

**THE SOCIO-CULTURAL INFLUENCE ON FEMALE TEACHER PARTICIPATION IN
LEADERSHIP OF PUBLIC PRIMARY SCHOOLS IN MARAKWET EAST
DISTRICT**

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ABSTRACT

Female teachers in primary schools should maximize their efforts in their profession in order to secure their valuable contribution at every level of educational management. However, cultural influences often impede female teachers' inclusion in management positions in schools. This study therefore aimed to identify factors responsible for cultural influence on female teacher Participation in Education Management, to establish cultural barriers on female teacher Participation in Education Management, identify common cultural stereotypes on teacher Participation in Education Management, and suggest appropriate strategies to deal with cultural influences on female teacher Participation in Education Management in Public Primary Schools. Cultural feminism theory was applied as the theoretical framework in the study. The study adopted a descriptive survey design and it was limited to head teachers and teachers. This study targeted 72 schools and 610 teachers and employed simple random sampling technique to select 22 schools, 22 head teachers and 11 teachers per school as respondents. Both quantitative and qualitative research approaches were employed. The main data collection instrument was the questionnaire which was administered to teachers and head teachers who were randomly selected. Besides, an interview schedule was conducted to the head teachers. Validity of the instruments was done through scrutinization by a panel of experts in the Education field. To test reliability, a pilot study was done in the neighbouring Marakwet West District which did not participate in the actual study. Data was analysed using descriptive and inferential statistics. Frequencies and percentages were used and presentation was done using tables and charts. The computer program statistical package for social scientist (SPSS) Version 17 was used for data analysis. The findings of this study showed that there were major cultural factors that contributed to the attainment of management positions by female teachers. Despite these cultural barriers and stereotypes, there were appropriate strategies that could help in the attainment of management positions by female teachers in Marakwet East District primary schools. Based on the findings, this study recommends: The school managers should initiate programs to educate their staff against negative cultural influences at the expense of female teachers; the Government through the District Education Office should create stringent guidelines to stop negative cultural influences on female teachers ambitious for management positions; the TSC should monitor strictly the adherence of its guidelines for promotions and appointments; Proper implementation of the constitution to rid institutions from bad cultural influences against female teacher participation in education management should be done by the Ministry of Education; creative and well structured seminars should be introduced by DEO's office to assuage education stakeholders that qualified female teachers can manage schools as competently as their male counterparts and a society awareness program to rid it of bad cultural leanings should be initiated by DEO's office to help ambitious female teachers.