining an education is therefore not enough, but a change in their perception of their abilities to deal with external school relations is a welcomed idea.

From a review of literature, McCormick, Tanguma, and Lopez-Forment, [15] identifies four major categories of experiences that influence the efficacy estimate. These influences are personal performance accomplishments, exposure to models and watching a similar other successfully perform a task, positive feedback or the encouragement of a credible person such as a coach, a mentor, a teacher, or a parent and physiological condition and mood states. Based on the findings it is important that female teachers are encouraged to experience leadership in various capacities to enhance their self-efficacy and in turn aspire for leadership

From the studies reviewed, female teachers who reported a high self-efficacy are those already in the path of leadership. These include Scarlet [16] that reported that the women developed a strong self-efficacy to reach superintendence positions. All the women in middle management in Ming, Ahmed and Ismail [17] had a high self-efficacy and its relationship with career aspiration was significant. The study was not in an educational institution and its focus was on women with leadership experience. Kiaye and Singh [18] found out that majority of the women participants were confident, emotionally suited for senior roles, competitive, high achievers and they considered themselves as leaders. The participants in this study already had a high desire to progress in there career. In addition, Cubillo and

Brown [19] identified factors that were important positive influences for women aspiring for educational leadership and management as confidence, self-esteem and familial support. From these studies, women who have leadership experience or have desire to progress to leadership positions are likely to register a high self-efficacy.

Findings in a study by McCormick, Tanguma and Lopez-Forment, [20] revealed that leadership self-efficacy was found to predict leadership behaviour and distinguish leaders from non-leaders. The study further showed that the number of leadership role experiences a person has positively associated with his or her leadership self-efficacy belief. The study's dependent variable was actual leadership behaviour and involved undergraduate students. Intent to perform the actual leadership behaviour can be investigated in order to determine if other underlying barriers are in play. In short, leadership self-efficacy is considered important when aspiring to leadership. Accessing leadership is purported to have challenges [21], it is important, therefore, for women to have confidence to overcome these challenges. Self-efficacy is influenced by a number of factors such as exposure to role models among others. Female leaders who are role models are few and in some cases non-existent. This may influence ones' self-efficacy, making female teachers to have little confidence in their abilities to lead.

RESULTS

Leadership Positions held by Female Teachers

The leadership positions held by the female teachers are indicated in Table 11. The positions that were enquired were senior teacher position, deputy head teacher position and head teacher position.

Table 1: Leadership Positions held by Female Teachers in Primary Schools

Leadership position	Frequency (f)	Percent (%)
senior teacher	23	7.3
deputy head teacher	18	5.7
Head teacher	5	1.6
Other positions	109	34.4
No leadership position	162	51.0
Total	317	100.0

Table 1 shows that out of the 317 female teachers involved in the study, five (1.6%) held the position of a head teacher. This is an indication that few female teachers rise to headship. The data indicates that 14.6% of female teachers held top leadership positions in schools while 51% of the female teachers were only involved in classroom teaching and did not participate in school administration. This outcome is consistent with that of Addi-Raccah [22] who observed that pedagogical positions are perceived as female jobs. When female teachers remain in the classroom, they preserve the prevailing gender role stereotype. The female teachers who were leaders in other sections within the school such as guidance and counseling, pastoral care, library among others constituted 34.4% of the sample. The informal leadership responsibilities are observed to be suitable for the female teachers rather than the male teachers.

As pointed out in the data, more female teachers occupy lower cadre management positions deemed suitable for them, rather than occupying positions that lead to senior and executive positions. Majority of the female teachers stated that they were in charge of guidance and counselling, the library and welfare activities. Their inclination to occupy these positions may confirm the characteristic nature of women as being nurturers [23, 24].

The absence of women in top leadership positions could also be an indication of the presence of the "glass ceiling effect" as indicated by Powell and Butterfield [25]. There could be invisible barriers that prevent women and minorities from moving up the management hierarchy in institutions.

Female teachers' self-efficacy in influencing their leadership aspirations for leadership positions in public primary schools

This study investigated the female teachers' self-efficacy in influencing their leadership aspirations for primary school leadership positions. Descriptive findings are analysed and presented.

Table 2 includes a summary of item means and standard deviations for items representing the self-efficacy component of the female teachers. Item statements are also included in Table 22. The participants had to choose a response from a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). Again, to discuss descriptive statistics the Likert scale was adjusted to a 3-point scale ranging from disagree (1) which clamped strongly disagree and disagree, to, agree (3) clamping agree and strongly agree. Hence, from this scale, the highest mean for the subscales was 2.75 for the item "If appointed to leadership I can always manage to solve difficult problems".

Table 2: Summary of Item Means and Standard Deviations for Female Teachers’ Self-efficacy Sub-scale

Items for Self-efficacy		Percent who responded			Mean	Standard Deviation
		Disagree (1)	Un-Decided (2)	Agree (3)		
1	I can cope with stressful situations associated with school leadership as effectively as men can.	38 (12.0)	25 (7.9)	254 (80.1)	2.68	.67697
2	If appointed to leadership I can always manage to solve difficult problems.	21 (6.6)	38 (12.0)	258 (81.4)	2.75	.56761
3	I am confident enough to deal efficiently with unexpected events that come with school administration,	24 (7.6)	37 (11.7)	256 (80.8)	2.73	.59056
Average mean					2.72	

From Table 2, the average mean for the scale items was 2.72. On the three-point scale, 1 to 1.66 means a low self-efficacy. A score between 1.67 and 2.33 indicates a moderate self-efficacy, while 2.34 to 3 indicates a high self-efficacy. The findings indicate that the female teachers had a high leadership self-efficacy.

Based on the findings, majority of the female leaders (over 80%) were confident enough to hold leadership positions, trusted their abilities to solve problems when in leadership and responded that they can cope with stressful situations associated with school leadership. This finding is similar to that of Uwezeyimana, Modiba and Mathevula, [26], in which majority of the respondents agreed that female teachers have what it takes to lead schools. In particular, female respondents stated that they were aware of their abilities to manage which God was given. Basing on this claim, the women in Uwezeyimana, Modiba and Mathevula study believed that their abilities were absolute and that they only needed to be more assertive.

These findings are contrary to those of other studies such as Brown and Ralph, [27] that indicated that Ugandan women have low self-esteem and low confidence in their abilities outside the domestic role because of their socialisation. Research conducted in Turkey also showed that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience [28].

The female teachers in the study have confidence in their abilities to become leaders in primary schools. It is noted however that despite the impression of confidence exuded by the female teachers in the study very few are holding leadership positions. This is an indication that female teachers in this study have a high self-perception; however, it does not propel them into school leadership. This suggests that self-efficacy works together with other factors to encourage female teachers to ascend to leadership.

The Relationship between Female Teachers’ Self Efficacy and Leadership Aspiration

This study sought to determine the relationship between female teachers’ self-efficacy and their aspiration for leadership positions in public primary schools in Kericho County. The null hypothesis was stated as follows:

Hypothesis: There is no statistically significant relationship between female teachers’ leadership self-efficacy and their aspiration for public primary school leadership positions” was formulated and tested

Pearson moment product correlation analysis was performed to explore the relationship between female teachers’ self-efficacy and their aspiration for public primary school leadership positions. Table 12 shows a summary of item means and standard deviations for items representing the female teachers’ leadership aspirations.

Table 3: Relationship between Female Teachers’ Self efficacy and their Leadership Aspirations

Female Teachers’ Self efficacy		Leadership Aspirations
	Pearson correlation	0.373*
	Sig (2-tailed)	0.000
	N	317

* Correlation is significant at 0.05 level

The bivariate correlation coefficient was computed and revealed a significant relationship, $r(317) = 0.373, p < 0.05$ (Table 28). This means that when female teachers have a high leadership self-efficacy then their leadership

aspiration also increases. We therefore reject the null hypothesis and conclude that there is a significant relationship between female teachers' self-efficacy and their leadership aspiration.

To estimate the influence of female teachers' self-efficacy on their leadership aspiration a regression analysis was computed and the results were as shown in Table 29.

Table 4: Regression Analysis of the Relationship between Female Teachers' Self-efficacy and Leadership aspiration

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.373 ^a	0.139	.137	5.319

a. Predictors: (Constant), self-efficacy

Table 4 shows that female teachers' self-efficacy is a significant predictor of their leadership aspirations. From this table, it can be observed that female teachers' self-efficacy accounted for 13.7% of their leadership aspirations. This means that 86.3% of the leadership aspiration could be explained by other factors.

The study further sought to establish whether female teachers' self-efficacy were significant predictors of their leadership aspirations. ANOVA was computed and the results are as shown in Table 5.

Table 5: ANOVA Test for the relationship between Female Teachers' Self-efficacy and Leadership Aspiration

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1443.023	1	1443.023	51.003	.000 ^a
	Residual	8912.188	315	28.293		
	Total	10355.211	316			

a. Predictors: (Constant), Self efficacy

b. Dependent Variable: Leadership Aspiration

From this table female teachers' Self efficacy are a significant predictor of leadership aspirations. They can be relied on to explain the leadership aspirations of female teachers. Further, to establish the actual influence, a linear regression was computed and results were shown in Table 6

Table 6: Simple Regression Analysis of influence of Female Teachers' Self efficacy on Leadership Aspiration

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	11.267	1.599		7.044	.000
Self-efficacy	.935	.131	.373	7.142	.000

a. Dependent Variable: Leadership Aspiration

From Table 6, it can be observed that one unit increase in female teachers' self-efficacy would lead to an increase of 0.935 units of female teachers' leadership aspirations as signified by the positive coefficient (0.935). From the linear regression analysis results, beta values were obtained and used to explain the regression equation.

$$Y = 11.267 + 0.935\beta, \text{ where; Leadership aspiration} = 11.267 + 0.935 \text{ self-efficacy}$$

When the variables (self-efficacy and leadership aspirations) are taken into account at zero, the constant is 11.267.

The significant relationship between self-efficacy and leadership aspiration supported the findings of previous studies. Although most of the previous studies were based on women not in educational institutions, but mostly on college students, similar results were found in this study. This indicates that the primary school female teachers' self-efficacy is an important factor that influences leadership aspiration. In other words, if an individual has a high sense of self-efficacy, they will believe in their ability to handle leadership responsibilities well and ultimately will persist in challenging task and aspire for high positions in their teaching career.

Ming, Ahmad and Ismail [29] investigated career aspirations to top management among women in middle management. In the manufacturing sector, they found that self-efficacy and career aspirations to top management were significant. Similarly, in a bid to determine whether glass ceiling existed in Durban, Kiaye and Singh [30] found out that majority of the respondents (80%) were confident, emotionally suited for senior roles, competitive, high achievers and they considered themselves as leaders, however situational barriers and social roles could have impacted more on the women's ability to get promoted.

Some female teachers were motivated to take up to take up responsibilities in school. Five (45%) of the interviewees identified circumstances that inspired them to become leaders. They hoped to deal with certain issues in their capacity as leaders, even though leadership was not in their initial career plan. The women felt that being school leaders would make them agents of change in the right direction in schools. A deputy Headteacher for example said:

At first I was not interested in being a deputy head teacher, but I realized that if I became one I could endorse and implement what was right. I saw an opportunity to start the morning preps and ensure that sanitary pads which were budgeted for are bought for the girls. Initially these two were not done, but I am happy that since I become the deputy head the girls are getting the sanitary pads. A woman had to be in this position to ensure that this is done. (DHT5)

In addition, another deputy Headteacher interviewee said that she was encouraged to leadership because she intended to deal with issues to do with the girls and to be their role model. The girl child still faces so many challenges in the county such as early pregnancies, absenteeism due to child labor and lack of sanitary towels, Female Genital Mutilation (FGM) poverty and discrimination by parents, among others [31]. These female teacher leaders demonstrated a passion to sort out these challenges. Whether they are able to solve these issues in their positions of leadership is yet another concern, considering the prevailing male hegemony. Women are generally encouraged to join educational leadership because they know that they can initiate change, and provide the necessary leadership skills to implement those changes [32].

On the other hand, it is noted that at the time of appointment, some interviewees in this study felt incapable of being a leader in school. These feeling of ineptness came about because the female teachers were ambushed with the suggestion to become a leader. A deputy Headteacher pointed out that:

Being in leadership involves a lot of movement in and out of school to the Education offices. Women are often intimidated in these offices. The female teachers may not be assertive enough to counter the intimidation. This discourages most women from being leaders. (DHT1)

Another deputy Headteacher interviewee mentioned that her appointment came impromptu, without training or even induction. The appointing officer told her that she would learn on the job. This may cause women to lose their confidence as they access leadership. Most women are not risk takers and prefer to be trained, and to be taken through some form of internship before taking up the responsibility. In Kenya, this is not the case. One is appointed and then taken through seminars and workshops that enlighten about school management and leadership. School leaders can be said to learn through apprenticeship, where the newly appointed leader learns from his or her seniors, or seasoned leaders from neighboring schools. Newly appointed and aspiring women have few women leaders to turn to for training and advice especially on work-life balance.

A senior teacher interviewee reported that she too ascended into leadership without prior training and clear knowledge of the education act and other policies pertaining management of education. She has then been grappling in the dark on some of the issues in school management. As was suggested by Bandura [33], prior leadership role experiences predicted leadership self-efficacy. Guided mastery experiences involve creating prior leadership role opportunities and coaching. Bandura asserts that such successful role experiences will in general lead to heightened leadership self-efficacy beliefs. If this claim is what we can go by, then no wonder that school leaders in this study had a low self-efficacy at the onset of their leadership.

There is a big variation among the teaching staff in terms of experience, qualification and consequently varied in terms of their remuneration scale. There are instances when a leader's educational qualification is lower than for her staff members and this can pose a challenge. A deputy head teacher explains:

It has been challenging managing staff members who are more qualified than I. Some earn a lot higher than me and therefore they sometimes look down upon me. Although my observation is that many of these teachers have certificates up to master's level but they don't add value to the teaching and learning process. (DHT3)

This study revealed that women get into leadership without any prior training or induction. Nandwah [34] supports these findings; they also revealed that there was no specific preparation for head teachers and that most of them learned while on the job. Nandwah argues that although there is a claim from the ancient Greeks and Romans that leaders are made, researchers have realized that traits are not completely inborn but can be acquired through learning and experience. Emphasis should be placed in the need for preparation and development of school leaders through learning in

forums such as in service courses and workshops, and through experience. The participants in the study had none of these experience and training. However, as pointed out earlier, some of the female teachers were actively involved in managing other areas of the school before being appointed into school leadership, thus giving them some confidence to accept the responsibility.

On asking the interviewees about their aspirations for higher posts, ten women (91%) interviewed said that they had intention of pursuing a higher leadership position in school because of their well-established leadership efficacy. They were enthusiastic to move to the next level in the leadership rungs when the opportunity avails itself. Most women reported that they were studying or planning to enroll in a course that would enhance their chances of becoming school leaders. However, it is noted that they are pursuing general diploma and degree courses. None mentioned pursuing a specialized course in school management and leadership. These courses would be beneficial to them as they aspire to higher positions of leadership. A specialized course in Educational administration is offered at the graduate level. Most of the institutions do not have tailored courses in school management at certificate or diploma level. However Kenya Education Management Institute (KEMI) offers capacity-building courses for teachers already in school administration.

The interviewees aspired for higher leadership positions with conditions laid out if they are offered the next big job. These women confessed having confidence now with the experience gained in the middle level leadership positions. A deputy Headteacher mentions that she has some training now and believes that she is a performer, which is a recipe for successful leadership. However being transferred away from her home might be a hindrance to ascension since her husband also works away from the home. She claims that her movement to another station far from her home might bring a strain to her marriage of which she guards jealously.

A deputy Head teacher with small young children, pointed out that aspiring for headship is not in her immediate plans. She says:

I don't intend to apply for headship immediately. The headship position is sensitive and I haven't gained enough confidence to fit the position. My children are still young. I will apply for it at a later time and not in the same area. (DHT5)

For this deputy Head teacher so many factors interplay to influence her next move. For her, childcare responsibilities, her confidence and the locality of her institution is her concern. Nevertheless she had the urge to rise up the ladder.

A senior teacher was not enthusiastic about pursuing higher leadership positions. She explained:

Our head teacher is soon retiring and he has been telling us to prepare to take over but I am not ready. I have been telling him to look for another head teacher from out because I will not take over. I will not apply for headship unless allowances are increased and I get transferred to a young school not far from the family home. I think my husband may not even allow me to move far from family. (ST1)

With financial support, women can do so much and will be eager to ascend to leadership. Allowances will enable them run their homes with ease as they dedicate their time to the work place. This shows that a high self-efficacy together with other contextual factors interact to ensure that female teachers aspire and ascend to leadership.

The female teachers expressed a high self-efficacy when there was support from significant relationships. The theme of encouragers and support surfaced in the interview data. The female leaders placed a high emphasis on their relationships with some key people. They attributed much of their self-confidence to the support and encouragement to these relationships provided.

The interviewees highlighted key persons who suggested that they should apply for leadership positions. As mentioned, 70% of the interviewees were encouraged to apply for the positions available by their respective head teachers. Even in cases where one had to be elected to be a senior teacher, it is interesting to note that the head teacher had to convince the candidates to come out and vie for the senior teacher position. This meant that as much as the staff endorsed the school's senior teacher, the head teacher played a bigger role in identifying the contenders. For one senior teacher's case, her appointment was done directly by the County Education Commission who made an impromptu visit to the school and found her all alone carrying on with her duties and those of the school administrators. This earned her a promotion.

Two of the interviewees with grown children, fondly mentioned that their eldest sons kept pushing them to go higher in their careers and even their studies. One of them explains that her son always keeps abreast of her career life by always inquiring about her achievements. As for the second interviewee, her son insisted that she goes back to school so that she could even rise higher in school administration. The sons in both cases are college-going students and always keep track of their mothers' progress. Cubillo and Brown's [35] analysis of women managers from nine countries, revealed the importance of support from parents, especially fathers, corroborate this. Cubillo and Brown attached this finding to the male-dominated cultures into which the women were socialised. The society therefore is seen as patriarchal in nature by observing the influence the male support on the female teachers' aspirations for leadership irrespective of the man's age. The support mentioned was found to build confidence among the female leaders. When significant others endorsed the abilities of the teachers their self-efficacy was approved.

CONCLUSION

The Relationship between Self efficacy and Female Teachers' Leadership Aspiration

The bivariate correlation coefficient revealed a significant relationship, $r(315) = .37$, $p < 0.05$ (Table 28) between female teachers' self-efficacy and their aspiration for public primary school leadership positions. This means that 13.69% of the variance in leadership aspiration is accounted for by self-efficacy of the female teacher ($r^2 = 0.1369$). This indicates that the primary school female teachers' self-efficacy is an important factor that influences leadership aspiration.

The linear combination of the predictor factors (institutional factors, socio-cultural factors and self-efficacy) statistically and significantly predicted the leadership aspiration of female teachers, $R^2 = 0.16$, $R^2_{adj} = .148$, $F(3,306) = 18.91$, $p < 0.05$. The sample multiple correlation coefficient was 0.39, indicating that approximately 16% of the variance of the female teachers' leadership aspiration in the sample can be accounted for by the linear combination of institutional factors, socio-cultural factors and self-efficacy. There are unmeasured variables that may share common variance with the independent variables specified in the model. These unmeasured variables may account for more than the 16% produced by the independent variables entered into the analysis. Factors identified from the interviews such as low motivation due to the job itself, geographical location of the institutions, and criticism may account for the unmeasured variables.

There was a significant relationship between self-efficacy and leadership aspiration, which supported the findings of previous studies. The theory of Planned Behaviour [36] conceptualization of the perceived ability to perform the behaviour of interest as determining intention to perform the particular behaviour seems well founded. According to this study, the female teachers' self-efficacy influences their leadership aspiration. By demonstrating that leadership self-efficacy is highly associated with a leadership aspiration, this study implies that leadership educators should consider the leadership self-efficacy beliefs of female teachers when they design and deliver courses, seminars, and workshops intended for female teachers.

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