

FACTORS AFFECTING WOMEN'S PROGRESS IN MANAGEMENT:
THE CASE OF THE UNIVERSITIES OF NAIROBI AND KENYATTA

BY
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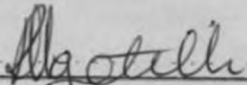
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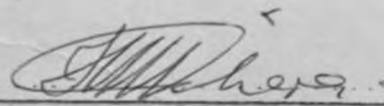
FACULTY OF COMMERCE
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JUNE, 1989

DECLARATION

THIS PROJECT IS MY OWN ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY

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SIGNED: 
for MRS. CATHERINE MASINDE
LECTURER (BUSINESS ADMINISTRATION)

DATE: 22/9/89

DEDICATION

To my Husband, Michael, and Children; Willy,
Anne and Robert for their Love and Devotion
during my Studies.

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ABSTRACT

The survey for the study reported here was carried out between 20th April and 31st May, 1989. The study sought to investigate the previous research findings on factors limiting women's success in management in a Kenyan organization (the case of Nairobi and Kenyatta Universities) and the relative importance of these factors in determining the accessibility of managerial jobs to women.

The population of interest in the study consisted of all the employees in the management positions at the two Universities (Nairobi and Kenyatta). The information sought was collected using a structured questionnaire which was completed by forty managers consisting of twenty - four men and sixteen women from the two Universities. The managers views provided the information used in this report.

The findings suggested that the cultural attitudes brought down from early socialization process, the nature and structure of work in management, the inadequate education of women, the low levels of employment of women and their sex characteristics have limited women's success in management.

The respondents agreed with previous research findings that the society's perception of women managers and the women's views of themselves have limited their success in management. This is because the early socialization process has resulted in

1. women who harbour feelings of self-doubts and,

2. a society which perceives women as lacking in managerial attributes such as competitiveness, aggressiveness and firmness - and thereby cannot become successful managers.

Cultural attitudes were ranked by both men and women respondents as the major factor hindering women's progress in management.

On the nature and structure of work in management, the respondents agreed with the previous research findings that the long hours at work and discontinuity of work for women has limited their success in management. This factor was ranked as the least important limiting factor for women's progress in management.

The respondents also agreed with previous findings that the inadequate educational qualifications of women brought about by fewer girls' schools, fewer science streams, high drop-out rates of girls and cultural attitudes towards the education of girls, have limited women's progress in management. This is because lack of "adequate" education results in women who do not have the necessary qualifications for entry into managerial positions. This factor was ranked by the respondents as the fourth major obstacle to women's progress in management.

The respondents were also in agreement with the previous findings that the low level of employment of women in the formal sector has restricted their access to managerial positions. The respondents felt with a larger "pool" to draw from, there would be a more proportionate representation of women in management. The low level of employment of women was ranked by the male respondents as the

second major obstacle while the women ranked it as the third major obstacle. The disparity came up because the male respondents felt that women employees are more in certain fields like the secretarial and the library. The women however explained that women may be more in these fields but these are jobs which are not on the mainstream of operations and may not lead to top level management.

Sex characteristics of women was also regarded by the respondents as an obstacle to women's progress in management. This is also in agreement with the previous literature findings. This is due to the fact that the society considers women as moody, dependent, sensitive to criticisms and emotional and therefore they are not able to deal with situations rationally and cannot become successful managers. This factor was ranked by women as the second major obstacle while the men ranked it as the third major obstacle.

In conclusion it was found that both the previous studies and the present study agreed that the women's success in management has been restricted by; cultural attitudes brought down from the early socialization process, inadequate educational qualifications of women, low levels of employment of women, sex characteristics of women and the nature and structure of work in management. The men and women respondents in the present study agreed, with varying degrees, that the five factors mentioned above have restricted the promotion of women to managerial positions, further training opportunities in the relevant managerial fields for women and the delegation of managerial duties to women thus limiting their success in management.

From the foregoing, it is evident that the women's potential has not yet been realized to the full due to the limiting factors mentioned above. Special policy procedures are therefore necessary in order to minimize these limiting factors and thus enable women to contribute fully to the development process as well as share in its benefits.

ACKNOWLEDGEMENTS

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CHAPTER ONE

1.0 INTRODUCTION:

Management in an organization is a very important element because it is one of the major determinants of success in the organization. It is a process by which organizations try to achieve their overall objectives by planning, organizing, controlling their resources and gaining commitment of their employees (Cole, 1986).

Koontz O'Donnell (1976) defines management according to its managerial functions. He says that management is a process through which a manager carries out his or her duties.

According to Steward (1978), a manager is "deputized" to do that which is necessary to enable the company to attain the goals. The company provides the "road map" and the manager is entrusted to make decisions to produce desired results leading towards these goals. Therefore the attainment of the company goals rests principally on the performance of the management.

For a long time, the performance of these managerial functions in the formal organizations have been dominated by men (as will be seen in the later part of this chapter). Examination of occupational statistics reveal that women, including women managers tend to concentrate in a relatively narrow range of industries (ILO Report, 1982 and Smith, 1984). Women tend to be concentrated in particular management functions such as personnel or other jobs which lie outside the mainstream of management and are unlikely to lead to the top (Smith, 1984).

This has been attributed mainly to the cultural attitudes and discriminating practices which have resulted in certain jobs being regarded as masculine - type and others feminine - type jobs. As a consequence, women have had less opportunities to gain experience of the management process, its theory and jargon. The disproportionate representation of women managers is clearly seen in Appendix 3 where the proportion of women managers range from 2.1% in Kuwait to 48.3% in Trinidad and Tobago.

There is need to look into the reasons for underrepresentation of women in management because it has an effect both in the society and to the women themselves. Smith, (1984) says that the underrepresentation of women both in the middle and senior management levels may be undesirable for two main reasons;

1. The impact on women themselves;

To many women, it is improper to be relegated on the basis of their sex to positions where they cannot use their intelligence and capabilities to the full.

Such frustrations may degrade the quality of the women's lives and can adversely affect the quality of the lives of those whom they love and care.

Degradation can occur in many ways. For instance, it is degrading for a woman who is more qualified than a male colleague when she is overlooked in promotions just because of her sex characteristics.

It is equally degrading for a married woman not to get a house allowance and/or medical benefits just because she is a woman and married. These two examples show why women feel cheated and misused. The pertinent question asked by women is, what counts; the post one is employed in plus its benefits or one's gender? What entitles you to the benefits of a position or to a promotion - the laid down terms that go with it or your sex?

2. The Impact on Society:

Management talent is a scarce resource and if the least talented male managers could be replaced by the most talented females, then the national pool of managerial talent would be greatly improved.

There is therefore need to involve women in managerial duties not only to help women utilize their capabilities effectively but also for the benefit of society in utilizing this hitherto partially untapped human resource.

1.1 The Statement of the Problem:

In almost all parts of the world, women have had limited success in penetrating the middle and higher levels of management.

For example in appendix 3, the proportion of women managers is very low. These proportions for example, range from 2.1% in Kuwait to 48.3% in Trinidad and Tobago.

Kenya, like many other countries of the world has a low level of representation of women in managerial positions both in the Central Government and in the Public Corporation (see table 1). This low representation of women managers has been of global concern and is manifested in many newspaper articles, ILO reports and UN publications, where the public as a whole calls for equal opportunities for both men and women in all aspects of developments.

In Kenya:

The government has ensured that women took part in decision making levels and has also recognized that women are a vital force and as a result has strived to strengthen the women's Bureau with the help of such organizations as UNICEF, UNDP, ILO and many others (Daily Nation, March 1988).

The figures in table 1 give an indication that the women in Kenya suffer from a disproportionate representation in management. For example, the proportion of women managers at the Civil Service in 1985 were 18.75% and similar situations are prevalent in other government institutions. At both the Nairobi and Kenyatta Universities, the disproportionate position of women in management also persists. Out of a total of 327 employees in managerial positions, only 52 are women 16 of whom are found in the library. The proportion of women is even lower at the higher levels of management. For instance, there is only one woman principal (out of a total of six) one woman Registrar (out of a total of nine) and one woman Assistant Director.

1. See Appendix 5

Research undertaken in other parts of the world has suggested several factors which have resulted in the low levels of participation of women in managerial positions. These factors include, inadequate educational opportunities, low levels of employment of women, cultural attitudes held by the society as a whole, sex characteristics of women and the nature and structure of work in management.

The author is not aware of any research effort in Kenya that has been devoted to the study of factors affecting women's progress in management. The present study will therefore address itself to this area with the hope of contributing more knowledge in this field. The study will look into these factors (hindering women's progress in management) with special reference to the Nairobi and Kenyatta Universities.

1.2 Objective of the Study:

The objective of this study was to investigate the previous research findings on factors affecting women's success² in management in a Kenyan Organization (the case of Universities of Nairobi and Kenyatta) and the relative importance of these factors in determining the accessibility of managerial jobs to women.

2

Success here is looked at from the point of view of the following dimensions; promotion to managerial positions, training in the relevant managerial fields, acting positions and delegation of duties in management. These dimensions were covered in the questionnaire to see how they have been affected by the various factors.

1.3 Research Setting:

The University of Nairobi became a full fledged University in 1970 while Kenyatta University attained University status in 1985. The total employees of the University of Nairobi are about 3,000, 20% of whom are women and that of Kenyatta University are about 2,000, 19% of whom are women. Both the Universities have a low proportion of women in management - the University of Nairobi has a proportion of 18% while Kenyatta University has 13%.

3

The University Managerial Appointments:

The Vice-Chancellor is the academic and administrative head of the University. He is appointed by the Chancellor from among the Professors.

The Deputy Vice Chancellors (Academic and Administration and Finance) are appointed by the Council in consultation with the Chancellor. To be eligible for appointment, a person should have served as a full Professor in a recognized University and should have a thorough knowledge and adequate experience in the administrative set-up and regulations governing the University. The applicants to these posts should also be persons of high integrity, and must have displayed efficiency in co-ordinating University activities.

3 Source: University Personnel Records.

The College principals are the academic and administrative heads of the colleges. In order to qualify for appointment, one must have been a University teacher at Senior Lecturer levels or above, for at least five years. He must possess practical administrative experience acquired through having served either as a Dean of Faculty/Director of Institute or Chairman of a department. He must be a person of a solid academic background and high integrity and must have a strong leadership quality and efficiency in co-ordinating University activities. The Deans are elected by the Faculty Board from among Professors. In order to be eligible for election, the person must have served for at least two years as a Substantive Chairman of department or as a Director of an Institute or as a Dean of Faculty in the University. All nominations are subject to confirmation by the Senate or the Council. No person shall be eligible for election if serving a second of two continuous terms as Dean. A former Dean can only be eligible if two years have elapsed since he ceased to be Dean.

The Directors of Institutes are appointed by the Vice chancellor in consultation with the Principals of the respective colleges. The Chairmen are appointed by the Vice - Chancellor in consultation with the Dean of the respective Faculty. The incumbency of the Chairman is reviewed from time to time and shall not extend beyond two consecutive terms of three years each, except in special circumstances.

In order to be appointed as a Registrar, one must have the following qualifications; a good University education, considerable administrative experience at a senior level in a University setting, and proven ability to initiate administrative progress and achieve results. The responsibilities attached to the post include the day to day running of various administrative duties in the University including Personnel, Planning and Academic Section of the Central Administration.

The qualifications necessary for the post of Deputy Registrar include: a first degree, considerable administrative experience as University employees or employees of large organizations or government ministries, must have served for at least 7 years in the University administration at the level of Senior Assistant Registrar or must have had a comparable administrative experience elsewhere. The duties include all aspects of Personnel work (for Deputy Registrar Administration) and graduate teaching Programmes (for the Deputy Registrar Academic).

For the positions of the Senior Assistant Registrar and Assistant Registrar, the qualifications necessary for the appointment to these posts are; must be graduates of recognized Universities, must have an all round experience at a senior level involving supervision of staff and must demonstrate a high level of maturity. They must have proven ability and integrity.

Experience in University administration or administration of other educational institutions is an added advantage.

In order to be appointed to the positions of Administrative Assistant and Senior Administrative Assistant one must have at least a lower second class Bachelor's degree from a recognized University, several years of administrative experience in the University administration, in a large organization or in a government institution. Their duties involves assisting in any administrative functions within the department concerned.

The position of the Finance Officer calls for a mature, Professional Accountant who has had an extensive all-round experience in managing the finances and personnel of a large institution.

The aspirant for this post must either have post graduate degree in accounting, management, finance or economics and Professional Accounting qualifications; or Professional qualifications with at least 8 years of comparable experience and will be required to demonstrate a very clear understanding of the finance function as it relates to the running of an educational institution.

The candidates should be 40 years and above.

The qualifications needed for the post of an Accountant/and Senior Accountant include a Bachelor of Commerce degree with accounting option, or CPA II with several years of practical experience in all aspects of accountancy, including internal audit, computerized accounting and supervision of staff.

The person must have a minimum of 4 years experience at a senior level. Consideration is also given to those long - serving Assistant Accountants or Audit Assistants who hold at least

CPA I or its equivalent and who must have shown merit and ability over a period of at least 3 years in their present grades.

The qualifications needed for the appointment to the position of the Chief Medical Officer are; the persons must be medical specialists registered with Kenya Medical Practitioners & Dentists Board. He/she should be a holder of MMed. (Medicine) or its equivalent and with at least 5 years of clinical experience. The duties include running busy out patient clinics, admitting patients to various hospitals in the city and may be called upon to work at night, over the weekends and public holidays.

For all the above positions, there are several standing committees to deal with the appointments, both for the academic and administrative staff. The membership for the committee depends on the level of the position applied for. For example, the Appointments Committee for the position of a Registrar include the Chairman of the Council, one Council representative, the Vice Chancellor, the Deputy Vice Chancellor two Senate representatives and a Secretary. It is however the Council who will have a final say in the appointments.

From the foregoing, it is evident that the University has a well established procedure for promotions and appointments to managerial positions. It indicates that the qualifications necessary for the appointments to managerial positions are mainly educational qualifications and experience gained in the relevant administrative set-up. This implies that apart

from educational qualifications, further managerial training in the relevant area and delegation of managerial levels are also pre-requisites to managerial appointments. Success in management therefore depends on educational qualifications, administrative experiences and training in the relevant field. These are the general qualifications necessary for appointments to the managerial positions.

Women all over the world have not been able to penetrate the middle and upper levels of management due to lack of the necessary requirements (mentioned above) for the appointments to managerial positions. Previous research findings suggest that the lack of the necessary requirements for managerial positions by women is due to several factors - cultural (traditional) attitudes towards women, lack of adequate educational qualifications by women, low levels of employment of women, nature and structure of work in management and women's sex characteristics. All these factors have made it difficult for women to gain the necessary requirements for managerial appointments and therefore have limited their success in management (For 1984; Awori, 1982).

Both the men and the women at the University who are aspiring for managerial positions have to meet the necessary requirements for the posts. The proportion of women managers at the University of Nairobi and that of Kenyatta is low (18% and 13% respectively) and yet this is where one expects to find

the highest number of highly qualified women (those who at least have a degree). This implies that there are other factors apart from educational levels attained, which hinder women's progress in management. The Universities of Nairobi and Kenyatta have therefore been used as a case study in order to find out whether the literature findings on factors affecting women's progress in management also apply within a Kenyan setting, and also find out the relative importance of these factors in determining the accessibility of managerial jobs to women.

1.4 The Scope of the Present Study:

For purposes of this study, the Universities of Nairobi and Kenyatta have been used as a case study mainly due to the relatively easy availability of data since the University employees have been exposed to research and can easily provide the necessary data.

Another reason why the two Universities have been used is that since the University is the highest institution of learning, it is the best place to begin such a study. This is mainly because the University is a place where one expects to find some of the highest educated men and women whose outlook on life is no longer marred by traditional cultures and will therefore be able to give rational views on issues. Also since most of them have been exposed to a wider range of educational experiences, they are no longer "narrow minded" and will look at issues on a wider perspective.

The other Universities of Kenya were excluded from this study due to resource constraints.

1.5 Importance of the Study:

This study will be of importance to the following:

1. The women organizations and those organizations which deal with women's affairs in that it will enlighten them on the position of women within the higher levels of management. As a result they may be able to set up policies for the optimum benefit of the women.
2. The Government authorities, as it may provide systematic evidence on the need for special policy measures to correct this imbalance.
3. The society in general, by creating an awareness of the constraints which affect women's full participation in development projects. This may result in bringing about the society's change of attitude towards women managers.
4. The Academics, as a basis for further investigation and subsequent research on women's issues.

1.6 The Plan of the Materials in Subsequent Chapters:

This report is divided into five chapters. The first chapter is the introduction of the study. It gives the background

information on the subject matter of the study, statement of the problem, objectives of the study, the research setting, importance of the study and the scope of the present study.

LITERATURE REVIEW

Chapter two gives a review of the literature related to the area of study. Here, the previous research findings on the factors affecting women's progress in management are reviewed.

Chapter three deals with the research design for the study. A discussion of the relevant population of the study, the sampling procedure and the data collection method is given here.

Chapter four discusses the data analysis and the findings. Chapter five presents the summary and conclusions of the results. It also highlights the limitations of the study and gives suggestions for future research.

CONCLUSION

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The literature review in this chapter discusses the general situation of women in Management, the Kenyan situation and reviews the various factors which have been cited by several authors as obstacles to women's progress in Management. It consists of an overview of the factors hindering women's progress in management which include cultural attitudes, low level of education, general low levels of employment, the nature and structure of work in management and the sex characteristics of women.

2.1.1 The General Situation

Women have had limited success in penetrating the upper levels of management. In the U.S.A. where women make up 44 percent of the labour force, less than 5 per cent of those earning more than \$ 10,000 a year in the census category of "officials, managers and proprietors" are women (Awori, 1982). That is, while the men constitute 56 per cent of the labour force, 95 per cent of the higher paying jobs are held by them. However, at the middle level of management, the proportions are slightly higher - 26.4 per cent in 1980 and 28.2 per cent in 1982 (see figures in Appendix 3)

Sergio Ferrari says that in Italy, about one per cent of the executives at Fiat are women. If this percentage were extended to the whole country, there will be about 450 women executives out of a total of 45,000 executives (Ferrari, 1977).

This low number of women executives in Italy exists despite the Italian constitution of equal rights and work opportunities for both sexes.

In Britain, less than a tenth of Britain's managers are women. According to the 1979 report from the equal opportunities commission, only 8.5 per cent of British Managers are female (Davidson, 1981).

In Hungary similar status of women prevail. Women in certain highly skilled jobs like Senior Industrial and Administrative posts have disproportionately low number of female incumbents - they hold about 12 per cent - a state of affairs considered as far from satisfactory considering that women account for 44 per cent of the labour force (Gomori, 1980).

Similar situations persist in countries like Japan, Philippines, Syrian Arab Republic and Kuwait (Appendix 3). The number of women managers are only slightly higher in developed countries than in developing countries.

At a conference in Dusseldorf in West Germany in May 1988, several issues concerning women were discussed. The Congress realized that, over 90 per cent of the Executive vacancies advertised are, "for men only", about 5 per cent of the advertisement say, "Women may apply" , and there are no executive positions advertised, "for women only".⁴

From the above, it is evident that the women in upper levels of management are extremely few. In Africa, although the situation varies in severity from country to country, all African countries are male dominated societies with long traditions of patriarchy which is rooted in the pre-colonial period. In most of the African Countries, there is not, and never has been a women as Head of State.

African countries do not only have a low level of participation of women in the upper levels of management but also in the middle and low levels. With this view in mind, the participants of the Economic Commission for Africa (ECA) meeting in Addis Ababa in 1980, urged the Secretariat to take a more positive action and demand steps towards the appointment of women in both professional and decision making levels. As of March, 1980, the total number of staff, both at the professional and higher categories, in the ECA were 169, only 10 of these were women and only one was in the policy making position (U.N Economic & Social Council, 1980)

4

. See Sunday Standard, "Management : Women stand to Gain".
May 8, 1988 p. 11

It was said that she was the first and only woman in the 21 - year history of the Secretariat, to ever occupy the decision making levels post to become chief of a section.

In the United Nations as a whole, a 1979 report by the Secretary General, shows that 18.6 per cent of the professional positions in the Secretariat are held by women. But the proportions of women in the upper decision making levels are even lower, with only 12 per cent of these being held by women (U.N Economic & Social Council , 1980).

Several factors have been put forward as bringing about this disproportionate position of women. These factors include; low levels of employment (see Appendix 4), inadequate educational abilities, 5. cultural factors and sex characteristics.

Most societies prefer men in highly valued jobs. Women tend to get jobs that are actually and symbolically less visible. Even when women are given higher level administrative posts, they do not lead to top Management but are an ancilliary routes that may be dead ends. (Godon & Strober, 1975).

Men perceive the ideal Manager as being competitive, aggressive and firm but women are characterised as intuitive, emotional, personable and dependable. One male reaction over women promotion is the fear that a women will be promoted over him (fox, 1984). In competitions for advancements, a man always wants to win and if he has to lose, 'he would rather lose, to a man and not to a woman (Fox, 1984)

5

- . See for instance: Fox M.F. et al., Women at work; Collins S. "A woman in the Boardroom". Havard Business Review; and Awori J. Women in Management, An unpublished Thesis. U.S. International University.

2.1.2 The Kenyan Situation:

In Kenya, women participation in Managerial positions is very low. In 1985, the proportion of women in judicial services was only 7.5%. This figure, when compared to the enrolment of the University of Nairobi, faculty of law which had a proportion of women of 40.0 per cent in the 1986/87 academic year, it shows that the smaller numbers of women joining the faculty of law affects the women in the judicial services .

The proportion of women in the Diplomatic services in 1985 was 20 per cent; those in the Local Authorities were 2.06 per cent and those in the Civil Service were 18.75 per cent (see Table 1). These figures can be compared to the female enrolments in the University of Nairobi faculties of Arts and commerce whose graduates are likely to join these sectors. The proportion of female enrolments in the 1987/88 academic year in the faculty of Arts was 30 per cent and in the faculty of commerce, the proportion was even smaller - 23.8 per cent in the 1987/88 academic year.

Table 1: Proportion of Women in Selected Government Institution in 1985.

Institution	Percentage
Judicial Services	7.5
Diplomatic Services	20.0
Local Authorities	2.06
Civil Service	18.75
University of Nairobi	18.0
Kenyatta University	13.0

Source: Women of Kenya: Review & Evaluation of Progress.
Republic of Kenya, 1985

At the University of Nairobi, the proportion of women in managerial positions ⁷ is only 18% (only 34 women and 158 men). ⁸ Most of the women in the managerial positions at the University of Nairobi are in the library. For instance, of the 34 women managers, 47% of them are in the library, holding the positions of either Senior Assistant Librarians or Assistant Librarians.

At the Kenyatta University, the proportion of women in managerial positions is 13% (18 women and 117 men). Of the 18 women managers, 45% of them are either in the positions of Assistant Registrars or Senior Administrative Assistants.

From the foregoing, women's disadvantaged position in management is evident. Several factors advanced by researchers as leading to this disproportionate position will be discussed in the following section

7

"Managerial positions" in the University is not based on "qualifications" but rather on the Administrative nature of the job. In the Central Administration, the managerial positions include the positions starting with the Administrative Assistants or its equivalents upwards and in the Academic, the positions start from that of the Chairman upwards (See Appendix 5)

8

University Calendar 1987/88

2.2. FACTORS LEADING TO WOMEN'S FAILURE TO SUCCEED IN MANAGEMENT

Women's depressed status in management has been explained by several factors.

2.2.1 Cultural Attitudes

Riria (1983) contends that from time immemorial, women on earth were supposed to be seen and not heard. In the Greek culture, women are considered to be minors, always controlled by a male. In the Hebrew culture, a female was always under the jurisdiction of a male and in African cultures, women did not control or own anything - the land and the children belonged to the man. In recent times, women are classified with the disadvantaged (Riria, 1983).

Devaud (1980), while accepting the fact that women have always been controlled by males, points out the fact that women are at best tolerated in the most desirable fields by all cultures. In France, since the promulgation of Napoleonic codes, women have been regarded as legally incapable and assimilated to minors placed under the authority of men, be they fathers or husbands, it was only logical therefore that this authority including moral authority should have been entrusted to the employer "in as much as women left home to work" (Devaud M., 1980).

These cultural attitudes which have been carried over from early traditions seem to have placed women at a disadvantage both at the work place and at school. The socio-cultural systems of African Societies

have made a great deal of demand on young women. The young girls in most cases have had to combine the domestic chores and the school work and thus spend less time on private study which results in lower performance in the educational process (Gachukia, 1989).

At the work place, cultural attitudes is one of the factors which has brought about disparity in the employment of men and women. Society expects husbands to work and wives to provide household services and child-care. Awori (1982) contends that most societies prefer men in the jobs most valued and that even where women constitute a majority of employees as in school teaching, librarianship and textile work, men have had greater chances of being in the managerial positions (Awori, 1982; Gachukia, 1989).

Collins (1982) contends that the reason why women cannot make the same tough decisions that men can is due to early training on both conscious and unconscious bases by family and society. Girls are taught to take instructions from older people, their parents and from the men. This results in women who are comfortable in the role of taking instructions, lacking in self-confidence, drive and impetus which are all important virtues of a manager (Collins, 1978).

On the same note, Gordon & Strobe, suggested that the scarcity of women managers has been associated largely with "inertia caused by tradition". Most male managers have little interest in changing the situation and are often uncomfortable in dealing with the female managers (Gordon & Strober, 1975).

The early socialization process, therefore, which expects girls to be dutiful, obedient, domesticated and never to argue or stand up to others especially the men have resulted in women who harbour feelings of self-doubt. Many of the women were socialized from early childhood to expect their husbands to take care of them, while the boys were socialized from an equally early age to complete their educations, pursue their careers, climb the ladder of success and provide dependable support for their families (Schwartz, 1989).

Attitudinal constraints to women's participation pervade all spheres of development. The fundamental issue is that a woman's place is in the home and all other extra domestic roles are of secondary importance. Girls internalize this early in the socialization process and many opt for feminine roles that are a natural extension to nurturance such as teaching and nursing. A vicious circle quickly builds up where young girls emulate older women in these jobs, employers reinforce the practice, textbooks reflect it and over a short period of time, sex role stereo-typing becomes normal (Gachukia, 1989).

On the whole, perceived disparities are assumed to exist between characteristics and temperaments thought appropriate for women and those thought appropriate for managers. The ideal manager is perceived as competitive, aggressive, and firm while women are perceived as intuitive, emotional, personable and dependable (Fox, 1984).

In a study carried out by Schein (1973), male middle managers were asked to rate:

- (1) Women in general

(2) Men in general and

(3) successful managers, on 92 descriptive terms.

Their responses showed a significant resemblance between ratings of men and managers and no resemblance between women and managers.

A similar study was carried out among female managers and the results showed that they too perceived successful managers as possessing characteristics ascribed to men rather than women (Schein, 1975).

Both studies perceive feminine and manager as mutually exclusive terms. This perception can influence, management's selection, promotion and placement of women.

Douglas McGregor's perception of a manager assumes an overlap between the male and managerial roles. He says:

The model of a successful manager in our culture is a masculine one. The good manager is aggressive, competitive, firm and just. He is not feminine; he is not soft or yielding or dependent or intuitive in the womanly sense. The very expression of emotion is widely viewed as a feminine weakness that would interfere with effective business processes. (McGregor, 1967)

The popular image of a manager is therefore a masculine one. All cultures, at best tolerate women in the most desirable fields and the few found there are regarded as having "idiosyncratic traits" which justify the anomaly. This rationalization impedes women's integration into top managerial positions even when few obstacles exist (Awori, 1982).

Another reason for women's inability to climb to the top, which is associated with culture is the fear of success (Fox, 1984)

In a study carried out at the University of Michigan, it was found out that women students of excellent ability had psychological fear of success which probably hindered them from striving for higher achievement of their highest potential (Awori, 1982). It was explained that women fear being labelled as aggressive, hard, fearsome, loathsome and being viewed with suspicion.

Maslow also in his studies concluded that women tended to score low on dominance not because they were naturally so, but because they were repressing their natural feeling (Awori, 1982; Fox 1984).

The conclusion drawn from these studies is that women's inability to succeed is not due to physical structure but rather through cultural attitudes embedded in their pschic make-up and also that of society as a whole (Awori, 1982).

2.2.2 Low Levels of Education

Education is an instrument which can contribute to and be an ally of structural changes in society by training people in required old, newly emerging and anticipated skills. It is also a value generating process which influences behaviour, norms and cultural attitudes of people,

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particularly the younger ones . It is a well established fact that education is a pre-condition of social and economic development.

* Through education, individuals become more aware of issues, more adaptable to change and less passive to their conditions.

Education is therefore a major instrument used to stimulate development in all fields and it is unfortunate that most women especially in the developing nations have had little or no education. Illiteracy still remains a major problem in most developing nations. About 60% of the approximately 800 million adult illiterates in the developing

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countries today are women

Table 2

Literacy Among Women compared to men in
1970 & 1980 (literacy - Men = 100)

	1970	1980
World total	84	85
More Developed Countries	99	99
Developing countries	65	71
Africa	35	47
Asia & Pacific	69	73
Latin America	91	94

Source: The Role of Women in Developing Countries: A study (ICPE) 1988 p. 32

9

See the role of women in developing countries. A study by International Centre for Public Enterprises (ICPE) 1986 p.31

10

Ibid . p.32

In all parts of the world therefore, women have lagged behind in education with African Countries having the lowest literacy rates of 47% in 1980 and the more developed nations having the highest - 99%.

There is, however a widening gap at higher levels of education which is a matter of serious concern since this is the training ground for entry into many areas important for development such as science and technology, professions like medicine and law, managerial and decision making occupations. In the US, according to the Business Week, the percentage of women among the graduating MBA's in 1987 was only 33% (Business week, 1987). At the University of Nairobi it was about 38% in 1987 (Economic Survey, 1988).

Women in Kenya, like many of their counterparts elsewhere in the world, do not benefit fully from educational opportunities as do the men, nor do they receive as high an economic return for education as the men with comparable educational attainments, (Kagia, 1985). These disparities arise despite the fact that the Kenyan law does not discriminate against women, either in education or in employment.

The reasons put forward for the low educational attainments by women are: high wastage rates, lower enrolment rates, lower achievement rates (see table 6) and cultural attitudes.

According to the Central Bureau of Statistics figures of 1988, illiteracy among women is widespread. At each level of education, there are more men than women attending School (see figure 1). This is mainly due to a high drop-out rate of girls. It has been estimated that as many as 44% of the girls drop out after form four level of education as compared to 27 per cent of the boys (Gachukia, 1989).

Table 3:

Female Percentage to the Total Number of Pupils/
Students at Each Level of Education in 1986 & 1987.

	1986	1987
	%	%
Primary	48.0	48.2
Secondary	41.3	41.0
Primary Colleges	40.6	40.0
University of Nairobi	22.4	20.8
Kenyatta University	45.8	44.8
Moi University	11.3	18.9
National Youth Service	18.0	22.3
Adult Literacy	78.0	76.0

Source: Extracted from the Economic Survey 1986 & 1988.

From the above table, it is evident that fewer girls than boys enrol for all levels of education especially at the higher level, despite the fact that there are 100.4 girls to 100 men (1969 population census). The only exception being the Adult Literacy classes where we find more women than men. Research carried out in this area gave various reasons for the low literacy attendance (Dondo, 1980). These reasons are summarized as follows:

- (i) Men/husbands resent being in the same classes with women/wives because of their cultural upbringing.
- (ii) Most men are literate and therefore they do not see the reason for attending classes:
- (iii) Men think it is a waste of time and do not see the benefits since they may not get employment,
- (iv) Men consider commitment to the family as the biggest obstacle since they believe that according to African traditions, the upkeep of the family is the man's responsibility;
- (v) And men feel that they do not need to attend adult literacy classes since they have progressed even without them and in any case they can gain literacy in social places.

In 1987, there were 159,126 students enrolled in adult education classes out of which 76 per cent were females (Economic, 1988). This higher enrolment rate among women may be due to the fact that women have realized the worth of education and also that adult education is more accessible than the normal formal education which they have already been denied owing to various factors.

At the higher levels of education the percentages for women are even lower and this has brought about a serious consequence for the girls' further education to the University, professional training and career choices. This will definitely lead to the disproportionate appointment and promotion of women to managerial positions.

Cultural attitudes have also hindered the educational opportunities for girls. Education for girls has been regarded as secondary to that of boys in many societies because parents are too reluctant to give girls education beyond form four level lest they spoil their chances of marriage (Awori, 1982 & Riria, 1983). Traditionally, women were married early before the age of 20, therefore their progress in education was hindered.

"Wastage" (drop out) in girls has been very dramatic at all levels of education (CBS and UNICEF 1984, Riria 1983, Kagia 1985).

Table 4:

Access & Retention in Primary School in 1981: Kenya

Class	Boys	Girls	% Wastage Boys	% of Wastage Girls
1	436,236	408,245	-	-
2	362,849	345,150	16.8	15.5
3	325,116	300,956	10.4	12.8
4	297,822	247,773	8.4	17.7
5	288,966	222,031	3.0	10.4
6	239,096	221,402	17.3	0.3
7	208,464	160,029	12.8	27.7
Average			52.2	60.8

Source: The effect of Education on Employment opportunities for women in Kenya. KLB, 1985

From the above figures, the "Wastage" rate on average in girls is 60.8% while that of boys is 52.2%. The dropout rate of girls is highest in standard seven probably because this is the time when most of the girls especially in the rural areas have attained the age when their parents feel they are ready for marriage. Also, the high school fees at secondary level necessitate that parents make a choice among the children (girls and boys).

In Secondary Schools, as many as 60% of the girls who enter unaided schools do not complete form four (table 5 below) and about 19% in Government maintained schools.

Table 5:

Percentage of Form 1 Intake Retained by
Form School Type & Sex. 1973 - 1979.

Form	Maintained		Assisted		Unaided		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
I	100	100	100	100	100	100	100	100
II	95	93	92	91	86	83	91	88
III	94	93	93	89	73	61	86	77
IV	90	81	70	59	57	40	73	56
V	20	18	2	0.4	3	2	10	6
VI	17	16	1	0.1	2	1	8	4

Source: CBS & UNICEF 1984

In total about 44% of the girls who join ~~Secondary School~~ do not reach form four compared to 27% of the boys.

The main cause of the wastage in secondary school is pregnancy. It is estimated that as many as 10% of the dropouts in Secondary schools are due to pregnancies (Kagia, 1985).

Low achievement rates for girls have also reduced their educational qualifications. Girls perform poorly in virtually all subjects at all levels of formal education (Kagia, 1985 & Gachukia, 1989). At primary school level, the performance gap between boys and girls in the certificate of primary education (CPE) is greatest in mathematics where it averages as much as 9 standard scores and is lowest in English (Kagia 1985). It seems therefore that girls do poorly in all subjects especially in mathematics.

Table 6:

Summary of Performance in KCE 1984

DIVISION	Boys	Girls	Total	% of Girls
1	3375	1312	4687	27.9
2	10637	4887	15524	31.4
3	21450	10390	31846	32.6
4	22954	14154	37118	38.1
Fail	15887	14017	29904	46.9
Total	74,319	44,760	119,079	37.6

Source: Kagia, R. The Effect of Education on Employment Opportunities for Women in Kenya. Kenya literature Bureau p.141. 1985.

From the table above female candidates were lower, 37.6% but their failure rate is proportionately higher (31.3%) as compared to that of boys (21.3%).

There are also fewer places for girls than for boys in Secondary Schools. For example in 1984 there were 4464 Form Five places for girls and 7431 for boys (Kagia 1985).

This means that only 37% of the form five places were available for girls. There are also fewer science streams for girls than boys (Thairu, 1984; Ruigu, 1985; & Kagia, 1985). In 1984, for instance, there were 71 streams for boys and only 33 for girls in the sciences while in the arts, there were 64 for boys and 58 for girls. This therefore means that there will be fewer girls than boys entering the

University and even fewer with a science background. For example, the proportion of girls who obtained division two and above in KCE in 1984, was 30.7% (see table 6), indicating that the girls who qualified for higher levels of education are much lower than that of boys. Therefore the lower achievement of girls at the lower levels reduces their opportunities of joining the University.

The enrolment of girls at the University is lower than that of boys in all the faculties and departments except in B.Ed (Arts), B.Ed. (Home Economics), B.A (music), B.A. (Fine Arts) and Diploma Courses (See Appendix 6 & 7) where female enrolment is higher than that of men. The courses which require a science background, have the lowest female enrolment. For instance, the Faculty of Engineering at the University of Nairobi has only 2.8% female enrolment while Production and Technology at Moi University has only 3.3.% (see Appendix 6 & 7).

At postgraduate level, the proportion of women is also low especially in the science based courses - faculty of Engineering had no female enrolments in 1987/88 academic year while Agriculture had only 4.6% (See Appendix 6).

For career opportunities, the disadvantaged position of girls is also pronounced. In the Primary teachers college, only about 40% of the students are female and yet teaching is "supposed" to be a career for women (Beecher Report, 1949). The female students at the Kenya Science Teachers' College are even fewer - in 1981 their proportion was only 30%. The teaching career has been labelled as "feminine" but men still dominate it probably because of the educational disadvantage suffered by women.

The constraints to the women's education highlighted in the foregoing sections have become self-enhancing in bringing about constraints on women's opportunities in employment. Fewer women attend schools, perform poorly and therefore very few continue with education up to university level. They are also offered limited subjects which are not in great demand in the labour market. Therefore, even before the socio-economic considerations set in to influence the patterns of employment, there are fewer women who are sufficiently well-qualified to compete for the available higher level jobs (Ferrari 1980; UNESCO, 1978; Kagia, 1985). Ferrari 1980 bases her conclusions on the findings of a survey which was carried out in Italy. The survey found out that out of 260 managers interviewed, 35% of the women had university degrees while 81% of the men in similar positions had university degrees.

Therefore, before women can ask for equal shares in managerial positions, they need to have equal educational and training qualifications as the men. Women with suitable education, training and experience are not easy to get and therefore men get these positions since they have the necessary qualifications (UNESCO report, 1978).

2.2.3 Low Levels of Employment of Women

Figures for women in paid employment all over the world are lower than that of the men even though they are permanently working.

Their contribution to wage employment is fairly small in many parts of the world. For example from the figures in Appendix 4, the proportion of women in the labour force in 1985 was only 34.6% in the whole world, with developing nations (like Latin America) having the least (24.2) and USSR having the highest (47.75).

The few women employed are mainly found in agriculture and service industries but hardly employed in construction, manufacturing and extractive sectors. Regulations in most countries prohibit the employment of women in underground mines (ILO Report, 1982).

An ILO Study (1981) estimated that 4 million persons were directly employed by multinational enterprises (MNC'S) in all economic sectors in Africa, Asia and Latin America in 1980. It was estimated further that 28% of this were women who were mostly found in agriculture and service industries (see table 7)

Table 7:

Women Employment in MMC's in Developing Nations 1980

Country	Agriculture Sector		Service Sector
	MNC's	General Employed	
Africa	34%	73%	37%
Asia	39%	70%	24%
Latin America	9%	14%	39%

Source: Women's Employment in MNC's: An ILO Study
1980 p.7

From the above figures, the women employed in the Agricultural sector in Africa was 73% and only 14% in Latin America. Therefore most women in Africa and Asia are concentrated in the Agricultural Sector.

Women's Employment Situation in Kenya

The vast majority of the Kenyan Women, some 88 per cent of the total, reside in the rural areas and most of them are economically active (Development Plan, 1988). They represent a major contribution to the rural economy. According to the labour force survey in the Development Plan (1988), 87 per cent of the entire adult female population are reported as being employed.

In contrast to the situation in rural Kenya, female representation in the modern sector wage employment has remained low despite a rising trend. In 1985, the proportion of women in the total modern sector wage employment was 19.7 percent rising to 20.4 per cent in 1986 and 21.2 per cent in 1987 (Economic Survey, 1988)

In Kenya, the disparity in wage employment between men and women dates back to the colonial period when only men were encouraged to take jobs in the European farms and later on at the urban centres. The European farmers and officers recruited only men as labourers to wage employments in towns. The husbands migrated to towns to look for jobs leaving only the wives to attend to the family holdings. Thus the women's key roles in agricultural production began and it later inhibited their incorporation into the wage labour force.

Women's participation in the formal sector was also hampered by their lack of education so that after independence, when jobs became available, there were relatively few Kenyan women qualified for the posts. And it was also difficult for women to take these posts since they (the women) were based in the rural area.

In Kenya, therefore, historical developments have contributed to the unequal distribution of employment of women and men in various sectors of the economy. For instance the Beecher Report of 1949 suggested that women were better suited for teaching particularly in home-craft and other junior work "for which women have greater aptitude than men".

Recently however, it has been observed that women perform hard tasks in the rural areas and carry heavy burdens under harsh conditions which indicates that they are capable of also formulating and designing policies that will promote the well being of the total community and perform managerial roles.

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. See Report on the Seminar on Rural Development and Women's Employment Problems in Kenya. Ministry of Labour December, 1983. p.82

Women at work also face discriminatory practices. They tend to get jobs that are actually and symbolically less visible, that is, they do not have contacts with clients nor with the market and the jobs they are given are not defined as crucial. Women are given jobs that do not lead to top level management but are on ancillary routes that are dead ends. (Gordon et al, 1975 & Fox, 1984). Gordon (1975) says;

A woman may be called a Vice President or Special Assistant to the President, but be assigned to administrate an affirmative action plan or asked to recruit women personnel".

This is peripheral to the goals of the firm and is unlikely to lead to the top.

Women's working conditions are unfavourable -lacking in fringe benefits and security, lower market valuation of women's work in terms of pay and general status (for example nursing as opposed to radiography and nursery school teaching as opposed to University) and employment legislations which restricts female employment (Jancic, 1981).

Women are generally employed in a narrow range of occupations in which their wages are fairly low and thus opportunities for improving their skills or advancement are fairly low (Janjic, 1981; Fox, 1984 & Lorring p.72). In 1985, the ILO and UN data calculations showed that women received only 10% of the world's income and yet they are permanently working. In agriculture for example, women's labour input is heavier than that of men but the money remains with the men (UN Decade for Women. 1985).

According to Loring & Wells (1972), the average income for a woman college graduate in 1970 was \$ 8156 compared to that of male graduates of \$ 13,264. In the Business week, it is said that the average American executive women earn less than their male counterparts by as high as 42%. These disparities in wages arise despite the fact that both the men and women have equal qualifications (Loring & Wells, 1972).

Among the reasons for the segregation of jobs is the existence of protective legislations prohibiting women from doing certain kinds of work (Janjic, 1981).

In Kenya, the Employment of women, Young persons & Children's Act (Ch. 227), laws of Kenya). has some restrictions on employment of females.¹²
This legislation has several implications .

- (i) It groups women with children thus creating a strong inference that women are minors.
- (ii) It promotes the paternalistic concept of females as persons who need handing with care and should only be allowed to engage in delicate duties.
- (iii) It creates inequality through denial of employment opportunities for women.

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. See The status of women in Kenya.
A study of paternalism, inequality and under
- privileges. IDS Discussion Paper No. 235. 1976.

Prohibitive legislations in some countries were obstacles on women's employment. Women who tried to get jobs in the USA before the Civil Rights Act of 1964, faced big problems and outright rejection for the managerial positions and promotions (Business week, 1987). Most countries have passed anti-discriminatory legislations. The USA was the first in 1964 followed by others. Sweden in 1980, stated that all vacant posts must be filled without discrimination and that employers should ensure that both sexes apply and should organise training for both sexes indiscriminately.

Therefore before women can ask for a fair share of managerial jobs they must first be employed, and, with all kinds of prohibiting discriminations in jobs eliminated, women can hope to get equal opportunities with the men in employment. The U.N. Under-Secretary General said that since 80% of the incumbents are men and 20% are women in the "Pyramid of Promotion", it is inevitable that the percentage of women who are available for promotion to the higher ranks should only be 25% of the male.

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. See. Report on women in the professional category and above, U.N System, 1978 p.13.

2.2.4 The Nature & Structure of Work in Management.

The very nature and structure of work in management disadvantages women at work due to demands of time, continuity and commitment at work (Fox, 1984; Schwartz, 1989 and Strober, 1975).

Fox (1984) says that managerial work runs at a rapid and relentless pace and performance is measured against time.

In these fields, one is expected to make big strides in one's late 20's, to take leaps in one's early 30's and be fully advanced by age forty.

This schedule requires single-minded pursuit and continuous participation. The work load is so large and time demanding such that there is little room for life outside work. This disadvantages women, in particular, because work may go on into the nights and week-ends leaving little time for ones family (Strober, 1975).

Whereas demands of time in managerial work make it difficult for women with families to be committed to their jobs, it does not affect male managers. Fox (1984) says that being a husband and a father rarely hinders men's occupational involvement and commitment but for a woman manager, the domestic roles compete with, rather than complement her occupational role.

For a woman manager, being a wife and a mother vie for the same resources which must be allocated among both occupational and domestic roles. These multiple demands on the woman manager will inhibit the

single-mindedness, continuous participation and commitment required for success in management. On the same issue, Awori (1982) says that while a working man concentrates more on his job since it is his one claim to status, most women's first loyalty is to the home, children and the husband. If a woman has to make a choice between the home and the job, she will opt for the home. Thus when the husband is transferred, she will go with him at the expense of her job. This is mainly because the family residence is determined by males and therefore there is pressure on the wife to follow the husband rather than the husband following the wife. This may impede the woman's career development (Fox, 1984).

In the Business Week (1987), it is felt that generally, women do not want to make the family sacrifices required in the highest ranks of corporate America. It is no accident for example, that of the top 50 women on the Business Week list, nearly half have never married or are divorced and of those who are married, almost a third do not have children (Business week, 1987).

It is therefore felt that the nature and structure of work in management becomes a hindrance to women's progress in management due to their family commitments which may bring about discontinuity in women's careers (Fox, 1984; Gordon & Strober, 1975; Gordon, 1980).

Discontinuity in women's careers may occur due to withdrawals from employment because of child bearing or child care reasons; husbands transfers or lack of support and understanding from husbands; and women's close attachment to the home.

Withdrawal from employment due to child bearing or child care reasons has been of great concern to many companies. Gomori (1980) says that there is some reluctance in most companies to appoint women to key positions because they may avail themselves to their "legal rights" to take prolonged maternity and child-care leave. It is felt that the cost of employing women in management is higher than the cost of employing men. A study carried out by one multinational company shows that the rate of turnover in management positions is 2½ times higher among top-performing women than it is among men. Schwartz (1989) contends that "a large producer of consumer goods" reported that half of the women who take maternity leave return to their jobs late or not at all. Women have therefore been branded as uncommitted to their careers because they know "it is not a career for life" (Collinson, 1987; Schwartz, 1989).

Awori (1982) feels that most women fail to go ahead to managerial positions due to lack of understanding and support from the husbands. Occasionally, a Manager is called upon to attend business luncheons, stay out late and put in most of his/her time in the office.

Awori (1982) continues to say that a husband who is not understanding or who does not want his wife to become a manager will not "believe" that the long hours spent outside the family were actually spent at work. The husband may at times resort to physical or non-physical violence which might affect the wife's frame of mind making her unable to conduct her normal duties effectively. Frequent repetitions of this kind may be detrimental to the woman manager's work record and thereby reduce her chances of success (Awori, 1982).

The occupational and domestic demands faced by a woman manager bring about difficulties for the women managers which are rarely faced by the male managers. In order to manage the home and the work, women sometimes have to dispense with the more optional occupational activities such as meetings, conferences and others, thus excluding themselves from certain work activities (Fox, 1984; Awori, 1982 & Davidson Etal, 1981). This will hinder their chances of success in management.

Husbands may also force their wives to give up desired goals due to male egotisms (Awori 1982). Most husbands do not like their wives to earn higher salaries than them. Davidson & Cooper (1981) say the problems arise when a wife earns a higher salary than the husband and they feel that men will "never accept" a wife who earns more than him.

2.2.5 Sex Characteristics & Individual perspectives

Several characteristics of women which have been suggested as contributing to their failure in achieving managerial positions include lack of aggression, drive, and motivation, and being too emotional and moody (Fox, 1984; Awori , 1982).

In a Study carried out by Awori 1981, there was a general agreement among the respondents that most women lack the aggressiveness and assertiveness required to push through obstacles and get to the top. It was felt that women seem to have accepted their exclusion from management ranks without major protests. In certain banks and Insurance companies women were refused admission to management

because they "did not have the determination necessary to meet the demands of management" (Awori, 1982).

Gaustant (1980), says that another characteristic which seems to be an obstacle to women to be accepted in some circles is being single. Most people, not only men associate, "Miss", with youth, immaturity, fragility or failure to adjust to the normal way of life. A single woman manager is labelled as an oddity but a single man is not. One does not know whether a ~~woman~~^{man} is married or not but a woman has to carry that label all the time (Davidson & Cooper, 1981). This characteristic hinders unmarried women from being promoted to certain positions for instance to head schools, because it is felt that they cannot make effective leaders and yet an unmarried man is not seen in the same light probably due to our cultural upbringing.

Women managers' certain behavioural traits that cater for sexual image of femininity are usually traps for them. Lorrington & Wells (1972) say that:

She is often coaxed to come on more seductively. If she does, she probably will not be taken seriously in her work. If she does not, she may be accused of being too serious in her work and therefore un-feminine.

The woman manager is therefore faced with a dilemma if she assumes strong leadership traits, she may be received as "coming on too strongly" and if she does not give strong leadership, she is discounted as ineffective. In the same way women who want flexibility to balance their families and their careers are considered not adequately committed to the organisation whereas woman who perform as aggressively as men are branded as "abrasive and unfeminine" (Lorrington & Wells, 1972; Schwartz, 1989).

Individual attributes have also been established as resulting in women's limited success in management. Jardin (1976) concluded that the sexes have different beliefs, attitudes and assumptions about themselves and each other and also about the organisation and managerial careers. Women see career development in terms of self-improvement and fulfilment while men visualise it as a series of jobs or organisational promotions and advancements. Men can "build support networks to advance their own conscience in the work environment" (Ellen, 1985) but women do not do this.

Fox (1984) says that female managers' emphasis on growth is related to passivity. Women emphasise the importance of hard work, performance and progressive achievement but fail to look at organisational environment, the need to gain visibility and exposure, and the need to build connection's with bosses, peers and subordinates.

Men in most cases concentrate on what their bosses expect of them but women concentrate on their own concept of themselves, and therefore may not perform as well as to the expectations of her superiors. Due to this concept of themselves, they are much less flexible in assuming a style or adopting a behaviour thus making themselves less able to deal with their superiors and serve the superiors interests (Epstein, 1970; Fox 1984).

Men however, are alert to cues and signals, and are flexible when 'it comes to dealing with given situations but women are much less flexible in assuming a style or adopting a behaviour for a given situation. This makes women less able to deal with their bosses and serve their self interest (Fox, 1984).

In conclusion, the literature reviewed above indicates that the women's potential has not been realized to the full. Their active role and specific contribution to the developing economy is frequently underestimated, and they often benefit less from, are left out of, and even disadvantaged by, both market and state directed development. The 1984-88 Development Plan realizes this disadvantaged position of women in employment and indicates that "special policy measures will be required to correct this imbalance."

Since the launching of the UN Decade for women in 1975, there has been an increasing need to consider women separately and to include them explicitly in the development process. This would help to maximise the utilization of domestic human resources for development as well as ensuring that the benefits of development are equitably distributed between both sexes. The strategy of the 1984-88 Development Plan is to utilize more efficiently the less developed resources and to tap fully the usefulness of all the resources currently used - the human resource being the most important.

It is therefore of vital importance that the government and all other institutions should aim at fully utilizing the potential of women workers especially their managerial talents. This can only be done if the employers and those in decision making positions are aware of the factors which hinder women's progress in management and can thereby develop measures to minimize these hindrances. Hence, the women will be able to contribute fully to the development process as well as share in its benefits.

CHAPTER THREE

RESEARCH DESIGN

3.1 The Population:

The population of this study consists of all the employees in the management positions at the University of Nairobi and Kenyatta University.

3.2 The Sample:

From a list of 327 managers obtained from the two Universities' Calendars, a total of 44 managers were selected as shown below. The list indicated that there were 52 women managers and 275 men managers.

$$\frac{52}{327} = 15.9\%$$

$$15.9\% \text{ of } 275 = 44$$

$$15.9\% \text{ of } 52 = 8$$

Out of the 44 managers, a proportional sample of 8 women and 14 men from Kenyatta University and a similar number in a sample from the University of Nairobi was drawn. Lottery method was used for drawing random samples. It however proved a bit difficult to collect all the questionnaires within reasonable time and only 40 questionnaires were analysed. Out of these, 16 were completed by women and 24 by men.

When the selected sample members were not found in the offices (if they were on leave), they were substituted with one of the members from the population. For example if a woman manager was on leave, the questionnaire was given to another woman manager who was in the same department.

3.3 Research Instrument:

The information sought in this study was collected using a structured questionnaire (see appendix 2). The questionnaire accompanied by a note to the respondents, consisted of multiple choice questions and Likert type scales containing statements of opinion pertaining to various aspects of factors affecting women's progress in management.

The questionnaire contained five major sections, each pertaining to a major area of study. The questions and statements in parts 1 - 5 were used to measure how women's success in management has been affected by various factors namely cultural attitudes, nature and structure of work in management, low levels of education of women, low levels of employment of women, and sex characteristics of women.

Success has been measured by looking at the three dimensions - Promotion of women to managerial positions, delegation of managerial duties to them and relevant managerial training opportunities for them. If the respondents agreed that the three dimensions of success were available to women this was taken to mean that there are no obstacles to women's progress in management. Presence of the 3 dimensions was measured by the use of Likert type scale. For example if a respondent strongly agreed or agreed that cultural attitudes have hindered women's promotion to managerial positions, this was taken to mean that promotion to managerial positions were not easily available to women.

In preparing the questionnaire, reference was made to the relevant literature on factors impeding women's progress in management and discussions with experts in the area of study was held. The initial questionnaire was pretested on a sample of 6 female managers and 7 male managers. The relevant modifications and suggestions were incorporated into the final draft. The questionnaire was administered by the "drop and pick-up later" method.

Data Analysis:

The data collected was analysed by the use of mean scores, percentages and graphs.

In order to test whether there was any correlation between the men's and the women's responses, the spearman's rank order correlation was used. Z - test was also used to test the significance of the relationship between the two sub-populations - the males and females.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

The data analysis in this study is summarized and presented by use of tables, mean scores, graphs and percentages. It is presented in two stages. The first stage represents an analysis of respondents' attitudes towards the different factors affecting women's progress in management. It seeks to determine how women's success in management has been affected by cultural attitudes, the nature and structure of work in management, low levels of education of women, low levels of employment of women and sex characteristics of women. The second stage uses the mean scores to rank the factors given as contributing to women's failure to succeed in management.

The procedure used in scoring the attitude responses in the Likert type scale questions is presented in the table below. A high score on the scale means an attitude consistent with the previous research findings while a low score on the scale means an attitude inconsistent with the findings. For example on the statement that, managers are considered as competitive, aggressive and firm (Fox, 1984), a respondent who strongly agrees gets a score of 5 while a respondent who strongly disagrees gets a score of 1. A Likert scale therefore requires a respondent to indicate a degree of agreement or disagreement with each of a series of items. These levels of agreement - disagreement are then scored in such a way as to consistently reflect positive and negative attitudes (Tull, 1980).

<u>Scale</u>	<u>Scores for attitudes consistent with previous research findings</u>	<u>Scores for attitudes inconsistent with previous research findings</u>
Strongly Agree	5	1
Agree	4	2
Uncertain	3	3
Disagree	2	4
Strongly Disagree	1	5

To indicate attitudes held towards factors affecting women's progress in management, the attitude scores of the respondents were taken to indicate the attitude held. Positive attitudes indicate a preponderance of agreement while negative attitudes indicate a preponderance to disagreement.

4.1.0 RESPONDENT'S ATTITUDES ON FACTORS AFFECTING WOMEN'S PROGRESS IN MANAGEMENT

About 97.5% of the respondents felt that women's progress in management has been hindered by various factors which included the following; cultural attitudes, nature and structure of work in management, low levels of employment of women, low levels of education, sex characteristics, lack of confidence and reluctance by the women to accept responsible positions. One respondent mentioned "discrimination against women by men" as one of the factors hindering women's progress in management - this was mentioned despite the fact that the Kenyan law does not discriminate against women in education nor in employment. This may indicate that discrimination might be present in practice even though the law does not allow it.

A female respondent mentioned that, "people at the top are men who have a very negative attitude towards managers and thereby try to suppress the women by all means." This indicates that since most senior positions are held by men, who determine who is to be promoted and who to promote; and yet these men already "have a negative attitude" towards women, then the women will not have much success in getting the promotions to managerial positions. This will therefore mean that the percentage of women who are available for promotion to the higher ranks will be small.

The data on the respondents' attitudes towards each of the five factors will be looked at in the preceeding sections. The summaries in tables 1 - 5 present the findings relating to the objective of the study while the graphs in table give the rankings of the factors.

The attitude index in the tables was computed by subtracting from each attitude statement the percentage of the respondents who strongly disagreed or disagreed with a statement, from the percentage of those who strongly agreed or agreed. The neutral score is ignored for the purposes of this calculation. A negative index indicates disagreement with the statement while a positive index indicates a preponderance of agreement. Therefore the higher the index, the greater the extent of the agreement with the statement while the lower the index, the lower the extent of agreement.

The tables also give the mean scores of the respondents which is used to measure the degree of agreement/disagreement. A mean score of 2.5 and above, is taken to mean that the factor is seen by the respondents as contributing to the women's failure to get into managerial positions (the highest possible mean score is 5 while the lowest is 1).

Cultural Attitudes:

The cultural attitudes which have been carried over from early traditions seem to have placed women at disadvantage both at the work place and at school. From the literature, the scarcity of women managers is largely associated with "inertia caused by tradition." The way women have been brought up has resulted in women who harbour feelings of self-doubt and lack confidence in themselves. Coupled with this is the society's perception of women whereby women are perceived as not possessing managerial attributes. Therefore both the women's views of themselves and the society's perception of them is seen by authors (Forx, 1984; Gachukia, 1989) as having brought about women's failure to succeed in management.

In the present study, the respondents are in agreement with the literature that women's progress in management has been affected by cultural attitudes - carried over from early traditions. Table 8 gives the analysis of responses on the effects of the cultural attitudes on women's success in management.

In general, about 70% of the women and 58% of the men slightly or strongly agreed that cultural attitudes have affected women's progress in management. The general mean scores of 3.77 (women) and 3.46

TABLE 8:

CULTURAL ATTITUDES

ANALYSIS OF RESPONSES BY SEX

M = MALE = 24

F = FEMALE = 16

STATEMENT	SEX	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	INDEX	MEAN SCORE
		%	%	%	%	%		
1. The way girls have been brought up has resulted in women who are comfortable in carrying out instructions and who are not ambitious	M	20.8	45.8	10.4	16.7	6.25	43.6	3.58
	F	34.4	31.3	3.1	12.5	18.75	34.4	3.50
2. Cultural attitudes have resulted in women who lack self confidence & competitiveness	M	20.8	43.1	12.5	15.3	8.3	40.3	3.5
	F	43.8	35.4	2.08	18.75	-	60.4	4.04
3. Cultural attitudes have: a) Restricted educational level of girls	M	25.0	45.8	8.3	12.5	8.3	49.9	3.7
	F	43.7	43.7	-	12.5	-	75.0	4.19
b) Improved women's ability in managerial roles	M	-	8.3	12.5	58.3	20.8	- 70.9	3.9
	F	6.25	18.75	12.5	12.5	50.0	- 37.5	3.19
c) Resulted in women who avoid managerial roles	M	8.3	58.3	4.17	20.8	8.3	36.8	3.38
	F	18.75	31.25	18.75	25.0	6.25	18.7	3.31
d) Resulted in women who avoid technical jobs	M	16.7	54.2	12.5	12.5	4.16	54.1	3.67
	F	18.75	81.25	-	-	-	100.0	4.19
e) Resulted in women who only accept jobs labelled as feminine	M	16.7	50.0	8.3	20.8	4.16	41.7	3.54
	F	12.5	62.5	-	25.0	-	50.0	3.63
f) Resulted in fewer trained opportunities for women	M	12.5	54.2	12.5	20.8	-	45.9	3.58
	F	18.8	68.75	-	12.5	-	75.0	3.94
g) Made it difficult for women to get promotions to managerial positions	M	8.3	29.1	8.3	41.17	12.5	16.7	2.79
	F	56.25	25.0	6.25	12.5	-	68.8	4.25
h) Made it possible for women to get acting positions	M	4.16	39.6	25.0	22.8	8.3	12.6	2.79
	F	6.25	31.25	11.5	31.25	20.1	13.8	3.25
AVERAGE:	M	15.1	43.3	11.5	22.1	8.0	28.3	3.46
	F	29.3	40.9	4.8	16.3	8.7	45.2	3.77

(men) further imply that the respondents, especially the women (index 45.2), felt that cultural attitudes held by the society as a whole is an obstacle to women's success in management.

On the various statements regarding cultural attitudes, the responses of both men and women differed. While 100% of the women felt that cultural attitudes have resulted in women who avoid technical jobs, only 70% of the men were in agreement. This disparity between the men and the women could be attributed to the fact that women at present are found in technical jobs, or technically oriented courses, although at a small percentage. For example, the proportion of women in the faculty of Electrical and Communication Technology at Moi University in 1987/88 was only 4.1%. This shows that the women who will eventually get into technical jobs is a small percentage compared to that of the men. This may be attributed to cultural attitudes brought down from traditions whereby girls follow in the "footsteps" of their older sisters and their mothers who might have been influenced by culture to join certain professions which are labelled as feminine.

The three dimensions were used to determine success for women in management were promotion, delegation of duties and training opportunities. All the three dimensions indicated with varying degrees that women's success in management has been hindered by cultural attitudes. On the issue of promotions, about 37% of the men (index - 16.7) and 81% of the women (index 68.8) agreed that cultural attitudes have made it difficult for women to get promotions. The men's negative index implies that most of the men did not agree with the statement. They felt that cultural attitudes have actually helped women to succeed in management. A male respondent explained this

view by pointing out that in their customs, women were given a lot of responsibilities by the society thus making them have confidence in themselves.

On the question of training, 87.6% of the women slightly or strongly agreed that cultural attitudes have resulted in fewer training opportunities for women, but only 67.7% of the men agreed. The index of 45.9 for men and 75 for women plus the mean scores of 3.58 and 3.94 respectively imply that both men and women agreed that cultural attitudes have adversely affected women's progress in management.

About 51% of the women and 31% of the men agreed that cultural attitudes have made it difficult for women to get acting positions. The mean scores of 3.25 for women and 2.79 for men further imply that they both agreed that cultural attitudes have been an obstacle to the delegation of managerial duties to women.

On the whole, the respondents agreed that women's success in management has been adversely affected by cultural attitudes. This is evident from the fact that the respondents agreed, with mean scores of above 2.5, that cultural attitudes have resulted in fewer training opportunities for women, reduced their promotions to managerial positions and made it difficult for women to get acting positions in managerial duties.

The cultural attitudes have limited women's progress in management due to the women's views of themselves and the society's perception of women. This is evident because both the women and the men (who represent

the society's views) agreed that the way girls have been brought up has resulted in women who are comfortable in carrying out instructions, who are not ambitious and who feel that men ought to be managers by virtue of their sex. 65% of the women agreed to this implying that the women's view of themselves have been affected by their early training.

4.1.2 The Nature and Structure of work in Management:

The nature and structure of work in management refers to the demands of time and continuity of work. Managerial work is time demanding and requires single-mindedness and continuous participation by the manager. It is felt by authors (Fox 1984; Shwartz 1989) that the very nature and structure of work in management (especially time demands and discontinuity of work) disadvantages women due to their family commitments.

In this study however, the respondents did not feel that the nature and structure of work in management was a strong obstacle to women's success in management. On the whole, 31.3% of the men and 33.3% of the women, with an index of -26.3 and -16.8 respectively, felt that the nature and structure of work in management limits women's progress in management. These proportions are below half, implying that most of the respondents did not feel that the nature and structure of work in management is a hinderance to managerial positions. The negative indices and mean scores of 2.6 (women) and 2.7 (men) are a further indication that the respondents did not regard the nature and structure of work in management as a major factor limiting

TABLE 9:

NATURE & STRUCTURE OF WORK IN MANAGEMENT

ANALYSIS OF RESPONSES BY SEX

STATEMENT	SEX	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	INDEX	MEAN SCORES
1. Long hours at work for women is an obstacle to promotion	-M	12.5	41.7	12.5	25.0	8.3	20.5	3.25
	F	12.5	6.25	12.5	37.5	31.25	- 49.9	2.31
2. Frequent maternity leaves and childcare make it difficult to appoint women to managerial positions.	M	8.3	33.3	12.5	33.3	12.5	- 4.1	2.92
	F	25.0	6.25	-	45.75	25.0	- 37.6	2.63
3. Training women is a waste of money due to discontinuity in their jobs	M	4.16	-	4.17	37.5	54.2	- 87.5	1.63
	F	6.25	-	-	18.75	75.0	- 87.6	1.44
4. Lack of training opportunities for women have hindered their progress in management	M	16.7	25.0	8.3	37.5	12.5	- 8.3	3.88
	F	43.7	31.25	6.25	6.25	12.5	56.3	
5. The nature of work in management has:								
	a) hindered women's further training	M	-	20.8	16.7	45.8	16.7	- 41.7
	F	18.75	25.0	18.75	6.25	31.2	6.3	2.93
b) reduced delegation of duties and acting responsibilities	M	-	25.0	12.5	45.8	16.7	- 37.5	2.46
	F	6.25	31.25	37.5	6.25	18.75	12.5	3.0
AVERAGE:	M	6.9	24.4	11.1	37.5	20.1	- 26.3	2.60
	F	17.7	15.6	16.6	18.8	31.3	- 16.8	2.70

women's progress in management. Table 9 gives the analysis of responses in relation to the nature and structure of work in management. From the table, about 54% of the men and 18.7% of the women agreed that long hours at work for women is an obstacle to promotion. Most of the women therefore (about 68%) did not feel that long hours at work is an obstacle to promotion but over half of the men feel that it is. The reasons why women did not agree with the statement is because about 81.25% of them presently work for long hours and therefore felt that long hours at work would not prevent them from accepting promotions to time demanding jobs.

About 18.7% of the women however, indicated that they would not accept promotions to time demanding jobs because it would interfere with their "free time" which could be used for family care. This therefore shows that even though most women might not see time demands on the job as an obstacle to promotions, there are a few who might not accept time demanding jobs - probably the men's views were based on these few.

On the issue of whether frequent maternity leaves and child care makes it difficult for women to gain access to managerial positions, about 68% of the women did not think it will make it difficult. This is probably because most of the women who are in managerial positions have already stopped having children and therefore they did not feel that maternity leave is an obstacle.

However, the women explained that child care may be a problem due to illnesses and lack of househelp (usually house maids taking care of children). The men were divided on this issue with 41% agreeing and 45% disagreeing. This is because they were also thinking of the child care problems. One man said that even though a woman has stopped having children, there is still the problem of child care for as long as "10 years" or more.

On the whole therefore, the nature and structure of work in management is not seen by the respondents, especially the men, as a major obstacle to women's success in management. This indication is strengthened by the negative indices of about 40% of the statements in table 9.

The fact that the respondents did not feel that the nature and structure of work in management is a major obstacle to women's success in management could be attributed to several factors. In the first place, 92.5% of the respondents said that the choice of their present jobs was of their own initiative - they were not forced by circumstances beyond their control to accept the jobs. This may therefore mean that the respondents are "comfortable" in their managerial roles and therefore did not see the nature and structure of work in management as a problem. Secondly, the nature and structure of work in management at the University is not as time demanding as it would be in a private company where tasks have to be completed on time schedules. The respondents in this study therefore do

not work for long hours continuously except when there is urgent work to be completed - thus long hours at work is not a problem to them. Even the single women who shoulder all the responsibilities on their own did not feel that long hours at work in management is an obstacle to women's success in management.

On the whole, the nature and structure of work in management was not seen by the respondents as a major obstacle to women's progress in management. This is evident from the men's negative indices on the three dimensions of success. The men's mean scores on the issues of training and delegation of duties are slightly below 2.5 which means that the men did not feel that the nature and structure of work in management has hindered the delegation of duties to women and their training opportunities - however they agreed that it has been an obstacle to their promotion. The women's mean scores on all the three dimensions of success were above 2.9.

4.1.3 Low Levels of Education of Women:

Education is a major instrument which is used to stimulate development in all fields. It is a pre-condition of both social and economic development. Lack of it therefore results in a serious drawback to both economic and social developments. Lack of education here is used to refer to lack of "inadequate" formal educational qualifications which are necessary requirements for managerial positions. Inadequate educational qualifications can cause serious problems when it comes to pre-requisite requirements for managerial jobs. For example, at the University,

the requirements for managerial positions are a first degree and/or professional qualifications plus other training experiences related to the job.

A general low level of education of women reduces the number of women who might be able to go on for further training necessary for higher level jobs (like managerial positions) and therefore results in bringing about inadequate educational qualifications of women. Therefore it is the "inadequate" education of women, caused by low levels of education which reduces the women's chances of success in managerial positions.

About 95% of the respondents from both Universities have had education upto university level but all of them have had further formal educational advancements. The other 5% indicated that they do not have University education but they had professional qualifications. The respondents therefore met the qualifications necessary for the appointment to the managerial positions and therefore felt that without it (educational qualifications) they would not have qualified for the managerial posts. Both men and women therefore agreed with varying degrees that inadequate education of women has hindered their progress in management.

In general, 41.3% of the men and 45% of the women, with an index of -7.9 and -5 respectively, felt that low levels of education of women is an obstacle to their success in management (see table 10). The negative index and the mean scores of

TABLE 10

LACK OF EDUCATION

ANALYSIS OF RESPONSES BY SEX

STATEMENT	SEX	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	INDEX	MEAN SCORES
1. Low leve of education of women have been cuased by fewer schools and high drop-out rates	M	16.7	34.7	9.7	18.1	26.4	1.3	2.86
	F	18.7	25.0	4.2	20.8	31.2	- 8.3	2.79
2. Low level of education of women has hindered their progress in management.	M	4.2	41.7	12.5	25.0	16.7	4.1	2.92
	F	29.2	33.3	-	37.5	-	25.0	3.38
3. Women at the University have:								
a) Equal training opportunities with men	M	41.7	50.0	8.3	-	-	91.7	4.33
	F	31.3	56.3	6.3	6.1	-	81.5	4.13
b) Unequal training opportunities with men	M	-	4.16	4.16	29.2	62.25	-87.29	4.37
	F	-	6.25	6.25	43.75	43.75	-81.25	4.25
4. Low levels of education of women has:-								
a) been an obstacle to their training oppertunities	M	16.7	41.65	8.3	25.0	8.3	24.9	3.33
	F	18.75	43.75	6.25	18.75	12.5	31.2	3.375
b) been an obstacle to the delegation of duties to them	M	8.3	45.8	12.5	29.2	4.16	20.9	3.25
	F	6.25	50.0	12.5	18.75	12.5	25.1	3.19
c) been an obstacle to their promotion	M	12.5	50.0	4.17	29.2	4.16	29.2	3.375
	F	12.5	56.25	6.25	6.25	18.75	43.8	3.375
AVERAGE	M	10.6	30.7	9.5	26.1	23.1	- 7.9	2.8
	F	13.7	31.3	5.0	28.4	21.6	- 5.0	2.86

2.8 (men) and 2.86 (women) implies that the respondents agreed on the issue of inadequate education of women resulting in their lower chances for women's success in management.

Whereas 50% of the men believed that low levels of education of women have been caused by fewer schools and high drop-out rates, 51% of the women did not agree. This has the implication that there are others other than fewer schools and high drop-out rates which have reduced women's level of education. One female respondent gave other reasons as cultural attitudes and lack of science background for women. She said that in certain traditional cultures, the parents would rather educate boys than girls (especially if there was lack of funds) because it is believed that a boy should have education so that he will be able to support his wife and children. It is further believed that a girl does not need to have education because it is the duty of the husband to support the wife. These traditional beliefs have therefore hindered the education of girls thus reducing their chances of success in management.

Both men and women agreed with mean scores of 2.92 and 3.38 respectively that inadequate education of women has hindered their progress in management. The mean scores of above 3 in all the three dimensions of success further strengthens the agreement - this is indicated in table 10 where over 50% of both the respondents slightly agreed or agreed to the statements.

From the analysis both men and women believe that women's inadequate educational qualifications have hindered their success in management. Even though they (men and women) have equal training opportunities at the University, the respondents felt that the inadequate education reduces the women's chances of training. This means that when managerial vacancies come up, men are more likely to get them since they will be more qualified than the women - thus leading to the disproportionate appointment and promotion of women to managerial positions. However, since not all the respondents were in agreement that inadequate educational qualifications has resulted in women's failure to succeed in management, it means that there are other factors which hinder women's progress in management - like cultural attitudes and sex characteristics.

The views held by the respondents in this study were in agreement with several authors (Riria, 1983; Kagia, 1985) who felt that women have not fully benefitted from educational opportunities due to various factors which include cultural attitudes. 'Inadequate education has therefore resulted in fewer women who are sufficiently well - qualified to compete for managerial jobs.

4.1.4 Low Levels of Employment:

Table 11 gives the analysis of responses on the effects of levels of employment on the women's progress in management. Employment here refers to the paid employment in the formal sector. The proportion of women in the labour force in 1985

TABLE 11:

LOW LEVELS OF EMPLOYMENT

ANALYSIS OF RESPONSES BY SEX

STATEMENT	SEX	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	INDEX	MEAN SCORES
		%	%	%	%	%		
1. Low levels of employment of women have:								
a) Reduced their chances of promotion	M	4.16	37.5	8.3	50.0	-	- 8.3	2.96
	F	43.8	37.5	-	12.5	6.25	62.6	4.0
b) Hindered delegation of duties to them	M	4.16	29.1	8.3	58.3	-	- 25.1	2.79
	F	25.0	37.5	6.25	18.75	12.5	31.2	3.56
c) Reduced their opportunities for further training	M	4.16	41.7	-	45.8	8.3	- 8.4	2.88
	F	31.3	37.5	-	18.75	12.5	37.6	3.56
AVERAGE:	M	4.3	36.2	5.5	51.3	2.7	- 13.5	2.88
	F	33.2	37.5	2.5	16.5	10.3	43.9	3.71

was 34% (world figures) but in Kenya it was only 21.2% in 1987. These figures are too low considering the fact that in Kenya, according to the 1969 census, there were 100 men to 100.4 women (and the proportion of women above the age of twenty was 50.9%). Representation of women in formal employment is very low and this has hindered their progress in management since the percentage of women available for promotion will be smaller than that of men. It will therefore imply that the percentage of women who will eventually get promoted will be lower than that of men.

In this study, 40.3% of the men and 70.8% of the women agreed that the general low levels of employment of women have hindered their progress in management. The women felt that with a larger "pool" to draw from, the women managers could be as high as that of the men. About 53% of the men however, felt that low levels of employment of women is not a major obstacle to their success in management because they believe that there were "already a lot of women employees, especially in secretarial section." But they failed to recognize that these are jobs that do not lead to top level managerial positions, and as Gordon (1975) puts it - they are on ancilliary routes that are "dead ends." The women however believed that their success in management is hindered by low levels of employment. This is revealed by a men score of above 3 and a positive index in all the three dimensions of success.

On the whole, the overall mean scores of the women of 3.71 and that of the men of 2.88 imply that the respondents agreed that low levels of employment of women has hindered their success in management. The men felt however, that there were other obstacles, to women's success in management, such as lack of initiative on the part of women and lack of confidence in themselves. They (men) explained that the women may be few in the formal employment, but even the few who are there are not willing to get into managerial positions because they lack initiative and confidence in themselves which they felt are necessary factors needed to gain access to managerial positions.

4.1.5

Sex Characteristics:

Table 12 gives the analysis of responses on the effects of sex characteristics on women's success in management. Several sex characteristics of women which have been suggested as contributing to their failure in gaining access to managerial positions include lack of aggression, competitiveness, motivation and firmness (Fox, 1984). It has also been indicated that women are too emotional and ^{also} too emotional and moody and therefore cannot make successful managers.

In this study, the respondents agreed with the above suggestions. In general, 57.7% of the men and 50.3% of the women, with an index of 12.8 and 26.2 respectively agreed with the fact that women's progress in management has been hindered by sex characteristics (of women). The mean scores of 3.29 (men)

TABLE 12:

SEX CHARACTERISTICS
ANALYSIS OF RESPONSES BY SEX

STATEMENT	SEX	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	INDEX	MEAN SCORES
1. Women who secure management jobs have to be better qualified than their male counterparts	M	2.8	14.6	5.5	44.4	37.5	-69.5	1.96
	F	47.9	27.1	18.75	4.16	2.1	68.8	4.15
2. Being a single woman is generally associated with failure to adjust to the normal way of life and is an obstacle to promotion	M	7.3	25.0	9.4	47.9	10.4	-26.0	2.71
	F	17.2	23.4	20.3	31.25	7.8	1.5	3.11
3. Women in general are competitive, aggressive, firm, initiative and have drive	M	6.7	43.3	20.8	28.3	0.8	20.8	2.73
	F	13.75	45.0	11.25	27.5	2.5	28.8	2.6
4. Men in general are competitive, aggressive, firm, initiative and have drive	M	28.3	63.3	7.5	0.8	-	90.9	4.19
	F	22.5	47.5	12.5	17.5	-	52.5	3.75
5. Managers in general are competitive, aggressive, firm, initiative and have drive	M	35.0	53.3	7.5	4.16	-	84.1	4.19
	F	30.0	58.75	7.5	3.75	-	85.1	4.15
6. Women's sex characteristics have:								
a) hindered their training opportunities	M	-	37.5	8.3	41.7	12.5	-16.7	2.7
	F	12.5	56.95	6.25	18.75	6.25	43.8	3.5
b) hindered their opportunities for promotion	M	-	29.1	8.3	41.7	20.8	-33.3	2.45
	F	30.25	37.5	6.25	12.5	12.5	43.8	3.75
c) hindered delegation of duties to them	M	-	33.3	-	45.8	20.8	-33.4	2.45
	F	18.75	50.0	12.5	12.5	6.25	50.1	3.63
7. Your male colleagues at the University are:								
i) more qualified than you	F	-	-	6.25	37.5	56.25	93.75	1.5
ii) Less moody than women	F	-	6.25	6.25	43.75	43.75	81.25	1.75
iii) More committed to their jobs	F	6.25	-	-	37.5	56.25	87.5	1.62
iv) More efficient than women	F	-	6.25	6.25	31.25	56.25	81.25	1.63
v) Easily accepted by subordinates	F	18.75	37.5	-	25.0	18.75	12.5	3.125
vi) Less sensitive to criticisms	F	6.25	25.0	-	25.0	43.75	37.5	2.25

TABLE 12: Cont.... / 2

STATEMENT	SEX	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	INDEX	MEAN SCORE
8. Your female colleagues at the university are:								
i) more qualified than you	M	-	-	25.0	70.8	4.17	-74.97	2.2
ii) more moody than you	M	16.7	41.7	29.2	12.5	-	45.9	3.63
iii) less committed to their jobs	M	4.17	45.8	16.7	25.0	8.3	16.67	2.63
iv) More efficient than men	M	-	4.17	16.7	66.7	12.5	-75.03	2.125
v) easily accepted by subordinates	M	-	20.8	20.8	50.00	8.3	-37.5	2.54
vi) Less sensitive to criticisms	M	-	8.3	4.16	66.7	20.8	-79.2	2.0
	AVERAGE:							
	M	13.2	37.1	11.7	29.4	8.6	12.3	3.29
	F	20.6	37.1	10.9	20.2	11.2	26.3	3.23

and 3.23 (women) further imply that sex characteristics is taken by both men and women as an obstacle to women's progress in management.

Both the women (70%) and the men (91%) agreed with the fact that men have got managerial qualities (aggressive, competitive and firm) but only 58% of the women and 50% of the men agreed that women possess these managerial qualities. Half of the men therefore did not think that the women possess those qualities attributed to the managers and about 42% of the women felt men have the qualities. The responses of the men showed a significant resemblance between the rating of the men in general and managers in general (both with a mean score of 4.19).

There was however no resemblance between the ratings of women in general and managers in general according to both men's and women's responses. About 30% of the respondents felt that women do not possess those characteristics ascribed to managers. When asked why they felt this way, one female respondent answered that managers need both masculine and feminine - type skills such as "interpersonal warmth and understanding" in which case she did not feel less of a manager because she did not possess the masculine type skills which are ascribed to managers'.

On the issue of whether being a single woman is associated with failure to adjust to the normal way of life and is an obstacle to promotion, both the men (57%) and the women (39%) disagreed with it. All the 25% of the single women respondents strongly agreed or agreed with the statement whereas 20.3% of the women were uncertain.

More than 40% of the women disagreed on the questions on whether they thought their male colleagues were more qualified than them, less moody, more committed to their jobs, more efficient and less sensitive to criticism. The negative indices and the mean scores of below 2 indicate the extent of the disagreements.

Both men and women are in agreement that the men managers are easily accepted by subordinates. Only 20.8% of the men agreed that the female managers are easily accepted by the subordinate while 56% of the women agreed that the male managers are easily accepted by subordinates. The women seem to have based their views on the fact that some of them (35%) have had problems of being accepted by their male subordinates. They therefore felt that the subordinates might have accepted a male manager.

On the whole, women respondents think that the sex characteristics is a major obstacle to women's progress in management. This is indicated by the mean scores of above 3.5 in all the three

dimensions of success. Men however do not hold the women's views. On the issue of promotion and delegation of duties their mean score is 2.45 indicating that they do not think that sex characteristics has, to a large, hindered them. More than 50% of them disagreed with the three statements denoting success.

4.2.0

FACTORS HINDERING WOMEN'S PROGRESS IN MANAGEMENT RANKED IN ORDER OF IMPORTANCE

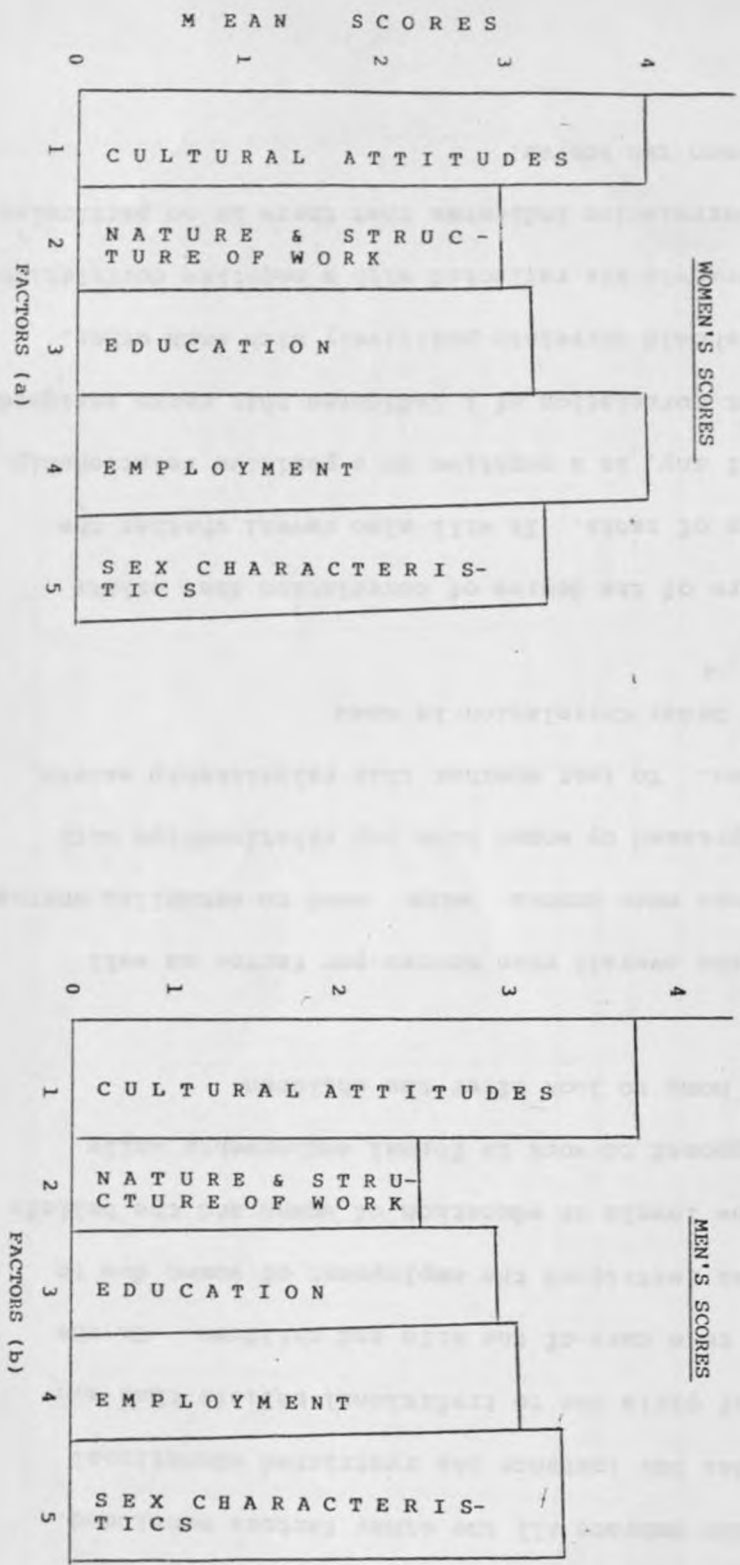
Table 13 gives graphs of the respondents mean scores on factors affecting womens' progress in management. From the graphs it can be concluded that the respondents agreed to some extent that women's progress in management has been hindered by the five factors. This is because all the five factors given on the graph have a mean score of above 2.5.

From the two graphs (a and b), both men and women are in agreement that the cultural attitudes (men's mean score of 3.46; women's mean score of 3.77) have a major role to play in hindering women's progress in management. The women felt that the second major obstacle is low levels of employment (mean score of 3.71) followed by sex characteristics (mean score of 3.23), low levels of education (2.86) and nature and structure of work in management (2.70).

The men however, while agreeing with the women on the first and the last two factors, ranked sex characteristics as the second major obstacle to women's progress in management, followed by low levels of employment.

TABLE 13:

DEPENDENTS' MEAN SCORES ON FACTORS AFFECTING WOMEN'S PROGRESS IN MANAGEMENT



Both the men and the women ranked cultural attitudes as the major factor hindering women's progress in management because cultural attitudes embrace all the other factors mentioned. Cultural attitudes for instance has restricted educational qualifications of girls due to traditional beliefs that men are supposed to take care of the wife and children. On the same note, it has restricted the employment of women due to the resulting low levels of education of women and the beliefs that men are supposed to work in formal employments while women stayed at home to look after the children.

Table 14 shows the overall mean scores per factor as well as per sex. These mean scores were used to establish whether the opinions expressed by women have any relationships with those held by men. To test whether this relationship exists, Spearman's Rank Order Correlation is used.

This is a measure of the degree of correlation that exists between two sets of ranks. It will also reveal whether the relationship, if any, is a negative or a positive relationship. A perfect direct correlation of 1 indicates that ranks assigned to individuals should correlate positively with each other, whereas disagreements are reflected with a negative correlation (-1). A zero correlation indicates that there is no particular connection between two scores.

TABLE 14:

RESPONDENTS' OVERALL ATTITUDES TOWARDS INDIVIDUAL FACTORS AFFECTING WOMEN'S PROGRESS IN MANAGEMENT

MEN (M) = 24 WOMEN (F) = 16

FACTORS								
	SEX	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	INDEX	MEAN SCORE
		%	%	%	%	%		
1. Cultural Attitudes	M	15.1	43.3	11.5	22.1	8.0	28.3	3.46
	F	29.3	40.9	4.8	16.3	8.7	45.2	3.77
2. Nature and Structure of work in management	M	6.9	24.4	11.1	37.5	20.1	- 26.3	2.60
	F	17.7	15.6	16.6	18.8	31.3	- 16.8	2.70
3. Low levels of education of women	M	10.6	30.7	9.5	26.1	23.1	- 7.9	2.80
	F	13.7	31.3	5.0	28.4	21.6	- 5.0	2.86
4. Low levels of employment of women	M	4.3	36.2	5.5	51.3	2.7	- 13.5	2.88
	F	33.2	37.5	2.5	16.5	10.3	43.9	3.71
5. Sex Characteristics	M	13.2	37.1	11.7	29.4	8.6	12.3	3.29
	F	20.6	37.1	10.9	20.2	11.2	26.3	3.23
AVERAGE:	M	10.02	34.34	9.86	33.28	12.5	- 1.42	3.10
	F	22.9	32.48	7.96	20.4	16.62	18.36	3.35

The variables used are Y, for the men's mean scores and X, for the women's mean scores. The calculated rank order correlation is +0.96 (see appendix 8).

The rank correlation of 0.96 (appendix 8) is a positive figure which is near +1. This implies that both the men's mean scores and that of the women are positively correlated. The high correlation of 0.96 indicates that the strength of association between the women's mean scores and that of the men's is very high. This is evident from the way the men's responses and that of the women (in the analysis) in several statements were in agreement. For example in all the factors affecting women's progress in management the women's mean scores and that of the men were in agreement (with slight differences). Both groups agreed for example, with a mean score of 3.46 (men) and 3.77 (women) that cultural attitudes is a major obstacle to women's progress in management. Both the men and the women also both agreed, with mean scores of 3.29 and 3.23 respectively, that women's sex characteristics have hindered women's progress in management. These two examples suffice to show that the high positive correlation is due to the respondents' agreements on several issues.

In order to find out whether there is evidence of a significant positive correlation between the men's mean scores and that of the women, the X-test was used. The following null hypothesis (H_0) and alternative hypothesis (H_1) may be stated thus; H_0 : There is no positive correlation between x and Y.

H₁: There is a positive correlation between X and Y.

Using a level of significance of 0.05, the one tailed test (see appendix 8) has a Z value of +1.645. Since the calculated Z value of +1.92, exceeds the critical value of +1.645, reject the null hypothesis. There is evidence of a positive correlation between the men's responses and the women's responses in all the five factors. This implies that the men's responses and the women's responses were in agreement.

In conclusion, table 14 gives a summary of the overall responses of the respondents on the individual factors affecting women's progress in management. On the whole, about 44% of the men and 55% of the women strongly agree or agreed that the five factors, namely cultural attitudes, nature and structure of work in management, low levels of education low levels of employment and sex characteristics have affected women's progress in management. The mean scores of above 3 for both men and women further reveal that the respondents felt that the five factors have hindered women's success in management. The negative index for the men indicates that most of the men do not agree that the factors affect women's progress in management to a large extent.

Cultural attitudes carried over from early traditions is seen as the major obstacle (by both groups of respondents) hindering women's progress in management while the nature and structure of work in management is regarded as the least factor. The women therefore lack the necessary requirements for entry into managerial positions largely due to the five factors given in the table. This has therefore resulted in the disproportionate position of women in management hence the women have not been able to contribute fully to the development process as well as share in its benefits.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

This chapter summarizes and discusses the findings of the study in relation to the main question raised in the objective. It also discusses the conclusions in relation to earlier studies on the subject, gives limitations of the study and suggestions for future research in the area.

5.1 Summary:

The major question raised in the study was whether the factors which have been given in the literature as impeding women's success in management, also apply in the case of the Universities of Nairobi and Kenyatta. The study therefore sought to find out whether women's success in management has been affected by various factors which include cultural attitudes, the nature and structure of work in management, low levels of education of women, low levels of employment of women and sex characteristics. Success was measured using three dimensions - promotion to managerial positions, delegation of managerial duties and acting positions, and training in relevant managerial fields for women.

On the issue of whether women success in management has been affected by cultural attitudes, it was found that over 60% of the respondents agreed that cultural attitudes have affected women's progress in management. All the three dimensions of success had a mean score of above average implying further that cultural attitudes held by the society as a whole was an obstacle to women's progress in management. Both men and

women ranked cultural attitudes as the major factor hindering women's progress in management.

The respondents, especially the women, felt that culture has resulted in restricting women's educational levels and thereby reducing their chances of success in management. It was also felt that the social process has resulted in women who are comfortable in carrying out instructions, not ambitious, lack self confidence and who avoid managerial roles. The respondents therefore agreed that the society's perception of women and the women's views of themselves have resulted in limiting women's success in management.

The nature and structure of work in management was regarded by the respondents as the least factor limiting women's progress in management. This is evident from the mean scores of both men and women which are just above average (men's mean score is 2.6 while that of the women is 2.7). On average 30% of the men and 33% of the women felt that the nature and structure of work in management is an obstacle to women's success in management. Both the men and the women agreed, with a mean score of 2.42 and 2.93 respectively, that the nature and structure of work in management has hindered women's further training. But they differed on the question of promotion and delegation of duties.

However, both men and women ranked the nature and structure of work in management as the least factor hindering women's progress in management.

Regarding low levels of education of women, it was felt that in general, fewer schools for women and high drop-out rates have brought about low levels of education of women thus making it difficult for women to take up jobs leading to managerial positions. However, it is not only the low levels of education of women per se which has reduced their success in management, but also the educational qualifications which are a necessary requirement for a managerial position at the University include a first degree, post-graduate qualifications, relevant training experiences and research publications.

Over 50% of the respondents felt that women's progress in management has been hindered by their low levels of education. This indicates that most women do not have the necessary qualifications to gain access to managerial positions. Both men and women however, indicated that they both have equal training opportunities (mean score of above 4) meaning that they both have equal chances of gaining access to the management at the University.

However over 54% of the respondents agreed that low levels of education has hindered their promotion and delegation of duties. This indicates that the major problems faced by women is the delegation of managerial duties to them and promotion to managerial positions.

The three dimensions of success have a mean score of above average which indicates that low levels of education of women is an obstacle to women's success in management.

This factor has been ranked by women as a third major obstacle to women's progress in management, while the men have ranked it as a fourth factor.

On the issue of low levels of employment in the formal sector, about 40% of the men and 70% of the women agreed that it has contributed to women's failure in management. The women's mean score on the three dimensions of success is above 3.4 while that of the men is between 2.8 and 2.9. Both mean scores (the men's and the women's) indicate a preponderance of agreement since it is above average. It was felt that if there were more women in formal employment, then there would be a larger "Pool" from which to select the managers and therefore the women managers might have been proportional to that of women.

The low levels of employment was ranked by the men as a third major obstacle while the women ranked it as a second major obstacle affecting women's progress in management. The disparity in ranking came up because the men believed that there were many women employees - especially the secretaries - they however failed to see that these are jobs which do not lead to top managerial positions (like that of the Vice Chancellor, for example).

Sex characteristics was regarded by over 50% of the respondents as an obstacle to the women's success in management. The men and women respondents strongly differed on certain issues.

For instance over 70% of the women and only 17% of the men agreed that women who secure managerial positions have to be better qualified than their male counterparts.

They however, both agreed that managers in general are competitive, aggressive and firm and that characteristics ascribed to a manager are similar to those possessed by men and not women.¹⁴ The women explained that a manager needs both the masculine and feminine - type skills (such as interpersonal warmth and understanding) in order to become a successful manager. They therefore explained that even though they agreed that a manager possesses masculine - type skills, it did not necessarily mean that the men will make better managers than the women. They (women) believe that a successful manager has to have both the masculine and feminine - type skills.

The women respondents disagreed on the fact that men are more qualified than them, more committed to their jobs and more sensitive to criticisms indicating that women do not differ significantly with men in certain issues. The men, however, felt that women are more moody than the men. They (Men) therefore felt that the women's needs and emotions make them unable to deal with situations rationally and therefore reduce their chances of success in management.

On the whole, both men and women respondents agreed, with varying degrees, that the sex characteristics have been an obstacle to women's success in management. The women ranked this factor as the third major factor while the men ranked it as the second major factor.

14. The ideal manager is perceived as competitive, aggressive and firm while women are perceived as intuitive, emotional, personable and dependable (Fox, 1984).

5.2 CONCLUSIONS:

The findings of the study have brought about a number of issues. In the first place, it is evident that the men and the women were in agreement on a number of issues regarding factors affecting women's progress in management. On cultural attitudes over 60% of the respondents agreed that it hindered women's progress in management. This was in agreement with Devaud (1980), Collins (1982), Fox (1984) and Gachukia (1989) - who contend that the women's inability to succeed in management is mainly due to cultural attitudes which have been embedded in the women's "Psychic make-up" as well as that of the society as a whole.

The conclusion drawn from these responses is that cultural attitudes have resulted in limiting the women's progress in management. This is attributed to the society's perception of women and the women's perception of themselves (both brought down from traditional beliefs). The society perceives women as lacking in self-confidence, aggression and drive, and that they are too emotional, moody, less efficient and less committed to their jobs. The women have internalized the traditional cultures from the society such that they harbour feelings of self-doubt and are not ambitious. This has therefore resulted in hindering their (women's) progress in management.

Cultural attitudes is given as a major factor hindering women's progress in management probably because it embraces all the other five factors. For instance the cultural attitudes held by the society have hindered the education of girls and also influenced the type of job the women will eventually choose.

In other societies, traditional cultures have affected the employment of women in that they determine whether a woman will be employed in the formal sector or not. For example, some parts of Asian Communities prohibit their women from getting into formal employment because of their traditional cultures. Cultural attitudes also bring about difficulties for women managers on the job because the subordinates do not easily accept women managers. The women have also complained that more often than not, their work undergoes a more rigorous scrutiny than that of their male colleagues because of the belief that a woman cannot be as efficient as a man.

Sex characteristics of women are also affected by cultural attitudes. Women are perceived as possessing certain feminine characteristics which are considered unsuitable for a manager. When a woman therefore makes a mistake, it can easily be blown out of all proportions. Women have to work twice as hard as their male counterparts to deserve a promotion - to prove her worth. All these are cultural influences on the feminine characteristics.

The nature and structure of work in management was given by the respondents as the least factor which has brought about women's failure to succeed in management. This differs from the literature findings which suggest that the very nature and structure of work in management reduces the women's chances of success in management due to their family commitments. The women respondents in this study did not feel that the long hours at work in manage-

ment or the discontinuity in women's careers due to child care, has limited women's progress in management (mean score 2.31).

The conclusion drawn, is that the respondents' jobs are not as time demanding as it would be in private organizations where work is done on tight schedules. Government institutions have some flexibility in terms of supervision and work done, which goes to explain why the respondents regarded the nature and structure of work in management as the least of the factors affecting women's progress in management. This laxity at the work place enables women to cope with the managerial work without putting in too much of their time. Therefore the disparity between the literature and the responses from this study is due to the fact that this study used a government institution whereas the other studies used private organizations.

On the issue of inadequate education of women, over 54% of the respondents agreed with a mean score of above 3 that it has hindered women's progress in management. The respondents in the study have had education upto university level (plus further educational qualifications) or have had professional qualifications. They therefore felt that without these qualifications, they would not have been able to get into managerial positions.

The conclusion drawn is that the inadequate education of women is a result of high drop out rates, fewer schools, and (traditional) cultural attitudes towards the education of girls.

This low level of education of women has

resulted in limiting women's further educational opportunities thereby resulting in women who do not have the necessary qualifications for managerial positions.

The respondents' conclusion in this study are in agreement with the literature findings which indicate that inadequate education of women has resulted in women who are not "sufficiently" qualified to compete for available higher managerial positions.

The conclusion drawn from the respondents' views on the low levels of employment of women was that it has reduced the women's chances of success in management (mean scores were above 2.7).

It follows that if the numbers of women in formal employment are low, then their proportions at all levels of employment will also be low and therefore the percentage of women available for promotion will also be low.

The views of the respondents of the present study are in agreement with the previous studies in the literature.

On the question of sex characteristics of women, there was a general agreement by the respondents that it has hindered women's progress in management - although the men's views were not as strong as the women's. For example on the statements that women's sex characteristics have hindered their opportunities for promotion and delegation of duties to them, the men's mean score was 2.45 while that of the women was above 3.6. Whereas the women felt

very strongly that they had to work twice as hard as their male colleagues in order to be considered for promotions, the men did not believe this. The men's disagreements could be due to their cultural attitudes whereby they do not believe that women are committed to (or efficient in) their job. So if they (women) work twice as hard, it is only because of the back-log of work which has accumulated due to their absence from work (resulting from child care or maternity leaves).

The responses on certain issues were in agreement with previous research findings. For instance both the female managers' responses and those of the male managers' were in agreement that the characteristics ascribed to a manager are similar to those possessed by the men and not the women. Similar studies done by Schein (1973 & 75) showed that both the female and the male respondents perceive "feminine and manager as mutually exclusive terms."

The conclusion drawn from the responses in the present study is that the sex characteristics of women have hindered women's progress in management mainly due to the society's beliefs that women cannot become successful managers. The society perceives women as being too moody, too emotional, dependent and intuitive while managers are perceived as competitive, aggressive and firm. A woman can therefore work to the best of her ability in order to become as efficient or even better than her male colleagues but when vacant positions come up, her male colleagues might get the job because as a man, he has managerial qualities

while a woman does not have them (they lack aggression, drive and competitiveness).

On the whole, therefore there is an agreement between the respondents in the present study and the literature findings that the cultural attitudes, the nature and structure of work in management, the low levels of employment of women, inadequate educational qualifications of women and their sex characteristics, have reduced women's success in management.

5.3 Limitations of the Study:

This study had several limitations. In the first place, time was a major limiting factor which resulted in the limited scope and depth of the study. The limited time made it impossible to include all the Universities in Kenya which would have resulted in a more complete study.

There are also the limitations of the measurements used. The Likert's scale used in the study has been criticized for its lack of reproducibility - the same total score may be obtained in many different ways. It has therefore been argued that this score has little meaning or that two or more identical scores may have totally different meanings. It has also been criticized that it offers no interval measures.

Another limitation is the environment and the setting of the study which may not allow generalizations of the results to non-governmental institutions whose environments and setting differ from government institutions.

5.4 Suggestions for Future Research:

Due to the limited time, the scope of this study was restricted to the Universities of Nairobi and Kenyatta. The other Universities not covered and other organizations could be considered for future research. This is especially so with the private organizations whose work environments differ from those of the public corporations. It would be interesting to compare the factors affecting women's progress in management in private organizations and public corporations to see whether they differ significantly.

Another area that needs to be looked at in depth are the individual perspectives which also affect women's progress in management. This area was left out of this study because the implications involved are too complex and may warrant a complete study in itself.

General attitudes towards women among higher level management (who are concerned with promotion, allocation of duties and employments) is also a potential area of study. This is because

their policy decisions in most cases will affect women's progress in management.

There is also the need for a thorough study on the assignment of duties, promotion and employment of women at the University to see whether they are accorded similar treatment with the men (in the allocation of duties and promotion).

Appendix 1

NOTE TO THE RESPONDENTS

Dear Respondent,

This questionnaire is designed to gather information on the factors which have affected women's progress in management. This study is carried out for a management project report as a requirement in partial fulfilment of the degree of Master of Business Administration, University of Nairobi.

Your responses will be treated in strict confidence and in no instance will your name or position be mentioned in the report.

Your co-operation is highly appreciated.

Thank you.

Yours faithfully

Ngetich R. (Mrs)
(MBA Student)

Masinde C. K. (Mrs)
(Supervisor)

Appendix 2

QUESTIONNAIRE

PART 1

1. (a) Which of the following factors would you consider as having made it difficult for women to gain access to managerial positions in the University?
Tick as appropriate.

- (i) Low levels of education ()
 - (ii) Low levels of employment ()
 - (iii) The nature & structure of work in Management. ()
 - (iv) Sex characteristic ()
 - (v) Cultural attitudes ()
 - (vi) Other (specify) ()
-
-

(b) Rank the following factors according to how you think it hinders women's progress in management e.g. If you think culture is the highest, then write the number (1) beside it etc.

- (i) Low levels of education ()
 - (ii) Low levels of employment ()
 - (iii) The nature & structure of work in Management. ()
 - (iv) Sex characteristic ()
 - (v) Cultural attitudes ()
 - (vi) Other (specify) ()
-
-

For questions 2 & 3 please indicate with a tick () in the appropriate box the extent to which you agree or disagree with each of the following statements.

<u>Strongly</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly</u>
<u>Agree</u>				<u>Disagree</u>

2. The way girls have been brought up:

(a) Has resulted in women;

- (i) Who are comfortable in carrying out instructions () () () () ()
- (ii) Who are not ambitious () () () () ()

(b) Has made women;

- (i) Lack self-confidence () () () () ()
- (ii) Lack Competitiveness () () () () ()
- (iii) Feel that a man ought to be a manager by virtue of his sex. () () () () ()

3. Cultural attitudes have;

(a) Restricted educational level of girls

() () () () ()

Strongly Agree Agree Uncertain Disagree Strongly Disagree

(b) Improved women's ability in managerial roles

() () () () ()

(c) Resulted in women who avoid managerial roles

() () () () ()

(d) Resulted in women who avoid technical jobs

() () () () ()

(e) Resulted in women who only accept jobs labelled as feminine such as teaching, etc.

() () () () ()

(f) Resulted in fewer training opportunities for women

() () () () ()

(g) Made it difficult for women to get promotions to managerial positions

() () () () ()

(h) Made it possible for women to get acting positions or delegation of duties.

() () () () ()

PART II

4. Please indicate below the time requirements of your present job.

(You can tick all, as appropriate).

(a) From 8.00 a.m to 5.00 p.m.

Yes () No ()

(b) After 5.00 p.m.

Yes () No ()

(c) During week-ends

Yes () No ()

(d) For long hours e.g. Upto midnight

Yes () No ()

5. (a) If your answer to question 4 b,c or d is yes, then do you think the long hours at work will interfere with your domestic roles?

Yes () No ()

(b) If you were promoted to a position which requires spending long hours at work, would you readily accept it?

Yes () No ()

6. Was the choice of your present job of your own initiative?
Yes () No ()

7. If the answer to question 6 above is no;

(a) Which career would you have chosen to pursue? _____

(b) What were the reasons that prevented you from pursuing this career?

For questions 8 & 9 please indicate with a tick () in the appropriate box the extent to which you agree or disagree with each of the following statements.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
8. (a) Long hours at work for women is an obstacle to their promotional appointments	()	()	()	()	()
(b) It is difficult to appoint women to key positions because of their frequent maternity leaves and child problems	()	()	()	()	()
(c) Training women is a waste of money because of discontinuity in their jobs	()	()	()	()	()
(d) Lack of training opportunities for women has hindered their progress in management	()	()	()	()	()
(e) The nature of work in management has made it difficult for women to;					
(i) be considered for further training	()	()	()	()	()
(ii) be given acting positions and delegation of duties.	()	()	()	()	()

PART III

9. (a) At what level of education did you join the University?

(b) What educational (training) advancements have you made since then?

For question 10 please indicate with a tick () in the appropriate box the extent to which you agree or disagree with each of the following statements.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

10.(a) Low levels of education in women have been caused by;

- (i) Fewer girls' schools () () () () ()
- (ii) High drop-out rates for girls () () () () ()
- (iii) None of the above () () () () ()

(b) Low level of education of girls has hindered their progress in management

- () () () () ()

(c) Women at the university have;

- (i) Equal training opportunities with men () () () () ()
- (ii) Unequal training opportunities with men () () () () ()
- (iii) More training opportunities than men () () () () ()
- (iv) Less training opportunities than men () () () () ()

(d) Low levels of education in women has been an obstacle to;

(i) their training opportunities () () () () ()

(ii) delegation of duties to them () () () () ()

(iii) their promotion to managerial levels () () () () ()

PART IV

11.(a) When did you join the university? _____

(b) At what position did you enter the university employment? _____

(c) How many times (and to what positions) have you been promoted since you joined the university? _____

Questions 12,13 & 14 please indicate with a tick () at the appropriate box the extent to which you agree or disagree with each of the following statements.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

12. Low levels of employment of women have;

(a) Reduced their chances of promotion to managerial positions () () () () ()

(b) Hindered delegation of duties to them () () () () ()

(c) Reduced their opportunities for further training. () () () () ()

PART V

13.(a) Women who secure managerial positions have to be;

- (i) better qualified than their male counterparts () () () () ()
- (ii) twice as good at the interviews () () () () ()
- (iii) twice as good in the job () () () () ()

(b) Being a single woman is generally;

- (i) associated with youth () () () () ()
- (ii) associated with immaturity () () () () ()
- (iii) associated with failure to adjust to the normal way of life () () () () ()
- (iv) an obstacle to promotion () () () () ()

(c) Women in general are;

- (i) competitive () () () () ()
- (ii) aggressive () () () () ()
- (iii) Firm () () () () ()
- (iv) initiative () () () () ()
- (v) Have drive/motivation () () () () ()

Strongly Agree Agree Uncertain Disagree Strongly Disagree

(d) Men in general are:

- (i) competitive () () () () ()
- (ii) Aggressive () () () () ()
- (iii) Firm () () () () ()
- (iv) Initiative () () () () ()
- (v) Have drive/Motivation () () () () ()

(e) Managers in general are;

- (i) competitive () () () () ()
- (ii) Aggressive () () () () ()
- (iii) Firm () () () () ()
- (iv) Initiative () () () () ()
- (v) Have drive/Motivation () () () () ()

(f) Women's sex characteristics have hindered;

- (i) their training opportunities () () () () ()
- (ii) their promotional opportunities () () () () ()
- (iii) the delegation of duties to them () () () () ()

FOR WOMEN ONLY

14. Your male colleagues at the university are;

- (i) more qualified than you () () () () ()
- (ii) less moody than women () () () () ()
- (iii) more committed to their jobs () () () () ()
- (iv) more efficient than women () () () () ()
- (v) Easily accepted by subordinates () () () () ()
- (vi) less sensitive to criticisms () () () () ()

15.(a) Have you ever had any problems at being accepted by your subordinates as head?

Yes () No ()

(b) If the answer to no. 15 (a) above is yes, do you think they would have easily accepted a male manager?

Yes () No ()

FOR MEN ONLY

For question 16 please indicate with a tick () in the appropriate box the extent to which you agree or disagree with each of the following statements.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

16. Your female colleagues at the university are;

- (i) more qualified than you () () () () ()
- (ii) more moody than men () () () () ()
- (iii) Less committed to their jobs () () () () ()
- (iv) more efficient than men () () () () ()
- (v) Easily accepted by subordinates () () () () ()
- (vi) less sensitive to criticisms () () () () ()

PERSONAL INFORMATION

Sex: Male ()
Female ()

Marital Status:

Married ()
Single ()
Divorced ()
Separated ()

THANK YOU FOR YOUR CO-OPERATION

APPENDIX 3

Percentage of women in Administration and Management in selected countries/areas in 1980. Estimated figures in parenthesis.

	<u>1980</u>	<u>Latest</u>
Egypt	12.4	
El Salvador	15.8	
Guatemala	(17.3)	16.0 (1981)
Mexico	(29.7)	
Panama	20.1	
Peru	(7.6)	7.9 (1981)
Trinidad & Tobago	48.3	
Venezuela	(10.6)	10.4 (1981)
Bahrain	(2.9)	3.8 (1981)
Hong Kong	(9.6)	10.6 (1982)
Indonesia	(10.3)	
Kuwait	2.1	
Nepal	(21.7)	
Philippines	21.5	23.5 (1982)
Republic of Korea	17.8	22.5 (1982)
Syrian, Arab Republic of	(3.7)	
Thailand	17.8	
Finland	16.1	
Germany, Fed. Republic of	16.4	17.1 (1982)
Ireland	(13.1)	
Japan	7.0	5.5 (1982)

INTERNATIONAL WOMEN'S YEAR

Women's Labor Participation of Women by Region in 1980

	<u>1980</u>		<u>Latest</u>
	As % of Total Female Force	% Total Female Popula- tion	World Total
Netherlands	(4.9)		
Norway	(21.3)		17.1 (1982)
Portugal	(9.2)		9.4 (1981)
Spain	(4.1)		4.6 (1982)
Sweden	18.3		19.3 (1982)
U.S.A.	26.4		28.2 (1982)

Source: World Survey on the role of Women in
Development. p.25

Asia	25.7	28.3	7.7
Latin America	26.4	24.2	6.8
Middle East	24.0	22.5	6.5
Europe	29.0	28.4	6.1
North America	26.8	27.8	6.0
World average	24.3	25.0	4.3

World Survey on the Role of Women in
Development. UN, New York, 1980, p.14

APPENDIX 4

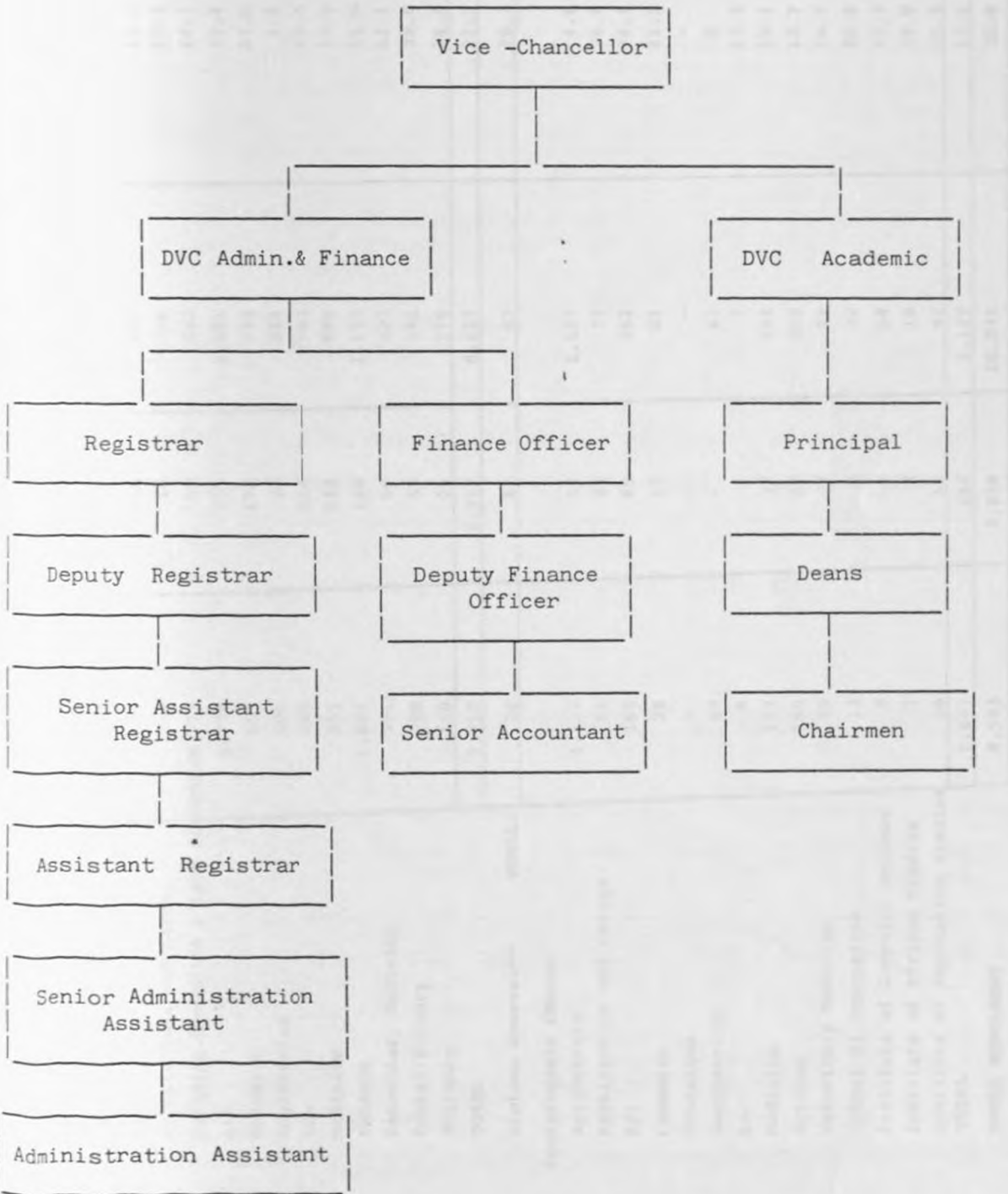
Labour Force Participation of Women by Region In 1985

	As % of Total Labour Force	% Total Female Popula- tion	As % Of World Total
World	34.6	28.2	100.0
Union of Soviet Socialist Republic	47.7	44.9	9.9
Europe (centrally planned Economic Countries)	43.8	44.9	4.7
Europe (Industrialized Mkt. Economic Countries)	33.7	28.5	7.7
North America	38.4	34.3	6.8
Oceania	33.0	40.5	0.5
Africa	32.0	38.4	9.1
Asia	33.8	42.6	56.5
Latin America	24.2	25.0	4.8

Source: World Survey on the Role of women in
Development. U.N., New York, 1986.p.14

Appendix 5

The Major Administrative Units of the University



UNIVERSITY OF NAIROBI STUDENTS BY FACULTY AND SEX, 1987/88

COURSE/FACULTY	MALE	FEMALE	TOTAL	% OF FEMALE TO TOTAL
Undergraduate Course -				
Agriculture*	696	166	862	19.3
Architecture and Design	258	48	306	15.7
Building Economics & Land Economics	173	50	223	22.4
Art	1,776	775	2,551	30.4
Commerce	551	172	723	23.8
Engineering	801	23	824	2.8
Law	289	214	503	42.5
Medicine	555	143	698	20.5
Science	1,002	190	1,192	16.0
Veterinary Medicine	371	56	427	13.1
Dental Surgery	88	54	142	38.0
Pharmacy	150	26	176	14.8
TOTAL	6,710	1,917	8,627	22.2
Diploma Courses**	TOTAL: 26	61	87	70.1
Postgraduate Course -				
Agriculture	1,113	54	1,167	4.6
Architecture and Design	55	22	77	28.6
Art	166	86	252	34.1
Commerce	24	17	41	41.5
Education	-	-	-	-
Engineering	47	-	47	0
Law	6	1	7	14.3
Medicine	157	37	194	19.1
Science	185	27	212	12.7
Veterinary Medicine	35	7	42	16.7
School of Journalism	13	9	22	40.9
Institute of Computer Science	9	5	14	35.7
Institute of African Studies	7	3	10	30.0
Institute of Population Studies	30	12	42	28.6
TOTAL	1,847	280	2,127	13.2
TOTAL ENROLMENT	8,583	2,258	10,841	20.8

* Includes courses on Food Science and Technology and Range Management.

** Diploma courses were offered in Advanced Nursing and Adult Studies.

Appendix 7

MOI UNIVERSITY STUDENTS BY COURSE AND SEX, 1987/88

Department:	Male	Female	Total	% of female to Total
Forestry	132	22	154	14.3
Wildlife Management	64	7	71	9.9
Wood Science & Tech. Production & Technology	50	8	58	13.8
Electrical & Comm. Technology	58	2	60	3.3
Science	70	3	73	4.1
Education	92	9	101	8.9
	321	132	453	29.1
Total	787	183	970	18.9

Compiled from; Economic Survey, 1988, p.152

KENYATTA UNIVERSITY STUDENTS BY COURSE & SEX, 1987/88

Course/Faculty	Male	Female	Total	% of Female to Total
B.Ed. (Arts)	1444	1562	3006	52.0
B.Ed. (Science)	751	246	997	24.7
B.A. (Fine Arts)	11	18	29	62.1
B.Ed. (Home Economic)	25	232	257	90.3
B.A	260	150	410	36.6
B.Sc.	228	39	267	14.6
Postgraduate*	116	53	169	31.4

* Include students pursuing post graduate Diploma in Education.

Compiled from: Economic Survey, 1988, p.152

Appendix 8

DETERMINING SPEARMAN'S COEFFICIENT OF RANK CORRELATION

Factors	Mean Scores		Differences	
	Y	X	d_1	d_2
1	3.46	3.77	-0.31	0.0961
2	2.60	2.70	-0.1	0.01
3	2.80	2.86	-0.06	0.0036
4	2.88	3.71	-0.83	0.6889
5	3.29	3.23	-0.06	0.0036

$$\sum d_1^2 = 0.8022$$

$$r_s = 1 - \left[\frac{6 \{d_1^2\}}{n (n^2 - 1)} \right]$$

$$= 1 - \left[\frac{6 (0.8022)}{5 (5^2 - 1)} \right]$$

$$= 1 - 0.039$$

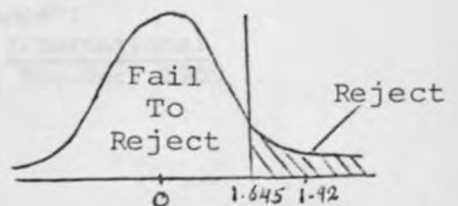
$$= 0.96$$

=====

Testing the Null hypothesis

To test the null hypothesis we have;

$$\begin{aligned} z &= r_s \sqrt{n - 1} \\ &= 0.96 \sqrt{5 - 1} \\ &= 0.96 \sqrt{4} \\ &= 1.92 \end{aligned}$$



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