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**Socialization Practices and Participation of Female Principals in
Managerial Duties in Public Secondary Schools in Kenya:
Case of Kathiani Sub-County**

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ABSTRACT

In Kenya, available information shows that most schools are headed by male teachers. At Kathiani Sub-County in Machakos County, only 14 out of the 31 public secondary schools are headed by female principals. The purpose of this study, therefore, was to establish the relationship between socialization practices and female principals' participation in managerial duties in public secondary schools in Kathiani Sub-county in Machakos 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 hypothesis was tested using simple regression analysis at the .05 level of significance. The study findings revealed that socialization practices had a significant influence on female participation in managerial activities within schools in the study area; $F(1,100) = 28.192$; $p \leq .05$; $R = .469$. The study concluded that a male-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. The study recommends that government policy of one-third gender rule in Kenya be enforced strictly so as to help in having more women appointed to leadership positions and act as role models to the students. Similarly 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. It is hoped that the findings of this study will be beneficial to education policy makers to help them in making decisions aimed at making female teachers participate actively in managerial duties at the national and institutional levels in Kenya.

Key words: Socialization practices, female participation, managerial duties, public secondary schools, Kenya.

Background to the Study

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 women socialization practices become more complicated in patriarchal societies such as Pakistan due to women's stereotypical domestic roles, religious prescriptions as well as cultural norms and values. Women's centrality to child rearing forms part of women's identity and social values and is simply part of the experiences of women who have tirelessly worked hard and acquired 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 female principals continue to face obstacles in performing the management function even after they have been appointed to that position. This is manifested in lack of acceptance and resistance to woman 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 management participation is hindered by the lack of support from their families and the cultural association of principal positions with masculinity (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 their family responsibilities (Alston, 2014). It is further argued that women who are managers and have children therefore straddle the dual worlds of parenting and working.

According to surveys carried out by Davidson and Burke (2012) in Japan and Switzerland, it is evident that female managers' capabilities are perceived differently compared to those of male counterparts. 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). Moorosi (2007) adds that, after their appointment as principals, some South African women face difficulties in striking the balance between work and family.

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 situation 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.

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. This indicates that women in leadership are likely to be opposed by male staff. Moorosi (2006) observed that women principals continued to face obstacles in performing the management function as was manifested in lack of acceptance and resistance to women principals' authority as managers.

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. The education system accentuates access, equity and quality that align reward with reliable outcomes. The Ministry of Education (MOE) 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 education in general. 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 socialization practices on female principal's participation in managerial duties in public secondary schools in Kathiani Sub-county.

Statement of the Problem

Data on school headship in Kathiani Sub-County, Sub County Director of Education Office (2017) showed 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 2017 the number of female principals was 11 while male principals were 17. Furthermore the numbers of male deputy principals (17) which exceeded female deputy principals (13) 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 (Kathiani Sub-County Directors' Office, 2017).

A study by Onyango, Simatwa, and Ondigi (2011) on factors influencing participation of women in secondary school education management in Siaya District 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 socialization practices which deter female principal's participation in managerial duties and which was the concern of the current study.

Study Objectives

The purpose of this study was to establish the influence of socialization practices on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

The study hypothesis was as follows:

H₀₁: Socialization practices do not have significant influence on female principals' participation in managerial duties in public secondary schools in Kathiani Sub-County, Machakos County.

Review of Related Literature

Socialization is the process by which new leaders become integrated in formal and informal norms as well as unspoken assumptions of an organization. Since traditional stereotypes label women as socially incongruent as leaders, they face greater challenge than men when being integrated into an organization (Johnson, 2003). This

indicates that socialization practices act as barriers to gender balance attainment of management positions in schools. According to Brathwaite (1986) women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex. This results to women being judged on how “womanly” they are when they behave inferior and shy away from top positions.

A study by Wolfram, Mohr, and Schyns (2007) on professional respect for female and male leaders in German shows that there are prevalent followers’ prejudices against female leaders. They further found 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 function even after they had been appointed. This was manifested in lack of acceptance and resistance to women principals’ authority. Similarly, 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 a 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) in a Kenyan study found that the institutional environment in which women worked 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. Additionally, the requirements for appointment, recruitment and promotion were sometimes unfair to women who were expected to be at par with their male counterparts. This study therefore aimed at examining the influence of socialization practices on female principals’ participation in managerial duties in public secondary schools in Kathiani Sub-County.

Odera (2012) in her study on leadership in Kakamega Secondary School; 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. Reasons given were that men have been socialized to make decisions from childhood and to hold top national positions compared to women. The study further noted that men teachers find it difficult to respond positively to women’s leadership in school due to their socialization. On the same note, Momanyi (2013) concluded that negative community perceptions that devalue women prevent them from appointment to headship of secondary schools. The study recommended that community sensitization and gender awareness needs to be carried out to ensure that negative attitudes towards women heading schools is discouraged.

Theoretical Framework

This study was guided by the Feminist Theory which 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, result from externally imposed constraints and from the influence of social institutions and values. 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 plus 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 the behavior 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 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 socialization practices on female principal's participation in managerial duties by helping understand the factors that influence the participation of women in managerial positions in Kathiani Sub-County.

Research Methodology

The study adopted descriptive research design to investigate the influence of socialization practices on female principals participation on managerial duties in public secondary schools in Kathiani Sub-County in Machakos County. Based on the information obtained from Education offices at Kathiani Sub-County (2017), the Sub-County has 31 public secondary schools which comprise of one Boy's boarding, 3 Girls' boarding, 17 mixed day and 10 mixed day and boarding secondary schools. 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. The sample size is as shown in Table 1.

Table 1: Study Sample

School Type	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

The study collected primary data using three sets of questionnaires designed for each category of respondents. The validity of the instruments was ensured by conducting a pilot study to determine aspects of content validity. The pilot study 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. In testing for reliability, this study employed a single test administration of the instruments during the pre-testing phase, to test for the internal consistency of the items used in various sections. Descriptive statistics using means and standard deviations were used to analyse the data as per the study objectives. All the formulated hypotheses were tested at the .05 level of significance using simple regression analysis. 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 maintain non-disclosure policy to protect respondents' rights.

Results and Discussion

Response Rate

Out of the 9 questionnaires issued to female principals, 7 of them were duly completed and returned thus representing a return rate of about 78%. Similarly, of the 8 questionnaires issued to the female deputy principals, only 6 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 91%. According to Mugenda and Mugenda (2003) a return rate of any study is considered valid if the rate is above 75.0 %.

Respondents Academic Qualification

Considering that this study was carried out in educational institutions setting, the study found it imperative to establish the level of academic qualification of the respondents. In this regard, the researchers 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 2.

Table 2: 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 noticed from Table 2 that majority (78%) of the teacher respondents had a degree level of academic qualification followed by about 12 percent who had a diploma qualification. About 7 percent had a master's

degree level of qualification while less than 3 percent had a PhD level of qualification with less than one 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 17 percent of them had a diploma level of qualification. Majority of the Principals (72%) on the other hand had a degree level of academic qualification while about 28 percent of them had a master's level of qualification.

From the study 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 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.

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 3) 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 3: 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 3 reveals that about 32 percent of the teachers had worked for less than 5 years while about 18 percent of them had worked for between 16 and 20 years. About 15 percent of the teachers had each worked for between 11-15 years and 21-25 years respectively. In addition, nearly 13 percent had worked for 6-10 years while 8 percent had worked for over 25 years. On the other hand, half of the deputy principals had worked for 16-20 years, about 33 percent others had worked for 11-15 years and 17 percent of them had worked between 6 and 10 years. About 29 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.

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.

Table 4: 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, it can be noted that about 32 percent of teachers had stayed in the current school for less than 5 years. About 18 percent had stayed in the current school for between 16 and 20 years while nearly 15 percent had respectively stayed in the current school for 11-15 years and 21-25 years. About 13 percent had however stayed for 6-10 years while 8 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 percent had stayed in the current school for between 6 and 10 years. However, about 17 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 43 percent of the principals had stayed in the current school for 16-20 years while about 29 percent of them had stayed, respectively, in the current school for either 6-10 years or 11-15 years

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 5).

Table 5: 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 5, about 66 percent of the teachers were classroom teachers implying they do not have any school managerial responsibilities. Nearly, 26 percent of the HODs and about 9 percent were senior teachers

Socialization Practices and Participation in management

The main 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 socialization 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 6.

Table 6: Influence of Socialization Practices on Female Participation

Statement		S. D	D	U	A	S. A
A male-dominated culture underpin the socialization process which makes women subordinates since men do not like to be led by women	<i>f</i>	5	9	5	45	22
	%	5.81	10.47	5.81	52.33	25.58
	Mean	=3.81	Std deviation		=1.11	
Women are better educational leaders than men	<i>f</i>	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	<i>f</i>	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	<i>f</i>	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	<i>f</i>	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	<i>f</i>	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	<i>f</i>	19	34	3	23	6
	%	22.35	40	3.53	27.06	7.06

less professional respect from their followers than male leaders	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	<i>f</i>	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	<i>f</i>	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	<i>f</i>	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	<i>f</i>	13	32	8	21	11
	%	15.29	37.65	9.41	24.71	12.94
	Mean	=2.82	Std deviation		=1.32	

Table 6 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.

Testing of Third Null Hypothesis (Ho₁)

The 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 socialization 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 7 and 8.

Table 7: 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 7 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 8, 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 ≤.05.

Table 8: 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 7 and 8, it can be concluded that socialization process and female principals’ participation in managerial duties are dependent of each other. 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.

This study therefore 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 ≤.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, men do not like to be led by women. This could be a reason among others that make women reluctant to take managerial positions in public secondary schools in Kenya.

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 respondents 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 support 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. This is in agreement with Moorosi (2006) who observed that women principals continued to face obstacles in performing the management function even after they had been appointed to headship as manifested by lack of acceptance and resistance to women principals' authority by male counterparts.

Conclusions and Recommendations

In view of the study findings, the study concluded that socialization practices significantly influence female principals' participation in managerial duties. In particular, it was concluded that a male-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.

The study therefore recommends that parents, teachers and other educational stakeholders should initiate measures aimed at promoting good socialisation practices. Consequently, the Kenya Institute of Curriculum Development 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 socialization 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.

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