Despite the affirmative action by the government, women under-representation in education leadership continues to persist. The purpose of this study was to investigate the factors affecting women teachers' participation in leadership positions in Marakwet west District secondary schools. The specific objectives of this study were to find out how educational training of women teachers' affect their participation in leadership positions, to establish the effects of culture, to determine the extent to which community's perception towards women affect their participation in leadership positions and to examine how government policy on affirmative action affects women teachers' participation in leadership position in Kenyan secondary schools. Descriptive survey research design was adopted because it would help to gather the factors and precise information concerning the current situation. The sample size was selected from a population of 28 Head-Teachers (HITS), Deputy Head-Teachers (OH/Ts) and over 400 Assistant Teachers from the 28 public secondary schools within the district using stratified random sampling. Pilot study was done in two secondary schools which were excluded in the actual study. Interview schedules were administered to the District Education Officer (DEO) and District Quality Assurance Officer (DQAO) at the district education offices while Open and closed ended questionnaires were administered to Head-Teachers, Deputy Head Teachers and Assistant Teachers for data collection. The data collected was analyzed using qualitative and quantitative techniques with the help of Statistical Packages for Social Sciences (SPSS). The data was presented by use of tables and charts. Findings shows that education and training, community perceptions and cultural beliefs all contribute to low participation of women in school management and leadership opportunities. Sensitization and providing education opportunities for women to develop key leadership skills is important in enhancing participation of women in school management. The research finding will be significant to advice policy makers and stakeholders of education at various levels of society on strategies to empower women to actively participate in leadership activities.