SOCIO-CULTURAL FACTORS INFLUENCING FEMALE PRINCIPALS' PARTICIPATION IN MANAGERIAL DUTIES IN PUBLIC SECONDARY SCHOOLS IN KATHIANI SUB-COUNTY, MACHAKOS COUNTY-KENYA

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DECLARATION

This project report is my original work and has not been presented in any other institution for any other award.

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I dedicate this research project to my late father Ngau Kithongo and mother Esther Mwende for providing me with a firm and focused study foundation that has given me the stamina and zeal to come this far.

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ABBREVIATIONS AND ACRONYMS

FPE	Free Primary Education
FSE	Free Secondary Education
HCT	Human Capital Theory
HODs	Heads of Departments
HRD	Human Resource Development
HRM	Human Resource Management
ILO	International Labour Organization
KICD	Kenya Institute of Curriculum Development
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Council for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
SSA	Sub-Saharan Africa
USA	United States of America

ABSTRACT

In Kenya, available information show that most schools are headed by male teachers. At Kathiani Sub County in Machakos County, 14 schools are headed by female principals out of the 31 public secondary schools. The purpose of this study was therefore to establish the influence of socio-cultural factors on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County. Specifically the study sought to establish the influence of: gender stereotypes on female principals' participation in taking up managerial duties, family-work balance conflict on female principals' participation in managerial duties, gender socialization practices on female principals' participation in managerial duties and career development on female principals' participation in managerial duties in Kathiani Sub-County. The target population for the study consisted of all the 14 female principals, 13 female deputy principals, and 159 female teachers from public secondary schools in Kathiani Sub-County. The sample size was 127 respondents of the target population. Descriptive research design was employed in this study in order to address the study objectives. The research hypotheses were tested using simple regression analysis at the .05 level of significance. The study findings revealed that gender stereotypes do not statistically influence participation of female principals in managerial duties ($F_{(1,100)} = 2.07$; $p \geq .05$). Additionally, the study established that family-work conflict significantly influenced the participation of female principals in managerial duties, $F_{(1,100)} = 25.93$; $R = -.454$; $p \leq .05$. Moreover, socialization practices had a significant influence on female participation in managerial duties within schools in the study area; $F_{(1,100)} = 28.192$; $p \leq .05$; $R = .469$. Finally, the study established that there was a significant influence of career development on female principals' participation in managerial duties, $F_{(1,100)} = 15.041$; $p \leq .05$. The study recommends that government policy of one-third gender rule be enforced strictly so as to help in having more women appointed to leadership positions and act as role models to students. Similarly the Teachers Service Commission (TSC) should institute some in-service programmes aimed at educating female principals to strike a balance between domestic chores and professional duties. Further, the Kenya Institute of Curriculum Development (KICD) should reorient the school curriculum so that the female story can be fairly presented without connotations that are likely to nurture negative stereotypes and lastly, women should be provided with more opportunities for in-service and networking through seminars and other refresher courses to enable them develop career wise. It is hoped that the findings of this study will be beneficial to education policy makers to help them in making decisions that will be aimed at making female teachers participate actively in managerial duties at the national and institutional levels.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The education of women has personal, family, community and social benefits that make it an important investment for poverty reduction, national development and gender equality (Gaidzanwa, 2008). Great variability exists among the barriers affecting women's advancement, as it does in terms of the enabling factors found to support women, such as access to mentors and supervision, tailored training, flexible working hours, the possibility of having a good work/life balance, having support networks (socialization), good policy and legislative contexts (Byamugisha, 2011).

Women in education management face numerous barriers which are multi-faceted, highly complex in nature and deeply interwoven in cultural norms and values (Bunyi, 2008; Onderi & Makori, 2013). Specifically, women who aspire to be school managers often face barriers of administration in hiring and promotion that often limit their upward movement. Pirouznia (2013) adds that in the United States of America (USA); women who aspire to be principals might encounter obstacles such as: lack of encouragement; myths about women's work; gender stereotyping; lack of aspiration; role conflict; low self-esteem; family responsibilities; lack of mobility; hiring and promoting practices.

Rehman and Roomi (2012) argue that the situation becomes more complicated in patriarchal societies such as Pakistan due to women's stereotypical domestic roles, religious prescription as well as cultural norms and values. Women's centrality to child rearing and family is not greatly challenged in practice and forms part of women's identity and values, which is simply based on the experiences of women who have tirelessly worked hard and accessed the principal positions. Mahlase (1997) singled out marriage and child-rearing as factors that continue to have a negative impact on women's progress in their management career. Many women principals continue to face obstacles in performing the management function even after they have been appointed. This is manifested in lack of acceptance and resistance to women principals' authority by their staff. Barriers from the home and the way

women are perceived, culturally and historically, are also regarded as barriers to women's advancement (Chisholm, 2001).

At the social level, women are hindered by the lack of support from their families and the cultural association of principal positions with masculinity, which assumes every principal has some form of support at home (Moorosi, 2006). Women managers have additional difficulty performing their management role because of the conflicting attitudes and the stereotypes regarding what it means to be a woman and what it means to be a manager. The problem is compounded by employers' assumption that women, unlike men, are not able to devote their full time and energy to paid work because of family responsibilities (Alston, 2014). It is further argued that women who are managers and have children straddle the dual worlds (Wattis, Standing, & Yerkes, 2013) of parenting and working, and are usually not successful in balancing the two.

Surveys carried out by Davidson and Burke (2012) in Japan and Switzerland indicate that female managers' capabilities are perceived differently compared to those of male counterparts. Similarly, in China, a survey on attitudes towards women as managers revealed that barriers relating to women's traditional family responsibilities are difficult to dismantle (Van der Boon, 2003). On the same note, Moorosi (2007) adds that, after their appointment as principals, some South African women faced difficulties in striking the balance between work and family.

Balancing between private and public life for working women with families can be taxing (Emslie & Hunt, 2009; Watts, 2009), especially for married women. Reasons for this include the cultural expectations, which suggest that women, regardless of whether they are in employment or not; or whether they employ a domestic helper or not; should still perform family chores in the home. The traditional stereotypes also associate school principals with masculinity, a view that hampers women's career progression in education management. Women continue to face and experience challenges from within the organizations in which they work and the societies in which they live (Cubillo & Brown, 2003; Muzvidziwa, 2014). This is arguably due to the deep structures and deeply embedded social practices that devalue women's interests outside organizations. These challenges are not tangible and formal, but are

intangible, informal, subtle, appear gender neutral (Gupton & Slick, 1996), and exist within the home and schools as organizations.

According to Staw and Sutton (2000), social practices appear gender neutral because everyone appears to be subjected to them, while the reality is that these social practices sabotage women who cannot be available for work all the time. Social practices are gendered in the sense that they tend to affect men and women differently (Ivanko, 2013). This is because they bear disproportionate responsibility between home and work, making it difficult for women to strike a balance between the private and public spheres of their lives. The split makes it even more difficult for women principals who are married and of reproductive age to balance their public and private responsibilities over and above their commitment to their work as school managers.

Bunyi (2008) notes that virtually in all societies', socio-cultural factors such as beliefs, norms, values, attitudes and practices are hostile to the education of women. These include: low valuing of the education of women; low expectations of women's performance; gender specific roles and domestic obligations that cause women to be overburdened. In virtually all Sub-Saharan Africa (SSA) societies there is unequal gender power relations (Agarwal, 2003 & Hassim, 1999) where gender insensitive institutional environments only perpetuate women's disempowerment. For some women, moving into management brings additional stress since they associate management work with inflexibility and restrictiveness as compared to what teaching in the classroom offers them in terms of meeting the demands on their time. This is arguably because according to Al-Khalifa and Bennett (1992) women's personal priorities and responsibilities outside their work roles can be seen to vie with professional commitments once they are in management, and the balancing of these different roles and responsibilities can be a source of stress. This means that even for those who get promotion, balancing these responsibilities becomes a problem as pressure on the family domain is not reduced for them. This suggests that the problems women experience after being appointed into principal positions, add to the already existing pressure they have as women in negotiating a balance between the home and work.

Gender Stereotyping affects the female teachers in participation of school managerial duties. According to Wirth (2004), the factors which limit the women's progression in the workplace hierarchy include the traditional sex stereotyping of women as passive and timid, which is at odds with stereotypes of leadership where the indispensable qualities for success are seen as predominantly male attitudes of aggression, competitiveness, decisiveness and forcefulness. These gender stereotypes are formed through observation of successful role models, who have historically been men. However, female teachers' attributes like integrity, diligence, cooperativeness and sincerity are increasingly viewed as qualities that can enhance an organization's performance.

Socialization practices influence the female principals' participation in school managerial duties which are not part of the core business of the school. Ngan (2011) states that images of feminine roles are available everywhere: at school, at work, at home, on television and in literature. These perceived roles make women passive and submissive in many aspects and are likely to negatively influence their self-esteem. Since a male-dominated culture underpinning the socialization process makes women subordinates, most men would not like to be led by women. On the same note, Moorosi (2006) observed that women principals continued to face obstacles in performing the management function even after they had been appointed. This was manifested in lack of acceptance and resistance to women principals' authority by their male counterparts.

The core objective of the female teacher's career development is to boost efforts to capacitate and empower them. Career development should be seen as an important aspect of Human Resource Development (HRD) and Human Resource Management (HRM). By improving teacher's professional skills and content knowledge, specific skills are gained and the teachers involved become more valuable to their institutions.Wango, Musomi, and Akinyi (2012) argue that the Government of Kenya is committed to develop, nurture and promote the participation of all persons especially women in national development. For example, the education system accentuates access, equity and quality for all that align reward with reliable outcomes. Further, the Ministry of Education, Science and Technology (MOEST) in partnership

with other stakeholders, has put in place several targeted interventions, aimed at promoting girls and women attendance, participation and retention in schools and in education. Moreover, the Government of Kenya (2007) in its Gender Policy on Education addresses gender concerns in education such as gender parity-based recruitment and deployment in management and decision making positions. It is against this background that this study sought to establish the influence of socio-cultural factors on female principal's participation in managerial duties in public secondary schools in Kathiani Sub-county.

1.2 Statement of the Problem

Data on school headship in Kathiani Sub-County, Sub County Director of Education Office (2017) shows that the number of schools headed by male principals exceeds the female headed schools over the period 2009 to 2017. For example, in the year 2009 in Kathiani Sub-county, there were 3 female principals and 20 male principals, while in 2010 there were 5 female principals and 21 male principals. In 2011 the number of female principals was 10 and the male principals were 17. In the year 2012 the number of female principals was 11. In addition, the number of male principals (17) exceeded the number of female principals (14) in public secondary schools in Kathiani Sub-County in the year 2017. Furthermore the numbers of male deputy principals (17) which exceeded female deputy principals (13). This is a likely indication that male deputy principals have greater chances of being promoted into principal positions, thus increasing the likelihood of widening the gender gap in managerial positions in Kathiani Sub- County (Kathiani Sub-County Directors' Office, 2017).

A number of studies have been done on gender stereotyping in relation to taking up managerial duties. For instance, Onyango, Simatwa, and Ondigi (2011) did a study on factors influencing participation of women in secondary school education management in Siaya District and found out that quite often women are reluctant to be transferred on promotion. Eventually this may affect the number of females who qualify for the post of a principal, hence widening the gender gap. This scenario could be attributed though not limited to socio-cultural factors which deter female principal's participation in managerial duties. The study therefore sought to establish

the influence of socio-cultural factors on female principal's participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

1.3 General Objective of the Study

The purpose of this study was to establish the influence of socio-cultural factors on female principal's participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

1.3.1 Objectives of the Study

Specifically the study set out to:

i. To establish the influence of gender stereotyping on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

ii. To examinethe influence of family-work balance conflict on participation of female principals in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

iii. To determine the influence of gender socialization practices on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

iv. To assess the influence of career development on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

1.4 Study Hypotheses

To achieve the objectives of the study, four hypotheses were formulated as follows:

H_{01}: Gender stereotyping does not have a significant influence on female principal's participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

H_{02}: There is no significant influence of family-work balance conflicts and participation of female principals in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

H_{03}: Socialization practices do not have significant influence on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

H_{04}: There is no significant influence of careerdevelopments on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

1.5 Significance of the Study

This study results would be useful to the government and policy makers in establishing the social-cultural attributes which affect the female teachers in taking up management positions in public secondary schools hence; address them accordingly based on the study findings and recommendations.

The study findings might also be used by female teachers who are participating in the management of public secondary schools in Machakos County. The teachers would use the study results to increase their knowledge on how to manage the social cultural issues which prevent them from acquiring the management positions in secondary schools.

Additionally, the study results would contribute to the current literature work in the area of social-cultural aspects and participation of both male and female teachers in education system. Future scholars could use the study results as a point of reference in future research.

1.6 Limitations of the Study

Some of the key research respondents saw the researcher as a stranger with a hidden agenda and tried to withhold vital information. However, the researcher precisely explained the purpose of the study to the respondents and assured them of confidentiality in treating all the information provided, hence positive feedback by the respondents was provided.

Some of the respondents suspected that the information might be needed for non-academic purposes such as unhealthy management competition between the male and

female principals. To address this challenge, the researcher provided the respondents with University letter of introduction and the data collection authorization permit.

1.7 Delimitations of the Study

This study was mainly concerned with investigating the influenceof socio-cultural factors on participation inmanagerial duties by female principals in public secondary schools. It was confined to Kathiani Sub County public secondary schools. In addition, the study was only delimitated to four factors; influence of gender stereotyping, family-work balance conflict, socialization practices and career development on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County. The researcher further concentrated only on both day and boarding public secondary schools in which principals, deputy principals and teachers were considered in the study.

1.8 Assumptions of the Study

The researcher was guided by the assumptions that the respondents would answer questions correctly and truthfully; and that all the research instruments distributed to collect data form respondents would be returnedin good time.

1.9 Definition of Terms

Socio-cultural factors: are the larger scale forces within cultures and societies that affect the thoughts, feelings and behaviours of individuals. In this study they include stereotypes on women, dual family-work balance and socialization practices.

Role conflict: Role conflict is a special form of social conflict that takes place when one is forced to take on two different and incompatible roles at the same time. Often, two or more roles collide in certain situations

Family-work balance conflict: It is related with women's feeling that they cannot balance work and family life due to the rigorous demands that a managerial position takes.

Gender: Socially constructed roles of behavior, relations, attitudes and opinions concerning men and women.

Gender stereotypes: A generalized view or preconception about attributes or characteristics that ought to be possessed by members of a particular social group or the roles that are/should be performed by men and women.

Socialization practices: are the workplace dynamics and key relationships and networks between men and women.

Managerial duties: This involves the tasks performed by HODs, senior teachers, deputy principals and the principals.

Career Development: the process by which teachers learn and improve their skills so that they can do their job better and more effectively.

Public Secondary Schools: Refers to a government sponsored school that provides secondary school education.

1.10: Organization of the Study

The study is divided into six chapters. Chapter one discusses background to the study, the statement of the problem, research objectives, and significance of the study, limitations and delimitations of the study, definition of significant terms and organisation of the study.Chapter two discusses the literature review as per the study objectives, summary of the literature review, theoretical framework and conceptual framework. Chapter three is the research methodology which is divided into research design, target population of the study, study sample, data collection instruments, validity and reliability of the research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents the research results. Chapter five gives the discussion and interpretation of research findings based on the study objectives while Chapter six presents study conclusions and recommendations.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study objectives. The sub-headings include the influence of gender stereotyping on women, family-work balance conflict, socialization practices and career development on participation in managerial duties by female principals. In addition, the theoretical framework and the conceptual frameworks are included.

2.2 Gender Stereotypes and Female Principals' Participation in Management

In general, gender stereotypes are generalised views or pre-conceptions about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. Gender stereotyping is the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men (Powell et al., 2002). Gender stereotyping happens when individuals cognitively categorize people into groups and then acquire beliefs that certain attributes are common among members of those groups, including their own. In fact, some stereotypes are exceptionally persistent in some cultures over time, even as changes about women's roles have evolved.

Wirth (2004)in an International Labour Organization (ILO), Geneva study, established that the factors hindering women's progression in the workplace hierarchy include the traditional sex stereotyping of women as passive and timid. This finding is at odds with stereotypes of leadership where the indispensable qualities for success are seen as predominantly male attitudes aggression: competitiveness, decisiveness and forcefulness. These gender stereotypes are formed through observation of successful role models, who have historically been men. However, female attributes like integrity, diligence, cooperativeness and sincerity are increasingly viewed as qualities that can enhance an organization's performance.

In Vietnam, a study byNgan (2011) on how culture impacts on women leadership in higher education, technical careers are considered as men's domain and thus the rarity

of female students at the university. The study found out that women occupied only 5% of leadership positions at the university which was a modest figure but was not questioned. Moreover, the fact that women led only the departments which did not have specialized subject teaching, such as administration, the library, the foreign language centre and finance raised concerns on female participation.This study is in line with that by Mahlase (1997) who observed that in South Africa married-woman teachers' tended to live in both the public sphere of work and the private sphere of home which are very complicated and stressful and that these problems become more acute when women are in the principal-ship position.

The traditional views of leaders as special people, who fight enemies, energize troops, set directions and make key decisions, are deeply rooted in an individualistic and non-systematic worldview. Leaders are considered heroes, great men who rise up in times of crises and wars (Senge, 1994). These myths constitute a powerful and influential force in both the public representation and the internal shaping of executive identity. Leaders of corporate culture, with some help from management gurus and consultants, are aligned with legendary heroes to promote images of the senior management as heroic and transformative leaders (Clark and Salaman, 1998). According to Olsson (2002), this process plays a subconscious role in reinforcing masculine leadership at the expense of female leadership.

Women have been stereotyped as dependent, submissive and conforming, and as a result have been viewed as lacking in leadership qualities and characteristics (Burns, 1978). They are often seen as one-dimensional, viewed as either mothers who are nurturing or feminists who are career oriented. These narrowly defined categories result in women doubting their leadership abilities because of a perceived incongruence between womanhood and leadership (Joasil, 2008). Eagly (1987) argues that expectations are a central aspect of the socialization process; thus, people behave according to societal expectations based on gender roles. The expectation that women will be more caring and relationship oriented than men largely accounts for different approaches to leadership. From a female perspective, the downside of this expectation is that the view of women as nurturing may lead to a justification of women holding supportive roles while men occupy leadership roles.

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The findings from another study in Kenya by Onsongo (2004) on factors affecting women's participation in university management revealed that at the personal level, absence of personal attributes such as academic qualification, administrative experience, management skills, confidence, assertiveness, high visibility, hard work and diligence were said to limit women's confidence in applying for senior management positions. Similarly, at the societal level support from family and friends was found to enhance women's participation. Clearly, the support of husbands to married women was seen as key by most women managers. However, the general negative attitudes towards women in leadership, discrimination against girl child education, the world dominance of men in leadership, cultural practices that relegate women to the domestic sphere were found to be responsible for women's absence from leadership in Kenyan universities. Such studies prompted the researcher to establish the influence of gender stereotypes on women and their participation in managerial duties in public secondary schools in Kathiani sub-County, Machakos County.

2.3 Family-Work Balance Conflict and Female Principals' Participation in Management

According to Mahlase (1997), marriage and child-rearing are factors that continue to have a negative impact on women's progress in their management career since management continues to be defined in male terms. Further, Sherman and Beaty (2010) note that woman principals tend to struggle with guilt in trying to combine career and family life, suggesting that women who manage to do this suffer the guilt of not performing well as mothers and wives. The difficulty of keeping the balance between home and work resulted in the women principals' feeling that their families were suffering while they spent most of their time doing work-related duties.

Pirouznia (2013) in a study in the USA established that some women who obtained their principal-ship indicated family responsibilities had prevented them from applying for principal-ship earlier especially when they had small children. The combination of ideas about family responsibility and male dominance of the institutional framework make career paths uncertain and even treacherous for women.Pirouznia (2013) study argued that there are considerable difficulties faced by

employed mothers of young children in the management of job and family responsibilities. Combining a career and family seems problematic for women especially the younger ones who are still expected to prove themselves as good mothers and good wives.

Byamugisha (2011) observed that the percentage of the economically affluent women principals in South African who could afford to take career breaks was minute. Additionally, taking career breaks also works adversely against women since this means that women lose out on the years of experience required for promotion into the principalship which further complicates the plight for women's advancement in the management of schools. Careerbreaks are therefore considered detrimental to women's upward mobility. This argument is contrary to that of Williams (1999)who noted that the absence of children for unmarried participants' families increases the likelihood that woman principals would work professionally, since without husbands and children, they tended to give the work their undivided attention without suffering the guilt of not doing well as mothers and wives.

Moorosi (2006) conducted a study in South Africa and established that married women who are still in their reproductive ages complained bitterly about their neglect of the family due to their work commitments. The study found out that women who seem to have a bigger problem and more concerned about the lack of time left for family are those with smaller children of school-going age. This implies that women who are managers and have young children therefore straddle the dual worlds of parenting and working and are usually not successful in balancing the two.

Analysis from another study in South Africa by Moorosi (2007) suggested that women principals' marital status was significant in fulfilling their duties between the home and the school. For example, single women, particularly those with grown-up or no children, most of their time was spent on work-related responsibilities. As such, for women in this category, their family status did not negatively impact on their responsibilities as principals. According to the study, these women principals believed that their circumstances worked to their advantage as compared to married women because they did not have husbands and young children. This status allows unmarried

participants more time to attend to school matters without feeling the pressure of not leaving sufficient time for family. On the same note, Caleo and Heilman (2013) argues that the tendency to sacrifice family life for work life by women principals can be interpreted as an attempt on their part to avoid being perceived as less committed to their work. This would ultimately portray them as unsuitable for the demanding leadership positions, thereby perpetuating the stereotype that women are less task-oriented than men, and are therefore unsuitable for management positions in schools.

Rao, Stuart & Kelleher (1999) note that women principals conform to the norm that women are less taskedfor fear of being judged as incompetent, while at the same time trying to keep up with family responsibilities as mothers and wives in the home. This dual responsibility disadvantages women and produces conditions that make it impossible for them to do both, since women are still primarily responsible for family and reproductive activities which tend not to be in line with the notion of the ideal principal. A workplace structured on the ideal-leader concept is based on the assumption first, that the ideal leader is a man, and second, that, the ideal leader must be married.

A study by Endale (2014) in Ethiopia on factors that affect women participation in leadership and decision making, showed that the major factor that hinders women's participation in public leadership and decision making positions is the burden of domestic responsibilities.On the same note, a study by Lunyolo, Ayodo, Tikoko, and Simatwa (2014) on social cultural factors that hinder women's access to management position in government aided secondary schools in Uganda, revealed that some husbands deprive their wives the opportunity of further education by leaving for them the entire responsibility of parenting and taking care of the family, while they progress in their studies. Surprisingly, even when they complete their studies, they do not give opportunity to their wives also to go for studies. However, Lunyolo, Ayodo, Tikoko & Simatwa (2014) concluded that women are not simply made to produce children and do kitchen work, but can do more including school leadership and participate in management positions. The study shows that the few women who have been given opportunity to manage schools have done perfectly well, and thus proving

wrong the fear that woman will always cause things to go wrong, and that therefore the men have to be in the lead as the women follow.

Kitele (2013) in a study on challenges faced by female head teachers in the management of secondary schools in Kangundo Sub-County, Machakos County found that half of the head teachers involved indicated that there is conflict between domestic and professional roles while the other half indicated that they felt that there is no conflict between domestic and professional roles. The reasons for indicating there is conflict between domestic and professional roles were because the head teachers felt that for a female head teacher, school work is so involving and interferes with domestic issues and therefore conflict arises. The professional role is tasking hence much time is dedicated to the students and little time to the family. Additionally, doubling as a mother and a career woman is not easy especially when one has to be in school very early in the morning.

Head teachers who reported that there was no conflict between domestic and professional roles agreed that the head teacher was supposed to balance between the professional and domestic roles.They added that time management is important and having ways of managing stress effectively reduces the pressure from both domestic and professional roles. There was need therefore to carry out this study to establish whether these were the same feelings among women teachers and principals in Kathiani Sub-County as pertains the effect of family-work balance conflict on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County.

2.4 Socialization Practices and Female Principals' Participation in Management

Organizational socialization is the process by which new leaders become integrated in formal and informal norms as well as unspoken assumptions of a school. Since traditional stereotypes label women as socially incongruent as leaders, they face greater challenges when integrated into an organization (Johnson, 2003). Socialization practices act as obstacles to gender balance attainment of management positions in schools. Women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex

(Brathwaite, 1986). This results in women being judged on how feminine they are when they portray inferior characteristics and shy away from leadership positions.

Astudy by Wolfram, Mohr, and Schyns (2007) on professional respect for female and male leaders in German contend that there are prevalent followers' prejudices against female leaders. They further contend that female leaders were more at risk of receiving less professional respect from their followers compared to male leaders; and that followers with traditional gender role attitudes were prone to have comparatively little professional respect for female leaders. This shows that in most institutions of learning, staff and students' attitudes towards female head teachers and the respect they accord them is gender biased. Moorosi (2006) observed that in South Africa women principals continued to face obstacles in performing the management functions even after they had been appointed to leadership positions. This was manifested in lack of acceptance and resistance to women principals' authority.

A study in Ethiopia by Endale (2014) showed that the major factors that hinder women's participation in public leadership and decision making positions include absence of commitment by the concerned or top decision making body as well as lack of self-confidence from women themselves. Lunyolo *et al.* (2014) in their study in Uganda observed that socio-cultural factors such as individual factors that develop through socialization practices do hinder women's access to management positions in secondary schools, particularly negative self-esteem by women themselves to occupy leadership positions.Other individual factors that hinder women participation in educational management at various levels are fear of criticisms, lack of self-determination and self-confidence.

Onsongo (2004) argued that the environment in which women worked in Kenyan Universities was generally not very supportive and some of the institutional practices such as timing of meetings were found to be insensitive to women managers' needs. For example, the timing of meetings had cost some of the women in the study their marriages, as the husbands could not stand their coming home late or even attending meetings over the weekends. The requirements for appointment, recruitment and promotion were sometimes unfair to women who are late comers in the academy.

Odera (2012) in her study on leadership in Kakamega Secondary Schools; a focus on women leadership concluded that; teachers prefer male head teachers because they have been culturally socialized to accept men as more rational and conscious than their female counterparts. In the study men were rated to be better decision makers than women. She noted that men have been socialized to make decisions from childhood and to hold top positions in the nation compared to women. The study further noted that both men and women teachers find it difficult to respond positively to women's leadership in school due to their socialization. Similarly, Momanyi (2013) concluded that negative community perceptions that devalue women prevent them from appointment to headship of secondary schools. She recommended that community sensitization and gender awareness needs to be carried out to ensure that negative attitudes towards women heading schools is discouraged. This study therefore aimed at examining the influence of socialization practices on female principals' participation in managerial duties in public secondary schoolsin Kathiani Sub-County.

2.5 Career Development and Female Principals Participation in Management

Cole (2002) defines career development as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation task. Career development involves building the capacity of the employees in preparation to playing certain organizational role. Principals have a responsibility to organize or recommend female teachers for capacity building courses, seminars and workshops so as to develop managers and administrators who can handle school matters. It is therefore the duty of the principal to make sure that female teachers are involved in such events to enhance their participation in school leadership.

Globally, the concept of career development has received different perceptions from many people due to the dynamic change of the professional fields. The development is based on the objective shift from the subjective dimension of career choice, with more emphasis on how people feel about their careers and their own perceptions of career success. According to the Human Capital Theory (HCT), emphasis is placed on the inherent value of human beings. Female teachers, the largest source of Human Capital in education, can therefore not be valued only as a teaching potential, but

must be seen as human beings, who are intrinsically valuable assets to the school as well as to other stakeholders (Schultz, 2011).

A principal has multiple roles with respect to addressing the career development needs of the staff under their leadership. Career development within the boundaries set by realities and work life experience inter alia draws on the different roles of the principal, for example to act as a mentor or coach and as a role model for the female teachers and to steer one's career development through proper delegation. According to Calitz & Botha (1990), this can only occur when an inclusive management or leadership approach, for example, a needs-satisfying career development approach, is followed by the principal.

Certain factors hinder the career development of female teachers, despite their own efforts and those of their colleagues and principals. Such factors include the lack of equal opportunities, the ability to overcome extrinsic barriers such as lack of knowledge pertaining to opportunities, gender stereotyping and cultural beliefs (Fourie, 1997). Role conflict arising from different life roles and time constraints can also result in different career patterns for men and women (Nel &Venter, 2008). This means that women would be constrained from participating in managerial positions.

Okumbe (2007) argues that career development involves training as a process of providing junior employees with specific knowledge and skills in order to enable to them to perform specific work duties. On the other hand, development is the process of providing senior employees with conceptual skills for performing general duties. It is therefore important to train female teachers so as to enhance their quality and quantity of output in their work. Training will also motivate female teachers' participation in leadership.

Career development will help to build and increase confidence and self-esteem of the female teacher as well as to create acceptance from their male counter parts. Career development will also help in building a strong and stable succession plan (Okumbe, 2007) meaning that training can help female teachers to acquire the right attitudes towards leadership in secondary schools. In addition, it will give teachers the ability to peruse continuous, improvement, once the change has been substantially achieved

or make them aware of the need for change. This means that with proper career development, female teachers will be motivated to take up leadership positions in schools. There is need therefore to give appropriate training to those women in the organization who might be willing to take up leadership positions.

Mullins (2010) asserts that effective organization performance demands an understanding of and response to diversity which will necessitate a work climate that respects individuals' differences and treats all members of staff with dignity and mutual respect. He further notes that training should involve increasing awareness and value of diversifying education in understanding the culture and values of members of a diverse workforce, developing skills of effective diversity management, prejudices and stereotypes.

The career development of female teachers and the role of the principal seem to converge in a number of key issues with respect to female teachers' perceptions and perspectives on their career, career planning and movement. These include the nature of the psychological contract between the female teacher and her principal; the career barriers the female teacher has to overcome including glass ceilings, and ways of managing the career path of female teachers that have become stuck on a certain post level(Nel&Venter, 2008). Kirai and Kobia (2012) in a Kenyan study on effects of Social Cultural Beliefs on Women Career Progression in Kenya's Civil Service, found that women are seen as gender whose major responsibilities are reproduction, domestic work within the home and service to the men folk. This means that training on career progression may not be a priority for most female teachers and thus the concern for this study.

2.6 Summary of Literature Review

According to Wirth (2004) the key issues hindering women's progression in the workplace hierarchy include the traditional sex stereotyping of women as passive and timid. Byamugisha (2011) observed that the percentage of the economically affluent principals among South African women who could afford to take career breaks is minute. Williams (1999) on the other hand noted that the absence of children among unmarried female teachers also increases the likelihood that women principals would

work professionally, since without husbands and children they tended to give the work their undivided attention without suffering the guilt of not doing well as mothers and wives.

Moorosi (2006) established that married women who are still in their reproductive ages complained bitterly about their neglect of the family due to their work commitments. Further, women seem to have a bigger problem and more concerned about the lack of time left for family especially those with smaller children of school-going age. According to Rao *et al.* (1999) women principals conform to this perception for fear of being judged as incompetent, while at the same time trying to keep up with family responsibilities as mothers and wives in the home. A workplace structured on the ideal-leader concept is based on the assumption first, that the ideal leader is a man, and second, that, if the ideal leader is married, he can depend on his wife to fulfil all or nearly all, child-care responsibilities, thus freeing him to work extended days, and maintain inflexible work schedules.

Endale (2014) states that the major factors that hinder women's participation in public leadership and decision making positions include overburden of domestic responsibilities. However, the review of the literature revealed that some husbands deprive their wives of further education by leaving for them the entire responsibility of parenting and taking care of the family while they progress in studies. Surprisingly, even when they complete their studies, they do not give their wives opportunity to also to go for studies (Lunyolo *et al.* 2014).

Most of the reviewed studies showed that many factors influence women participation in managerial duties. However, no studies have been carried out in Kathiani Sub-county on socio-cultural factors influencing female principals' participation in managerial duties in public secondary schools. It was therefore necessary to address this gap by carrying out a study to establish if socio-cultural factors influence female principals' participation in managerial duties in public secondary schools inKathiani Sub-county, Machakos County.

2.7 Theoretical Framework

This study was guided by the Feminist Theory as was also utilized in a study by Kirai and Kobia (2012) to ascertain the effectsof social-cultural beliefs on women career progression in Kenya's Civil Service.The Feminist Theory recognizes the pervasive influence of gender divisions on social life and tries to understand women's oppression and the structures in society that espouse this oppression and subordination. The feminist perspective, looking at the many similarities between the genders, concludes that women and men have equal potential for individual development. However, differences in the realization of that potential, therefore, must result from externally imposed constraints and from the influence of social institutions and values (Nzomo, 1997). Feminists advance three broad perspectives in trying to explain the absence of women from senior management in the public and private sector. The first perspective is personal factors in which the paucity of women in management positions is attributed to the psychosocial attributes, including personality characteristics, attitudes and behavioral skills of women themselves. Among personal factors are self-esteem and self-confidence, lack of motivation and ambition to accept challenges to go up the ladder, women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis. On the other hand, personal factors such as assertiveness, confidence, resourceful creativeness, loyalty and trustworthiness help women to ascend to senior management positions.

The structural or institutional factors paradigm advances the view that it is the disadvantageous position of women in the organizational structure for example few numbers, little power, limited access to resources which shapes and defines thebehavior and positions of women.The underlying premise of this perspective is that men and women are equally capable of and committed to assuming positions of leadership. The problem is vested in the structure and the remedy is a fundamental change to eliminate inappropriate discrimination in institutional policies and practices. The structural factors that affect women negatively include: discriminatory appointment and promotion practices; male resistance to women in management positions; absence of policies and legislations to ensure participation of women; and

limited opportunities for leadership training and for demonstrating competence as a result of power structure in the work place and outside the work place.Structural factors affecting the participation of women positively include the presence of organizational guidance, good mentoring systems, proper staff development programmes for women, transparent appointment and promotion procedures, support services for women, access to information technology and flexible work schedules.

The last perspective is the organizational factors as advanced by Smoulder (1998) who explores the cultural factors which link gender factors and organizational structure factors. The analysis is concerned with the social construction of gender and the assignment of specific roles, responsibilities and expectations to women and men.She observes that the cultural factors lead to stereotypical views about women's abilities within the cultural context. The view that top management positions are only suitable for men relegates women to secondary roles. The emphasis is placed on women's role as mothers, caregivers and nurturers. These three broad perspectives guided the present study to explore the influence of socio-cultural factors on female principal's participation in managerial duties by helping understand the factors that influence the participation of women in managerial positions.

2.8 Conceptual Framework

The figure 2.1 presents the conceptual framework.

Independent Variable   **Dependent Variable**

Gender Stereotypes
- Gender Discrimination.
- Low performance
- Management Competition

Family-Work Balance
- Leadership roles
- Domestic Duties
- Child Rearing
- Personal development

Participation
- HODs
- Senior teachers
- Deputy principals
- Principals

Participation in Managerial Duties
- Acceptance to participate in leadership roles
- Increased number of female principals

Socialization Practices
- Family responsibilities
- Role conflict
- Lack of self-confidence
- Lack of aspiration

Intervening Variables
- Government Gender Policy
- Appointment and promotion policies

Career Development
- Work Experience
- Level of education
- Number of years worked
- Current job position
- Training attended

Figure 2. 1: Relationship between independent and dependent variables

The conceptual framework clearly illustrates that women participation in managerial positions is explained by independent variables namely stereotypes on women, family work balance, socialization practices and career development. In particular, stereotypes on women have a negative influence on female principals' participation in

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managerial positions. Similarly, family work balance conflict negatively influences the dependent variable. In addition, the socialization practices and career development included in the conceptual framework have influence on female principals'participationin managerial positions in public secondary schools in Kathiani sub-County. Apart from the relationship between dependent and the independent variables in the study, other factors likely to affect the study included government gender policy and the policies on appointments and promotions of the teachers. These two are termed as the intervening variables indicating that the set up government policies as well as the procedures for appointing and promoting teachers could also influence the relationship between dependent and independent variables.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was applied by the researcher so as to arrive at the sample population, collect and analyze data in order to answer the study hypotheses. This chapter outlines the research design that was used in the study, the target population, sample size and sampling procedures, data collection instruments, validity and reliability of data collection tools, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

According to Kothari (2004) research design is defined as a framework that shows how problems under investigation will be solved. Descriptive survey design was used for this study. According to Mugenda and Mugenda (2012)descriptive survey is capable of facilitating collection of data that describes specific characteristics of phenomena in order to determine the status of a population with respect to one or more variables. This design was deemed appropriate for the study because of its ability to establish facts which result in formulation of important principles of knowledge about populations that are too large to be observed directly(Mugenda & Mugenda, 2012).

3.3 Target Population

The target population for the study consisted of public secondary school female principals, female deputy principals and female teachers in Kathiani Sub-County. Based on the information obtained from Education offices at Kathiani Sub-County (2017), the Sub-County has 31 public secondary schools with 404 teachers. The 31 public secondary schools in Kathiani sub-County comprised of one Boy's boarding, three Girls' boarding, 17 mixed day and 10 mixed day and boarding secondary schools. The number of female teachers in Kathiani Sub-county is 187 including14 principals and 13 deputy principals. The target population for this study therefore consisted of all female principals (14), all female deputy principals (13), and 160 female teachers from public secondary schools in Kathiani Sub-County (Figure 3.1).

Table 3.1: Population of the Study

School Type/ Management Level	Female Principals	Female Deputy Principals	Female Teachers	Total
Boys Boarding	0	0	14	**14**
Girls Boarding	3	3	25	**31**
Mixed Day Schools	8	4	54	**66**
Mixed Day & Boarding	3	6	67	**75**
Total	**14**	**13**	**160**	**187**

Source: Kathiani Sub-County Directors' Office (2017)

3.4 Sampling Techniques and Sample Size

Sampling design is that part of statistical practice concerned with the selection of a subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference (Schindler & Cooper, 2003). All the 31 public secondary schools in Kathiani Sub-county were included in the study. Additionally, stratified sampling was used to divide the target population into several sub- populations (strata): Female principals, female deputy principals and female teachers who were then selected proportionately from each stratum using simple random sampling to come up with a representative sample.

This study adopted the Slovin's formula to determine the sample size of respondents as follows

$$n = \frac{N}{1 + N\,(e)^2}$$

Where n = Sample Size of teachers; N = Target population of teachers and e = Margin of error desired (0.05).

Since the total number of teachers including deputy principals and principals was 187, the sample size was:

$$n = 187/\{(1+187(0.05)^2\}$$

$$n = 187/1.4675$$

n=127

Further, the sample size for each category was obtained through dividing the total number of target population per category by the total target population multiplied by the sample size.The sample size is as shown in Table 3.2.

Table 3. 2: Study Sample

School Type/ Management Level	Female Principals	Female Deputy Principals	Female Teachers	Total
Boys Boarding	0	0	9	**9**
Girls Boarding	2	2	16	**20**
Mixed Day Schools	5	2	39	**46**
Mixed Day & Boarding	2	4	46	**52**
Total	**9**	**8**	**110**	**127**

3.5 Research Instruments

In order to facilitate the collection of data, the researcher used structured questionnaires designated for each type of respondents. According to Kothari (2004) structured questionnaire is best suited for descriptive study as it is easily applied and requires less skill. Questionnaires make respondents feel free to write down their responses without problems because they are not under direct observation by the researcher. The researcher developed three sets of questionnaires one for teachers, one for deputy principals and one for principals.Thethree sets of questionnaires contained both closed and open ended items. Some of the closed ended questions had binary choices; while choices for other variables had a 5 point-likert scale with codes ranging from 1-5 for strongly disagree and strongly agree respectively.Specifically, the researcher collected information pertaining to the influence of gender stereotypes on women, family-work balance conflict, socialization practices and career development on female principals' participationinmanagerial duties in public secondary schools.

3.6 Validity of the Instruments

Validity is a measure of the degree to which a research instrument measures what it is supposed to measure (Orodho, 2006). The validity of the instruments was ensured by

conducting a pilot study to determine the aspects of content validity. The pilot test included 10 per cent of female teachers from two schools in the neighbouring sub-county which had similar characteristics to those of schools in the study locale. Gay (2003) suggests that 10 percent of a study sample is adequate.Further, face validity was determined through subjecting the questionnaires to experts from the school of education SEKU. The input of the experts and pilot study findings helped in identifying any vague, ambiguous or confusing items in the instruments.

3.7 Reliability of the Instruments

Reliability is the extent to which repeated measurement yields consistent results over a reasonably short period of time, during which change is not expected to occur (Sapsford, 2007), and which was achieved by pre testing the instruments. Mugenda and Mugenda (2008) noted that pre-testing was essential since, it helped to identify errors found in the study instrument which were later corrected, in addition to assisting in estimating the time needed for administering the instrument. In testing for reliability, this study employed a single test administration of the instrument during the pre-testing phase, to test for the internal consistency of the items used in various sections. A Cronbach alpha coefficient of .76 was found for the questionnaire for the respondents. Thesereliability measureswere therefore in line with Mugenda and Mugenda (2008) conviction that a measure of internal consistency that ranges between 0.5 and 1.0 is to be regarded and treated as reliable. Therefore the respective alpha coefficient so far obtained of .76 was regarded as highly reliable to warrant data collection from the field.

3.8 Data Collection Procedures

The researcher got a letter of introduction from the Board of Postgraduate Studies at South Eastern Kenya University (SEKU). This was used to get an authorization permit from the National Council for Science, Technology and Innovation (NACOSTI) to enable the researcher to carry out research in the intended Sub-County. The researcher then introduced herself to the Education Officer of the study Sub-County and the principals where the research was conducted. During the research, the researcher introduced herself to the respondents and gave brief instructions on how to fill out the questionnaires. The respondents were given ample

time to fill the questionnaires and the researcher collected them after they had been completely filled.

3.9 Data Analysis Techniques

Data analysis refers to examining the collected data and making discussions, inferences and conclusions (Kothari, 2004). After collecting the data from the respondents, quantitative data was organized into manageable form and coded to necessitate entry into the computer. Data was entered into the computer and analysed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics using means and standard deviations were used toanalyse the results as per the study objectives. All the formulated hypotheses were tested at the .05 level of significance using simple regression analysis. Finally the analysed data were presented using percentage frequencies in form of tables. A summary of how each hypothesis was analysed and the respective statistical tools applied in each case is shown in table 3.3.

Table 3.3: Data analysis matrix

Hypothesis	IV	DV	Statistics
[Ho1] Gender stereotypes do not have a significant influence on female principal's participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County-Kenya.	Gender stereotypes	Female participation in management	Simple regression analysis
[Ho2]There is no significant influence of family-work balance conflicts on participation of female principals in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County-Kenya	Family work balance	Female participation in management	Simple regression analysis
[Ho3]Socialization practices do not have significant influence on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County-Kenya.	Socialization practices	Female participation in management	Simple regression analysis
[Ho4] There is no significant influence of career developments on female principals' participation in	Career development	Female participation in management	Simple regression analysis

managerial duties in public secondary schools in Kathiani Sub-County, Machakos County-Kenya.			

3.10 Ethical Considerations

The ethical issues related to the study were addressed by maintaining high level of confidentiality of the information volunteered by the respondents and endeavouring to maintainnon-disclosure policy to protect respondents' rights. The researcher made efforts at all times to avoid actions that were likely to cause physical or emotional harm such as violating informants' rights to privacy by posing sensitive questions or accessing records that contained personal data, while all the personal details of the respondents were limited to general information.Moreover the researcher hadan introduction letter from South Eastern Kenya University (SEKU) for introduction to the host institution and a research permit from NACOSTI to ensure that data collected was for educational purpose only. The researcher personally administered andcollected the questionnaires for data analysis to avoid diverting respondents' information to unauthorized persons.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This chapter presents the results of the study in various sections starting with response rate, demographic characteristics of the respondents and finally analysis of the study in line with the objectives of the study and testing of the hypotheses

4.1 Response Rate

Out of the nine questionnaires issued to female principals, seven of them were duly completed and returned thus representing a return rate of about 78%. Similarly, of the eight questionnaires issued to the female deputy principals, only six were duly filled and returned thus representing a return rate of 75%. Finally of the 110 questionnaires issued to teachers in the sampled schools, only 102 were duly filled and returned thus representing a return rate of about 93%. Generally, out of the 127 questionnaires issued to the sampled respondents, only 115 questionnaires were duly filled and returned, representing a combined return rate of about 90.55%. According to Mugenda and Mugenda (2003) a return rate of any study is considered valid if the rate is above 75.0 %. Table 4.1 shows a summary of questionnaire return rates for each of the three sub categories of respondents.

Table 4.1 Questionnaire Return Rate

Category	Number Issued	Number Returned	Response rate (percent)
Female Principals	9	7	77.78
Female Deputy Principals	8	6	75.00
Female teachers	110	102	92.72
Total	**127**	**115**	**90.55**

4.3 Demographic Characteristics of the Respondents

The demographic characteristics that were of interest to the study included age, marital status, terms of service, qualification, teaching experience and years served in the current school among others.Analysis of these characteristics is as shown in the following sections.

4.3.1 Respondents' Age

The age distribution across the three categories of respondents is as shown in Table 4.2. The age categories of respondents were classified as less than 35 years, between 35 to 50 years and above 50 years old to represent categories of youthful, middle aged and older respondents respectively

Table 4.2: Age of respondents

	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than 35 years	40	39.2	1	16.7	0	0.0
35-50 years	48	47.1	4	66.6	3	42.9
Above 50 years	14	13.7	1	16.7	4	57.1
Total (N)	102	100.0	6	100.0	7	100

Table 4.2 shows that nearly 47.1 percent of the teachers were in the age category of 35-50 years followed by those in the age category of less than 35 years representing 39.2 percent. Teachers in the age category of more than 50 years represented 13.7 percent. Similarly, the table shows that about 66.6 percent of the deputy principals were in the age ranges of between 35 and 50 years while about 16.7 percent were in the age range of less than 35 years and above 50 years respectively. Further, majority of the principals were aged above 50 years followed by nearly 42.9 percent who belonged to the age category of between 35 and 50 years. This information shows that most managerial responsibilities were done by those above 35 years of age.

4.3.2 Marital Status of Respondents

The study also sought to find out the marital status of the respondents in the study locale. Marital status of these respondents was classified into three categories namely; married, single and separated/divorced as analysed in Table 4.3.

Table 4.3: Marital status of Respondents

	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Married	69	67.6	4	66.7	6	85.7
Single	28	27.5	2	33.3	1	14.3
Separated/divorced	5	4.9				
Total	**102**	**100.0**	**6**	**100.0**	**7**	**100**

It is instructive to note from Table 4.3 that majority (67.6%) of the teachers were married, about 27.5 percent others were single while about 4.9 percent were either separated or divorced. With regard to the deputy principals, it is noted that about 66.7 percent of them were married while 33.3 percent of the deputy principals were single. Similarly, about 85.7 percent of the principals were married while about 14.3 percent of the principals were single. The data shows that mostrespondents in managerial duties were married and this could be attributed to fulfilling duties both at home and the school.

4.3.3 Respondents Academic Qualification

Considering the nature of this study being done in educational institutions setting, the study found it imperative to establish the level of academic qualification of the respondents. In this regard, the researcher sought to establish the various academic qualifications in terms of whether one had a diploma, degree, masters or doctorate (PhD) qualification. Analysis of this parameter is as shown in Table 4.4.

Table 4.4: Academic qualification of the respondents

	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Diploma	12	11.8	1	16.7		
Degree	80	78.4	2	33.3	5	71.4
Masters	7	6.9	3	50.0	2	28.6
PhD	2	1.9				
Other (Cert)	1	0.9				
Total	**102**	**100.0**	**6**	**100.0**	**7**	**100**

It can be observed from Table 4.4 that majority (78.4%) of the teacher respondents had a degree level of academic qualification followed by about 11.8 percent who had a diploma qualification. About 6.9 percent had a master's degree level of qualification while 1.9 percent had a PhD level of qualification with 0.9 percent having a certificate level of qualification in teaching. Similarly, half of the deputy principals had a master's degree level of academic qualification, 33 percent had a bachelor's degree level while about 16.7 percent of them had a diploma level of qualification. Majority of the Principals (71.4%) on the other hand a degree level of academic qualification while about 28.6 percent of them had a master's level of qualification

From the findings, it is easier to deduce that higher qualification goes hand in hand with the level of engagement in academic leadership save for a few cases where teachers are not recognised as a result of obtaining higher degree qualifications. In view of the aforementioned, it is important to note that, in spite of some teachers having obtained higher post graduate qualification such as PhD, none of these had been appointed to head a school. Clearly, it is worth noting that higher qualifications are not rewarded commensurately in school management. These findings also revealed that whereas 50 percent of deputy principals had a master's level of qualification, only 28.6 percent of the principals had the same qualification. It is therefore important for TSC to consider rewarding highly qualified teachers to positions of headship in school to promote academic leadership.

4.3.4 Teaching Experience

Respondents were asked to indicate the duration that they had worked in their teaching career. The duration in teaching in years was further clustered into six mutually exclusive sub ranges (Table 4.6) of teaching experience namely: 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years and finally above 26 years.

Table 4.5: Respondents Teaching Experience

	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-5 years	33	32.4				
6-10 years	13	12.7	1	16.7	1	14.3

11-15 years	15	14.7	2	33.3	1	14.3
16-20 years	18	17.6	3	50.0	2	28.6
21-25 years	15	14.7			2	28.6
Above 26 years	8	7.9			1	14.3
Total	**102**	**100.0**	**6**	**100.0**	**7**	**100**

Table 4.5 reveals that about 32.4 percent of the teachers had worked for less than five years while about 17.6 percent of them had worked for between 16 and 20 years. Form the table 14.7 percent of the teachers had each worked for between 11-15 years and 21-25 years respectively. In addition, nearly 12.7 percent had worked for 6-10 years while 7.9 percent had worked for over 25 years. On the other hand, half of the deputy principals had worked for 16-20 years, about 33.3 percent others had worked for 11-15 years and 16.7 percent of them had worked between 6 and 10 years. About 28.6 percent of the principals had worked for 16 -20 years and 21-25 years respectively. Similarly, about 14 percent of the principals had worked respectively for 6-10 years, 11-15 years and above 26 years.

From the findings, it is easier to deduce that longer teaching experience qualifies one to hold positions of management since the findings revealed that none of those with teaching experience of less than 5 years were either principals or deputy principals.

4.3.5 Length of stay in Current School

The length of stay in the current school was also determined by this study in order to give useful insight in this research as regards to whether over staying in the current station could determine appointment to position of management in the current school. Similar to the criteria used for responses in regard to the length of service in teaching, teaching experience in the current school was measured using mutually exclusive sub ranges of 1-5 years through above 26 years as shown in Table 4.6

Table 4.6: Length of service in the current school

	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-5 years	33	32.4	3	50.0		
6-10 years	13	12.7	2	33.3	2	28.6

11-15 years	15	14.7	1	16.7	2	28.6
16-20 years	18	17.6			3	42.8
21-25 years	15	14.7				
Above 26 years	8	7.9				
Total	**102**	**100.0**	**6**	**100.0**	**7**	**100**

From Table 4.6, it can be noted that about 32.4 percent of teachers had stayed in the current school for less than 5 years. About 17.6percent had stayed in the current school for between 16 and 20 years while nearly 14.7 percent had respectively stayed in the current school for 11-15 years and 21-25 years. About 12.7 percent had however stayed for 6-10 years while 7.9 percent had stayed for above 26 years. With regard to deputy principals, the study revealed that half of them had stayed for less than five years in the current school while about 33.3 percent had stayed in the current school for between 6 and 10 years. However, about 16.7 percent of the deputy principals had stayed in the current school for over 25 years. Equally, the findings in view of the mentioned parameter indicate that about 42.8 percent of the principals had stayed in the current school for 16-20 years while about 28.6 percent of them had stayed, respectively, in the current school for either 6-10 years or 11-15 years. This shows that length of stay in the current school is not a guarantee for taking up managerial duties where teachers who had stayed over 16 years were neither deputy principals nor principals.

4.3.6 Teachers' Designation in School

Although teacher designation in school is multi-faceted, this study sought to determine this parameter by clustering responses into three categories namely senior teacher, head of department (HOD) and classroom teacher (Table 4.7).

Table 4.7: Teachers designation in current school

	Frequency	Percent	Cumulative percent
Senior Teacher	9	8.8	8.8
HOD	26	25.5	34.3
Classroom teacher	67	65.7	100
Total	**102**	**100.0**	

As revealed from Table 4.7, about 65.7 percent of the teachers were classroom teachers implying they do not have any school managerial responsibilities. Nearly, 25.5 percent of the HODs and about 8.8 percent were senior teachers

4.4 Gender Stereotypes and Principals' Participation in managerial duties

The first objective of this study sought to establish the influence of gender stereotypes on participation of female principals in managerial duties.The response categories were classified into five points showing various levels of agreement namely: 1= strongly disagree; 2= disagree; 3 = moderately agree; 4= agree; 5 =strongly agree. Based on this response scale, the indices of the mean and standard deviation were determined for each statement and were consequently used to report the findingsas shown in Table 4.8.

Table 4.8: Influence of Gender stereotypes on Female Participation

Statement		S. D	D	U	A	S. A
Women are less task-oriented than men	*f*	46	26	4	6	4
	%	53.49	30.23	4.65	6.98	4.65
	Mean	=1.79	Std deviation		=1.12	
Women are unsuitable for management positions in schools	*f*	75	8			3
	%	87.21	9.3			3.49
	Mean	=1.23	Std deviation		=0.78	
Cultural practices that relegate women to the domestic sphere are responsible for women's absence from leadership	*f*	15	18	11	29	13
	%	17.44	20.93	12.79	33.72	15.12
	Mean	=3.08	Std deviation		=1.37	
Negative attitudes towards women's ability to lead and govern negatively affect females in performing their managerial duties	*f*	11	17	7	30	21
	%	12.79	19.77	8.14	34.88	24.42
	Mean	=3.38	Std deviation		=1.38	

Table 4.8 shows that majority of the teachers disagreed with the statement that women are less task oriented than men (mean = 1.79). Similarly, majority of the teachers strongly disagreed with the statement that women are unsuitable for management

positions in schools (mean = 1.23). However, the teachers moderately agreed that cultural practices that relegate women to domestic sphere were responsible for women absence from leadership positions (mean = 3.08). In addition, majority of the teachers agreed that negative attitudes towards women's ability to lead and govern negatively affect females in performing their managerial duties (mean=3.38).Clearly, the findings by teachers are a demonstration that gender stereotypes should not be the basis of making female teachers get involved in management positions in schools.

In addition, the responses from the principals and deputy principals depicted that all respondents disagreed that women are less task oriented than men and that women are unsuitable for managerial positions in school. The respondents also were in agreement that negative attitudes towards women's ability to lead and govern negatively affect females in performing their managerial duties and they also agreed though moderately that cultural practices that relegate women to the domestic sphere were responsible for women's absence from leadership.

In conclusion majority of the respondents were in agreement that female principals' participation in managerial duties was influenced by gender stereotypes as shown in Table 4.9.

Table 4.9: Participation in management and gender stereotypes

	Teachers		Deputy Principals		Principals	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	50	49	5	83.3	4	57.1
No	52	51	1	16.7	3	42.9
Total	102	100.0	6	100.0	7	100

It is clear from Table 4.9 that opinion was equally divided between teachers as to whether gender stereotypes influence female teachers' participation in management duties. As can be observed from the Table 4.9, about 51 percent of the teachers were of the view that gender stereotypes do not influence participation of female teachers in management positions while 49 percent of them affirmed that the stereotypes indeed influence teachers' participation in managerial activities. It is also important to

note that majority (83.3%) of the deputy principals felt that gender stereotypes influenced the participation of female teachers in management activities compared to about 17 percent of them who held a contrary view. However, just like the teachers, principals' opinion was divided almost equally with majority (57.1%) of them supporting the assertion that gender stereotypes influence teachers' participation in managerial activities and about 43 percent having a contrary view.

4.4.1 Testing of First Null Hypothesis (HO₁)

The first null hypothesis stated that gender stereotypes do not have a significant influence on female principal's participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County. The main assumption underlying this hypothesis was that gender stereotypes and female principals' participation in managerial duties were independent of each other. In order to test the validity of this claim, a simple regression analysis was run at the .05 level of significance and the results are as shown in tables below.

Table 4.10 Gender Stereotypes and Participation in management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142[a]	.020	.010	.82943

a. Predictors: (Constant), Gender Stereotypes

From Table 4.10, it can be seen that there is a weak positive relationship between gender stereotypes and female participation in managerial duties as depicted by R of .142. The R square value also depicts that gender stereotypes only account for nearly 2 percent of the total variance in female principals' participation in managerial duties. Clearly, this implies that the gender stereotypes cannot be used as a good predictor to explain female principals participation in managerial duties as shown in Table 4.11 where in the model fit fails; $F_{(1,100)} = 2.07$; $p \geq .05$.

Table 4.11: Gender stereotypes and participation in management

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.424	1	1.424	2.070	.153[b]
	Residual	68.796	100	.688		
	Total	70.220	101			

a. Dependent Variable: Participation in management

b. Predictors: (Constant), Gender Stereotypes

In view of the findings, it can be inferred (Table 4.11) therefore that gender stereotypes and female principals' participation in managerial duties were statistically independent as the p-value in the ANOVA model was .153 which is greater than 0.05, the alpha level of significance. Thus the null hypothesis that stated that gender stereotypes do not significantly influence female principals' participation in managerial duties was accepted. Consequently, gender stereotypes do not influence female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

4.5 Family-Work Balance Conflict and Principals' Participation in Managerial Duties

The second objective of the study which was to ascertain the effect of family-work balance conflict on participation of female principals in managerial duties in public secondary schools in Kathiani Sub-County. Table 4.12 presents the dichotomous responses in view of the question asked to the respondents with regard to the influence of family-work balance conflict on teacher participation in managerial duties.

Table 4.12: Family-work balance and participation in management

	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	59	57.8	6	100	7	100
No	43	42.2				
Total	102	100.0	6	100.0	7	100

As can be observed from Table 4.12, 57.8% affirmed that family work balance conflict influences participation of female principals in managerial activities with 42.2 percent of them refuting the claim. However, all the principals and deputy principals confirmed that family work balance indeed influenced female principals participation in managerial activities.

On a five point scale, the teachers were asked to rate their level of agreement to the various statements relating to work- family conflict and how they influence female teachers participation in managerial activities. Analysis of this parameter is as shown in Table 4.13.

Table 4.13: Influence of Family-work balance on female participation in management

Statement		S. D	D	U	A	S. A
Family responsibilities prevent female teachers when they have small children from applying for principalship	f	7	16	8	32	23
	%	8.14	18.6	9.3	37.21	26.74
	Mean	=3.56	Std deviation		=1.29	
Taking maternity breaks works adversely against female teachers since this means they lose out on the years of experience required for promotion into the principalship	f	21	30	9	16	10
	%	24.42	34.88	10.47	18.6	11.63
	Mean	=2.58	Std deviation		=1.35	
Taking maternity breaks complicates the plight for female teacher's advancement in the management of schools	f	18	31	10	18	9
	%	20.93	36.05	11.63	20.93	10.47
	Mean	=2.64	Std deviation		=1.31	
The absence of children among	f	32	28	5	11	10
	%	37.21	32.56	5.81	12.79	11.63

Statement		1	2	3	4	5
unmarried women families increases the likelihood that female principals would work professionally	Mean =2.29		Std deviation		=1.39	
Women who are managers and have children overlap the dual worlds of parenting and working	f	8	12	13	33	20
	%	9.3	13.95	15.12	38.37	23.26
	Mean =3.52		Std deviation		=1.25	
Single women (particularly those with grown-up, or no, children) spent most of their time on work-related responsibilities	f	19	23	10	20	14
	%	22.09	26.74	11.63	23.26	16.28
	Mean =2.85		Std deviation		=1.43	
Family status of single women (particularly those with grown-up, or no, children) do not negatively impact on their responsibilities as principals	f	10	15	9	30	22
	%	11.63	17.44	10.47	34.88	25.58
	Mean =3.45		Std deviation		=1.35	
Sacrificing of family life for work life by female principals makes them be perceived as less committed to their work	f	19	16	12	27	12
	%	22.09	18.6	13.95	31.4	13.95
	Mean =2.97		Std deviation		=1.4	
Doubling as a mother and a career woman is not easy and especially when one has to be in school very early in the morning	f	9	12	2	34	29
	%	10.47	13.95	2.33	39.53	33.72
	Mean =3.72		Std deviation		=1.34	
With proper time management there is no conflict between domestic and professional roles for female principals	f	2	6	3	41	34
	%	2.33	6.98	3.49	47.67	39.53
	Mean =4.15		Std deviation		=0.95	
Effective ways of managing stress reduces the pressure from domestic and professional roles	f			2	41	43
	%			2.33	47.67	50
	Mean =4.45		Std deviation		=0.63	

Clearly, as shown inTable 4.13, most respondents moderately agreed that participation of female principals' in management activities is likely to be affected

because of spending their time on family related activities (mean =2.89). Majority of the teachers further agreed that family responsibilities were likely to prevent female teachers when they have small children from applying for principalship(mean = 3.60). Similarly, some principals argued by moderately agreeing that female principals suffer the guilt of being good principals at the expense of their families (mean =3.01). There was however a general level of disagreement by majority of the teachers that taking maternity breaks works adversely against female teachers as they lose out on the years of experience required for promotion into the principalship (mean =2.60). Majority of the teachers also disagreed with the statement that taking maternity breaks complicates the plight for female teacher's advancement in the management of schools (mean = 2.56).

Furthermore, majority of teachers disagreed that the absence of children among unmarried women families increases the likelihood that female principals would work professionally (mean =2.41). Most teachers were however in agreement that women who are managers and have children can overlap the dual worlds of parenting and working (mean =3.49) therefore disagreeing strongly with the notion that women who are managers and have children are usually not successful in balancing parenting and working (mean = 1.91). On the same breath, teachers agreed though moderately that single women (particularly those with grown-up or no children) spent most of their time on work-related responsibilities (mean =2.93). They also seemed to moderately agree that the family status of single women (particularly those with grown-up or nochildren) do not negatively impact on their responsibilities as principals (mean = 3.25).

Majority of the teachers also agreed that sacrificing of family life for work life by female principals makes them be perceived as less committed to their work (mean = 3.78) while they disagreed that the burden of domestic responsibilities hinders women's participation in decision making positions (mean = 2.62), even though they appreciated by agreeing that doubling as a mother and a career woman is not easy especially when one has to be in school very early in the morning (mean = 3.80). In addition, most of the teachers were in strong agreement that with proper time

management, there will be no conflict between domestic and professional roles for female principals (mean = 4.05). Consequently, majority of the teachers admitted strongly that effective ways of managing stress reduces the pressure from both domestic and professional roles (mean = 4.28). The data obtained from principals and deputy principals was equally related to the data obtained from the teachers.

4.5.1 Testing of Second Null Hypothesis (Ho2)

The second null hypothesis stated that there is no significant influence of family-work balance conflicts on participation of female principals in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County. Clearly the assumption that underpinned this statement was that family- work conflict and female principals' participation in managerial duties were statistically dependent. In order to prove the validity of this claim, simple regression analysis was carried out at the .05 level of significance and the results are as shown in Tables 4.14 and 4.15

Table 4.14: Work conflict and management participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.454[a]	.206	.198	.74674

a. Predictors: (Constant), Family work balance conflict

It can be observed from Table 4.14 that there is a negative relationship between family work related conflict and female principals participation in managerial duties (R (102) =-.454. this implies that a unit change in family-work conflict will cause a negative change of .4 units on female principals participation in managerial duties. Similarly R- square value of .206 implies that family work conflict accounts for about 21 percent of the total variance in female principals' participation in managerial duties. As seen from Table 4.15, the regression model shows that family work conflict can be used to predict female principals participation in managerial duties; $F_{(1,100)}$ = 25.93; $p \leq .05$.

Table 4.15: Work conflict and participation in management-ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.457	1	14.457	25.927	.000[b]
	Residual	55.762	100	.558		
	Total	70.220	101			

a. Dependent Variable: Participation in management

b. Predictors: (Constant), Family work balance conflict

In view of the aforesaid finding, it can therefore be concluded that family work conflict and female principals' participation in managerial duties are dependent of each other. This is because the p-value for the model was .000 which is less than the acceptable benchmark alpha of .005, the level of significance. This means that the null hypothesis that stated that there is no significant influence of family work conflict on female principals' participation in managerial duties is rejected. Therefore, family - work conflict influences female principals' participation in managerial duties in public secondary schools in Kathian sub county, Machakos County.

4.6 Socialization Practices and Participation in management

The third objective of the study sought to evaluate the influence of socialization practices on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County. Various statements in view of socialisation practices were put forth to the respondents in which case they were required to state their levels of agreement on a five point scale in which 1 represented strongly disagree, 2 disagree, 3 moderately disagree, 4 agree and 5 strongly agree. Responses from the respondents were analysed and presented in Table 4.16.

Table 4.16: Influence of Socialization Practices on Female Participation

Statement		S. D	D	U	A	S. A
A male-dominated culture underpin the socialization process which	f	5	9	5	45	22
	%	5.81	10.47	5.81	52.33	25.58
	Mean	=3.81	Std deviation		=1.11	

makes women subordinates since men do not like to be led by women

Women are better educational leaders than men	f	3	10	27	23	23
	%	3.49	11.63	31.4	26.74	26.74
	Mean =3.62		Std deviation		=1.11	

Women are better educational leaders than men since they are easier to approach their students	f	3	12	19	36	16
	%	3.49	13.95	22.09	41.86	18.6
	Mean =3.58		Std deviation		=1.06	

Women are better educational leaders than men to emotionally share with them about the difficulties and unhappiness in their family and work	f	6	18	12	38	11
	%	7.06	21.18	14.12	44.71	12.94
	Mean =3.35		Std deviation		=1.16	

Women are better educational leaders than men to emotionally empathize with them about the difficulties and unhappiness in their family and work	f	6	19	13	37	10
	%	7.06	22.35	15.29	43.53	11.76
	Mean =3.31		Std deviation		=1.15	

Women are easily affected by their emotions and sensitivity in dealing with work, which is not good for leadership	f	16	26	8	28	7
	%	18.82	30.59	9.41	32.94	8.24
	Mean =2.81		Std deviation		=1.3	

Female leaders are at risk of receiving less professional respect from their followers than male leaders	f	19	34	3	23	6
	%	22.35	40	3.53	27.06	7.06
	Mean =2.56		Std deviation		=1.3	

Women's access to management positions in secondary schools, is hindered by particularly negative attitude by women themselves to occupy leadership positions	f	12	28	10	31	4
	%	14.12	32.94	11.76	36.47	4.71
	Mean =2.85		Std deviation		=1.2	

Lack of self-esteem hinder women participation in educational management at various levels	f	15	36	14	19	1
	%	17.65	42.35	16.47	22.35	1.18
	Mean =2.47		Std deviation		=1.06	

Lack of self-confidence hinder women participation in educational management at various levels	f	20	37	6	21	1
	%	23.53	43.53	7.06	24.71	1.18
	Mean	=2.36	Std deviation		=1.13	
Some of the institutional practices such as timing of meetings are insensitive to female managers' needs	f	13	32	8	21	11
	%	15.29	37.65	9.41	24.71	12.94
	Mean	=2.82	Std deviation		=1.32	

Table 4.16 shows that majority of the respondents agreed that the culture of male dominance makes women to play a subordinate role in the society and therefore men do not like being led by women (mean = 3.81). It was also revealed that majority of the teachers agreed to the statement that women are better educational leaders than men (mean = 3.62). Consequently, teachers agreed though moderately that women were better leaders than men because of reasons such as being easier to approach their staff (mean = 3.35); being easier to approach their students (mean = 3.55) and being able to emotionally share and empathize with both staff and students about the difficulties and unhappiness in their family and work (mean = 3.43).

Majority of the teachers also agreed moderately that women are easily affected by their emotions and sensitivity in dealing with work, which is not good for leadership (mean = 2.91). They however tended to disagree with the statement that men are better leaders because of their innate traits like assertiveness, emotional toughness and participation to take risks (mean = 2.73) and that female leaders are at risk of receiving less professional respect from their followers than male leaders (mean = 2.64). As with the teachers, principals and deputy principals were also subjected to the statements on socialization and gave related results.

4.6.1 Testing of Third Null Hypothesis (Ho3)
The third null hypothesis stated that "Socialization practices do not have significant influence on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County". The hypothetical assumption

underlying the aforementioned statement was that socialisation practices and female principals' participation in managerial duties were statistically independent of each other. In order to test the validity of the formulated claim, a simple regression analysis was run at the .05 level of significance and results shown in Tables 4.17 and 4.18.

Table 4.17: Socialization process and participation in management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.469[a]	.220	.212	.74011

a. Predictors: (Constant), Socialization

It can be observed from Table 4.17 that there is a positive relationship between the process of socialization and female principals participation in managerial duties (R (102) =-.469. This implies that a unit change in the socialization process will cause a change of about .47 units on female principals participation in managerial duties. Similarly R- square value of .22 implies that socialization process accounts for about 22 percent of the total variance in female principals' participation in managerial duties. As seen from Table 4.20, the regression model shows that the process of socialization can be used to predict female principals participation in managerial duties; $F (1,100) = 28.192$; $p \leq .05$.

Table 4.18 ANOVA on socialization and participation in management

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.443	1	15.443	28.192	.000[b]
	Residual	54.777	100	.548		
	Total	70.220	101			

a. Dependent Variable: Participation in management

b. Predictors: (Constant), Socialization

From the findings herein as shown in Tables 4.17 and 4.18, it can be concluded that socialization process and female principals' participation in managerial duties are

dependent of each other since the calculated alpha level of 0.000 was less than the p-value of .05, the acceptable level of significance. This means that the null hypothesis which stated that socialization process has no significant influence on female principals' participation in managerial duties was rejected. Therefore, it is important to note that the process of socialization influences female principals' participation in managerial duties in public secondary schools in Kathian sub county, Machakos County.

4.7 Career Development and Participation in management

The fourth research objective in this study sought to evaluate the influence of career development on female principals' participation in managerial activities. In this regard, various statements touching on career development indicators were put forth to the teachers for which their levels of agreement were sought. Analysis of the findings in view of the teacher respondents were presented in Table 4.19.

Table 4.19: Teachers view ofCareer development

	Mean
Women lack opportunities for career progression unlike the male counterparts when considerations are made for principal ship	2.92
Career growth for women is hampered by the culture of "tokenism" in school management	3.45
Women lack requisite experience for upward mobility in school leadership	1.94
Women do not attend refresher and in service training to enable them get considered for promotion in schools	2.54
Career development opportunities do not favour women for promotion	2.76
Women lack the confidence in applying for senior management positions within the school	1.86
Women networks to enable them grow their careers through linkages, in management, are limited hence they miss on opportunities to participate in school leadership	3.02

Table 4.19 shows that majority of teachers moderately agreed that women lack opportunities for career progression unlike the male counterparts when considerations are made for principalship(mean = 2.92). Most of the teachers also agreed that career growth for women is hampered by the culture of "tokenism" in school management (mean = 3.45). They however disagreed that women lack requisite experience for upward mobility in school leadership (mean =1.94) and that women do not attend refresher and in service training to enable them get considered for promotion in schools (mean = 2.54). On the other hand, majority of the teachers agreed that career development opportunities do not favour women for promotion (mean 2.74). However it was revealed by majority of the teachers who disagreed that women lack the confidence in applying for senior management positions within the school (mean =1.86). Finally, most teachers agreed moderately that women networks to enable them grow their careers through linkages, in management, are limited hence they miss on opportunities to participate in school leadership (mean = 3.02)

4.7.1 Testing of the Fourth Null Hypothesis (Ho4)

The fourth and final null hypothesis which this study sought to test stated that "there is no significant influence of career development on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County". The underlying assumption in this hypothesis was that career development and female principal's participation in managerial activities were independent of each other. In order to test the validity of this claim, a simple regression analysis was run at the .05 level of significance as shown in Tables 4.20 and 4.21.

Table 4.20: Career development and participation in management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365a	.133	.124	.78804
a. Predictors: (Constant), Career Development				

From Table 4.20, it can be observed that there is a positive relationship between career development and female principals participation in managerial duties (R (102)

=-.365, implying that a unit change in the socialization process would cause a change of about .37 units on female principals participation in managerial duties. Similarly R-square value of .133 implies that career development accounts for about 13 percent of the total variance in female principals' participation in managerial duties. As seen from Table 4.21, the regression model shows that career development can be used to predict female principals participation in managerial duties; $F_{(1,100)} = 15.041$; p $\leq$.05.

Table 4.21: Career development and managementparticipation-ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	9.340	1	9.340	15.041	.000[b]
1	Residual	60.858	98	.621		
	Total	70.198	99			

a. Dependent Variable: Participation in management

b. Predictors: (Constant), Career Development

From the findings shown in Tables 4.20 and 4.21, it can be concluded that career development and female principals' participation in managerial duties are dependent of each other. The calculated p-value of 0.00 is far less than the benchmark p-value of .05, the level of significance. This means that the null hypothesis which stated that career development has no significant influence on female principals' participation in managerial duties was rejected. Therefore, it is important to infer that career development influences female principals' participation in managerial duties in public secondary schools in KathianiSub-County, Machakos County.

CHAPTER FIVE
DISCUSSION AND INTERPRETATION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings in relation to the objectives of the study and gives the interpretation thereof in view of other research findings based on the reviewed empirical literature.

5.2 Gender stereotypes and principals participation in managerial duties

The findings of this study show that gender stereotypes do not significantly influence female teachers' participation in managerial duties (F (1,100) =2.07; p≥.05). This implies that in spite of the existence of gender stereotypes in the society, they are not used as a basis for women participation in leadership positions in the study area. This finding however seems to contradict that of Wirth (2004) who established that traditional sex stereotyping of women tends to hinder women progress in work place. The study findings could be attributed to the steps that the Kenyan government has put in place against gender discrimination at workplace. Section 5 of the Employment Act (2007), shows that it is illegal to discriminate against any gender in any facet of employment. It also spells out that an employer shall promote equal opportunities in employment and shall ensure that policies and practices of the organization discourage gender discrimination.

The constitution of Kenya (2010) and the Gender Policy in the work place (2007) play a critical role in demystifying gender stereotypes against women. This could be the main reason why gender stereotypes may not be a significant factor in influencing the participation of women in the work place in the public secondary schools in Kenya. This view is also supported by the descriptive analysis of the statements for all respondents which show teachers, principals and deputy principals debunking the gender stereotypical statements by showing a strong level of disagreement to them. In particular, all the three groups of respondents' i.e. teachers, principals and deputy principals disagreed that women are less task oriented than men. Equally they refuted the stereotypical notion that women are unsuitable for management positions in schools.

It is important to note however that all the respondents agreed that there are some cultural practices that relegate women to the domestic sphere thus making them absent in leadership positions. Furthermore, there are negative attitudes and perceptions towards women that they cannot govern thus affecting the performance of managerial duties. This findings is in line with Kirai and Kobia (2012) who established that women are seen as a gender whose major responsibilities are reproduction, performing domestic work within the home and service to the men folk. Endale (2014) on the other hand states that the major factors that hinder women's participation in public leadership and decision making positions include overburden of domestic responsibilities.

5.3 Work- family conflict and principals participation in managerial duties

This study established that family-work conflict significantly influenced the participation of female principals in managerial duties, $F_{(1,100)} = 25.93$; $R= -.454$; $p \leq .05$. It was further noted that a negative relationship existed between family work conflict and principals participation in managerial duties. This implies that when there is high family-work conflict, principals' participation in managerial duties is reduced. Clearly, family work conflicts are a hindrance to the participation of female principals in managerial duties. Studies by Pirouznia (2013) and Byamugisha (2011) show that family and work conflicts play a role in influencing female participation in management. Specifically, Pirouznia (2013) observed that there are considerable difficulties faced by employed mothers of young children in the management of job and family responsibilities thus preventing them from taking managerial positions. Byamugisha (2011) on the other hand observed that the percentage of the economically affluent women principals in South African who could afford to take career breaks is minute. It is therefore clear that career breaks deny women the necessary experience to become principals.

On the other hand, a descriptive analysis of the statements across all the three categories of respondents confirms this view. In particular it was argued by majority of the respondents that family responsibilities prevent female teachers when they have small children from applying for principalship. This finding is in line with Pirouznia (2013) study which established that family responsibilities had prevented womenfrom

applying for principal-ship earlier especially when they had small children. However issues of taking maternity leaves and absence of children or their presence in the family were not considered as significant to prevent female principals from participating in managerial duties.

Williams (1999) however noted in his study that the absence of children among the unmarried participants' families also increase the likelihood that women principals would work professionally. This is because without husbands and children, they tended to give the work their undivided attention without suffering the guilt of not doing well as mothers and wives. This view was however refuted strongly especially by the principals who argued that absence of children among unmarried women families does not increases the likelihood that female principals would work professionally. It was noted however, that doubling as a mother and career woman was not easy especially with family responsibilities implying there is conflict between work and family which is likely to negatively influence female participation in managerial duties.

According to Kitele (2013) who did a study in Kangundo sub-County, Machakos County, Kenya, half of the head teachers indicated that there is conflict between domestic and professional roles while the other half indicated that they felt that there is no conflict between domestic and professional roles. Even though Endale (2014) showed that overburden of domestic responsibilities hinder women's participation in public leadership and decision making positions,respondents in this study seemed to suggest that there should be balance between family and work related issues which can be easily handled when there is proper time management. Respondents further argued that effective ways of managing stress to reduce the pressure from both domestic and professional roles was necessary to avoid work and family related conflicts. This can effectively solve the problem of having some tendency to sacrifice family life for work life by women principals (Caleo &Heilman ,2013).

5.4 Socialization practices andprincipals participation in management

This study established that there was a positive correlation between socialization practices and female participation in managerial activities. In addition, the study established that socialization practices had a significant influence on female participation in managerial activities within schools in the study area; $F (1,100) = 28.192$; $p \leq .05$; $R= .469$. This means that with good socialization practices devoid of negative gender stereotypes, the participation of women in managerial duties will significantly improve and vice versa. Indeed Lunyolo *et al.* (2014) in their study in Uganda observed that socio-cultural factors do hinder women's access to management positions in secondary schools. Some of the negative social cultural factors likely to hinder female participation in management activities within the school as established in the study include a culture of male dominance which makes women play a subordinate role to that of men. This finding confirms that of Ngan (2011) in Vietnam who observed that a male-dominated culture underpinning the socialization process makes women subordinates and because of this socialization process men do not like to be led by women.

The current study also found that women are better educational leaders thus confirming Ngan's (2011) findings that female leaders were better as it was easier for them to approach their staff and students and to emotionally share and empathize with them about the difficulties and unhappiness in their family and work. The study however disagreed that men are better leaders because of their innate traits like assertiveness; emotional toughness and participation to take risks and that female leaders are at risk of receiving less professional respect from their followers than male leaders. Wolfram, Mohr, and Schyns (2007) contend that there are prevalent' prejudices that work against female leaders thus making them receive less professional respect from their followers than male leaders. Moorosi (2006) on the other hand observed that women principals continued to face obstacles in performing the management function even after they had been appointed as manifested by lack of acceptance and resistance to women principals' authority.

5.5 Career development and principals participation in managerial duties

Finally, the study established that there was a significant influence of career development on female principals' participation in managerial duties,$F_{(1,100)}$ = 15.041; $p \leq .05$.Further, it was found that there was a positive relationship between career development and principals' participation in managerial duties. In particular respondents agreed that women lack opportunities for career progression unlike the male counterparts when considerations are made for promotion to principals and that women networks to enable them grow their careers through linkages, in management, are limited hence they miss on opportunities to participate in school leadership.

According to Fourie (1997), lack of equal opportunities and the ability to overcome extrinsic barriers such as a lack of knowledge pertaining to opportunities hinders career development among women. Onsongo (2004) on the other hand revealed that at the personal level absence of personal attributes such as academic qualification, administrative experience, management skills, confidence, assertiveness, high visibility, hard work and diligence were said to limit women's confidence in applying for senior management positions thus hindering their career growth.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This sections deals with conclusions and recommendations of the study emanating from the findings of the study. Finally the chapter gives suggestions for areas to be explored for further study.

6.2 Conclusions

The study conclusions are discussed according to the objectives in relation to gender stereotype on women, family-work balance conflict, socialization and career development in sections 6.2.1 through 6.2.4.

6.2.1 Gender Stereotype on Women

This study concluded that gender stereotypes do not influence female principals' participation in managerial duties in the study area even though cultural practices that relegate women to the domestic sphere are responsible for women's absence from leadership positions in secondary schools in Kathiani Sub-County. Further it can be concluded that men and women are equal to the task of leading and therefore any gender stereotypical notions that are likely to affect either gender from participating actively in management should be addressed.

6.2.2 Family-Work Balance Conflict

With regard to family work balance, this study concluded that female teachers' participation in managerial duties is influenced negatively by existence of family-work conflict. This means that when family and work conflicts increases, there is a high chance of female participation in managerial duties decreasing. Furtherthe study concluded that existence of small children in a family is likely to pose a hindrance on female teachers in applying for positions of leadership in schools. However lack of children and taking maternity leaves should not be considered a hindrance in denying women opportunities in participating in managerial duties. Finally, the study concludes that since work and family conflict cannot be eliminated completely, a balance should be struck on how to balance the two through effective time and stress management

6.2.3 Socialization Practices

In view of this parameter, the study concluded that socialization practices significantly influence female principals' participation in managerial duties. In particular, it was concluded that amale-dominated culture that underpins socialization in most societies makes women play a subordinate role to that of men. The study further concludes that women can also be good and effective leaders owing to their approachability and ability to emotionally share and empathize both with students and staff on work related issues.

6.2.4 Career Development

This study concluded that career development significantly influences principals' participation in managerial duties and that career development has a positive relationship with female principals' participation in managerial duties. It was further concluded that lack of opportunities and networking for women is likely to hinder career progression thus limiting them from participating in managerial duties

6.3 Recommendations of the Study

Emanating from the aforementioned conclusions the study recommends as follows:

1. The one-third gender rule, a provision in the Kenya Constitution (2010) that stipulates that there must be at least one-third gender representation in public office to continue being in force so as to help in having more women appointed to leadership positions and act as role models to the young teachers. Through this, some negative cultural practices that relegate women to the domestic sphere thus making them play subordinate roles to those of men will be completely eliminated.

2. With regard to family work balance conflict, the study recommends for the Teachers Service Commission (TSC) to institute some in-service programmes aimed at educating female principals to strike a balance between domestic chores and professional duties. Initiatives geared to stress management and proper time management will offer useful insights to female teachers as they seek positions of leadership in schools.

3. The study recommends that parents, teachers and other educational stakeholders should initiate measures aimed at promoting good socialisation practices. Consequently, KICD should reorient the school curriculum so that the female story can be fairly presented without connotations that are likely to nurture negative gender stereotypes. Through this, the socialisation myths such as those elevating men as better leaders because of their innate traits like assertiveness, emotional toughness, as was found in this study, will be demystified.

4. It is recommended that women should be provided with more opportunities for in-service and networking through seminars and other refresher courses to enable them develop career wise. In this regard, the study recommends creation of women caucuses in the education sector to enable them get nurtured so as to be able to take up leadership positions in schools whenever they arise. This initiative will help build self esteem and confidence in female principals' attributes which were found to be a hindrance in career development of women thus affecting their participation in managerial duties in schools.

6.4 Suggestion for further research

The study needs to be replicated to other sub-counties, counties or the entire country to find out whether similar results are obtainable since the current study was confined only in Kathiani Sub-County in Machakos County. There is also need for a similar study to be conducted to understand how the underlying factors influence male participation in managerial duties within schools in the study locale as the current study confined itself to female principals only.

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Appendix I: Number of Schools by Principal Head Between 2009 to 2017
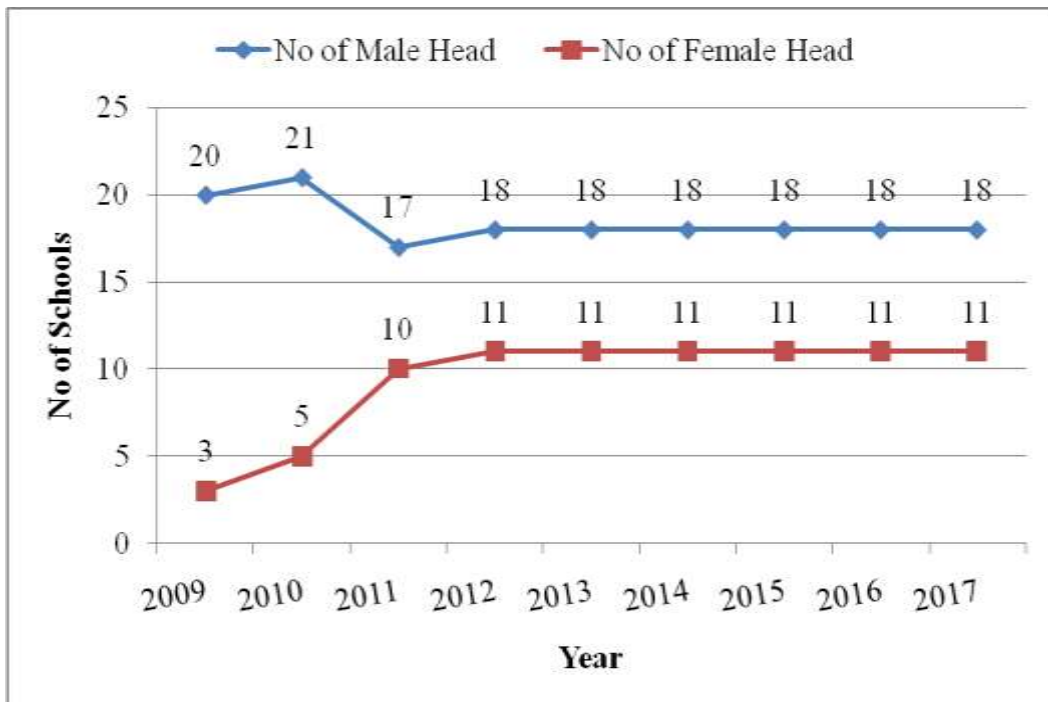
Source: Sub-County Director of Education Office Kathiani Sub-County (2017)

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Appendix II: School Status, Number of Teachers and Gender

Name of School	Status	No. of Teachers	No. of Female Teachers	Principal	Deputy Principals
Kathiani Boys H. School	Boys Boarding	40	11	Male	Male
ABC Mitaboni Girls Sec. School	Girls Boarding	26	14	Female	Female
Kaliluni Girls Sec. School	Girls Boarding	12	5	Female	Female
Kathiani Girls Sec. School	Girls Boarding	19	9	Female	Female
ABC Kwangengi Sec. School	Mixed Day	9	3	Female	Male
AIC Lumbwa Sec. School	Mixed Day	3	2	Male	-
Ikoleni Sec. School	Mixed Day	8	3	Male	Male
Kaiani Sec. School	Mixed Day	9	3	Male	Female
Kalikya Sec. School	Mixed Day	3	2	Female	Female
Kauti Sec. School	Mixed Day	8	2	Female	Male
King'ong'oi Sec. School	Mixed Day	15	1	Female	Male
Kinyau Sec. School	Mixed Day	8	2	Female	Male
Kisovo Sec. School	Mixed Day	8	4	Male	Female

Name of School	Status	No. of Teachers	No. of Female Teachers	Principal	Deputy Principals
Kituvu Sec. School	Mixed Day	9	2	Male	Male
Mitaboni H. School	Mixed Day	18	7	Female	Male
Ngiini Sec. School	Mixed Day	15	9	Male	Male
Nthunguni Sec. School	Mixed Day	10	3	Female	Male
Rev. Kitonyi Sec. School	Mixed Day	9	4	Male	Female
St. Benedict Kituli	Mixed Day	8	3	Female	Male
St. Vincent Imilini Sec. School	Mixed Day	9	4	Male	Male
Thinu Sec. School	Mixed Day	8	3	Male	Male
Name of School	**Status**	**No. of Teachers**	**No. of Female Teachers**	**Principal**	**Deputy Principals**
Kaani Lions Sec. School	Mixed Day & Boarding	21	8	Female	Male
Kaewa Sec. School	Mixed Day & Boarding	14	6	Female	Male
Kikombi Sec. School	Mixed Day & Boarding	12	5	Male	Female
Kithunguini Sec. School	Mixed Day & Boarding	11	6	Male	Female

Kitie Sec. School	Mixed Day & Boarding	14	6	Male	Female
Mbee Sec. School	Mixed Day & Boarding	11	4	Female	Male
Mbuuni Sec. School	Mixed Day & Boarding	8	4	Male	Female
MiumbuniAic Sec. School	Mixed Day & Boarding	11	5	Male	Male
Ngoleni Sec. School	Mixed Day & Boarding	24	14	Male	Female
General Mulinge Sec. School	Mixed Day & Boarding	24	6	Male	Female
Total		**404**	**160**		

Appendix III: Letter of Introduction
SOUTH EASTERN KENYA UNIVERSITY
P.O. BOX 170-90200
KITUI

Dear Respondent,

I am a student at South Eastern Kenya University pursuing Master of Education Degree in Educational Administration in the Department of Educational Administration and Planning. As part of my course I am required to collect data and write a project on "Socio-cultural factors influencing female principals' participationin managerial duties in public secondary schools in Kathiani Sub-County, Machakos County".

You have been selected to participate in the study and I would appreciate if you will kindly assist me to collect the required data by filling the attached questionnaire.

Your name need not appear and the information you will give will be confidential and will only be used for the purpose of this study.

Thank you in advance.

Yours faithfully,

Miriam Mbithuka

Appendix IV: Questionnaire for Teachers, Principals and Deputy Principals

SECTION A: DEMOGRAPHIC INFORMATION.

Please tick/write the appropriate response in the space provided.

1. Age in years?

    Less than 35 Years   [   ]   35- 50 Years   [   ] Above 50 years   [   ]

2. Marital Status   Married   [   ]   Single   [   ] Separated/divorce [   ]

3. Terms of service   Permanent   [   ]   Contract   [   ]

4. Qualification Diploma [   ] Degree [   ] Masters   [   ] PhD [   ]   others (
   please specify)   [   ]

5. Teaching experiencein years

    1-5 Years   [   ] 6-10 Years   [   ] 11-15 Years   [   ]

    16-20 Years   [   ] 21-25 Years   [   ] Above 26 Years [   ]

6. Number of years as a teacher in this school?

    1-5 Years   [   ] 6-10 Years   [   ] 11-15 Years   [   ]

    16-20 Years   [   ] 21-25 Years   [   ] Above 26 Years [   ]

SECTION B: GENDER STEREOTYPE

7. Female principals participation in managerial duties is influenced by stereotypes
   on women

    Yes   [   ]   No   [   ]

8. Please indicate the extent to which you agree or disagree with each statement by
   ticking the appropriate box using the key below.SA – Strongly Agree, A-Agree U-
   Uncertain, D- Disagree, SD –Strongly Disagree

    a) Stereotypes on women

Statement	SA	A	U	D	SD
Women are less task-oriented than men					
Women are unsuitablefor management positions in schools					
Cultural practices that relegate women to					

the domestic sphere are responsible for women's absence from school leadership					
Negative attitudes towards women's ability to lead and govern affectfemales in performing their managerial duties					

SECTION C: FAMILY-WORK BALANCE CONFLICT

9. Female principals participation in managerial duties is influenced by family-work balance conflict

     Yes   [ ]   No   [ ]

10. Read the following statements on female principal's participation in managerial duties and then indicate the extent to which you agree or disagree with each statement by ticking the appropriate box using the key below.SA – Strongly Agree, A-Agree U-Uncertain, D- Disagree, SD –Strongly Disagree

Family-Work Balance Conflict

Statement	SA	A	U	D	SD
Spending most of their time on family related duties affects the role of female principals'					
Family responsibilities prevent female teachers when they have small children from applying for principalship					
Female principals suffer the guilt of being good principals at the expense of their families					
Taking maternity breaks works adversely against female teachers since this means they lose out on the years of experience required for promotion into the principalship					
Taking maternity breaks complicates the plight for female teacher's advancement in the management of schools.					

The absence of children among unmarried women families increases the likelihood that female principals would work professionally					
Women who are managers and have children overlap the dual worlds of parenting and working					
Women who are managers and have children are usually not successful in balancing parenting and working					
Single women (particularly those with grown-up, or no, children) spent most of their time on work-related responsibilities.					
Family status of single women (particularly those with grown-up, or no, children) do not negatively impact on their responsibilities as principals					
Sacrificing of family life for work life by female principals makes them be perceived as less committed to their work					
Overburden of domestic responsibilities hinder women's participation in decision making positions					
Doubling as a mother and a career woman is not easy and especially when one has to be in school very early in the morning					
With proper time management there is no conflict between domestic and professional roles for female principals					
Effective ways of managing stress reduces the pressure from both domestic and professional roles					

SECTION D: SOCIALIZATION PRACTICES

11. Female principals participation in managerial duties is influenced by socialization practices

        Yes   [ ]   No   [ ]

12. Read the following statements on how socialisation affectsfemale principal's participation in managerial duties and then indicate the extent to which you agree or disagree with each statement by ticking the appropriate box using the key below.SA – Strongly Agree, A-Agree MA-Moderately Agree, D- Disagree, SD – Strongly Disagree

Socialization practices

Statement	SA	A	MA	D	SD
A male-dominated culture underpin the socialization process which makes women subordinates since men do not like to be led by women					
Women are better educational leaders than men					
Women are better educational leaders than men since they are easier to approach their staff					
Women are better educational leaders than men since they are easier to approach their students					
Women are better educational leaders than men to emotionally share with them about the difficulties and unhappiness in their family and work.					
Women are better educational leaders than men to emotionally empathize with them about the difficulties and unhappiness in their family and work.					
Women are easily affected by their emotions and sensitivity in dealing with work, which is not good for leadership					
Men are better leaders because of their innate traits like assertiveness, emotional toughness and participation to take risks					
Female leaders are at risk of receiving less professional respect from their followers than male					

leaders					
Lack of confidence from women themselves hinders women's participation in school decision making positions					

SECTION E: CAREER DEVELOPMENT

13. Female principals participation in managerial duties is influenced by career development needs

    Yes   [ ]   No   [ ]

14. Read the following statements on female principal's participation in managerial duties as affected by career development and then indicate the extent to which you agree or disagree with each statement by ticking the appropriate box using the key below.SA – Strongly Agree, A-Agree MA- Moderately Agree, D- Disagree, SD – Strongly Disagree

	SA	A	MA	D	SD
Women lack opportunities for career progression unlike the male counterparts when considerations are made for principal ship					
Career growth for women is hampered by the culture of tokenism in school management					
Women lack requisite experience for upward mobility in school leadership					
Women do not attend refresher and in service training to enable them get considered for promotion in schools					
Career development opportunities do not favour women for promotion					
Women lack the confidence in applying for senior management positions within the school					

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Women networks to enable them grow their careers through linkages, in management, are limited hence they miss on opportunities to participate in school leadership					

SECTION F: FEMALE PRINCIPALS' PARTICIPATION IN MANAGEMENT ACTIVITIES

15. Have you ever tried to apply for a managerial position in school?

      Yes   [ ]   No   [ ]

16. If yes, briefly explain why you did not get the managerial position

……………………………………………………………………………………………

……………………………………………………………………………………………

17. If no, why did you not apply?

……………………………………………………………………………………………

……………………………………………………………………………

18. As a female teacher did you face some challenges when you were seeking the managerial position?

      Yes   [ ]   No   [ ]

19. Which challenges did you face?

……………………………………………………………………………………………

……………………………………………………………………………………………

20. Apart from the mentioned factors what other factors affect the participation of female teachers in managerial duties?

……………………………………………………………………………………………

……………………………………………………………………………………………

21. What needs to be done to address the factors affecting the participation of female teachers in managerial duties?

……………………………………………………………………………………………

THE END

Thank You