

**FACTORS INFLUENCING PERFORMANCE OF WOMEN IN  
LEADERSHIP POSITIONS AT SAFARICOM LIMITED IN KENYA**

**BY  
MARY JULIA KASYOKA MULI**

**A Research Project Report Submitted in Partial Fulfillment of the Requirement  
for the Award of the Degree of Master of Arts in Project Planning and  
Management of the University of Nairobi**

**2013**

## DECLARATION

This research project report is my original work and has not been presented for examination in any other University.

Sign..... Date.....

Julia Kasyoka Muli

**L50/66285/2010**

This research project report has been forwarded for examination with my approval as the University supervisor.

Sign\_\_\_\_\_ Date: \_\_\_\_\_

Professor David Macharia EBS,

Department of Distance Studies.

University of Nairobi

## **DEDICATION**

My dedication for this research project report goes to my parents, Mr & Mrs Muli Malombe, for their unrelenting support and their encouragement throughout my life and study at the University of Nairobi. I will always cherish the good values they taught me when I was young.

## **ACKNOWLEDGEMENT**

I wish to express my most sincere gratitude to the Almighty God for granting me the peace of mind that has enabled me complete this research study. During the period of writing this research I was of good health and managed to cope with other responsibilities. My sincere appreciation goes to the University of Nairobi for imparting serious knowledge and skills throughout my course.

I also wish to thank my Supervisor, Prof. David Macharia, for his tireless guidance; availability, input, support and reviewing my work which has jointly enabled me write this study. Further my lecturers who have dedicatedly provided me with knowledge and skills throughout the course work semesters deserve praise.

To my friends thank you for your understanding and support. Finally salute goes to the management of my company Safaricom Limited Kenya Limited for granting me support during this demanding period. I thank Safaricom Limited management for having policies that encourage personal development which created the encouragement for me to go back for a Masters degree.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1 Background.....	1
1.2 Statement of Problem .....	5
1.3 Purpose of the Study.....	6
1.4 Objectives .....	6
1.5 Research Questions .....	6
1.6 Significance .....	7
1.7 Delimitations .....	7
1.8 Limitations.....	7
1.9 Assumptions .....	7
1.10 Definition of Significant Terms.....	8
1.11 Organization of the study .....	9
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	<b>10</b>
2.1 Introduction .....	10
2.2 Women in Leadership.....	10
2.3 Educational Qualifications and Performance .....	11
2.4 Experience and Performance.....	13
2.5 Social Cultural Factors and Performance .....	14
2.6 Company Policies and Performance.....	17
2.7 Theoretical Framework .....	18

2.8	Conceptual Framework .....	22
2.9	Gaps to be Filled.....	23
2.10	Summary.....	23
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>		<b>24</b>
3.1	Introduction .....	24
3.2	Research Design.....	24
3.3	Target Population .....	25
3.4	Sampling Design .....	25
3.5	Validity.....	26
3.6	Reliability .....	26
3.7	Data Collection.....	27
3.8	Data Analysis.....	28
3.9	Operationalization of Variables.....	29
3.10	Summary.....	30
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION .....</b>		<b>31</b>
4.1	Introduction .....	31
4.2	Questionnaire Response Rate.....	31
4.3	Data Presentation and Interpretation .....	32
4.3.1	Employees Performance and Performance .....	32
4.3.2	Educational Qualifications and Performance.....	33
4.3.3	Experience and Performance.....	35
4.3.4	Social Cultural Factors and Performance.....	36
4.3.5	Company Policies and Performance .....	37
4.3.6	Regression Analysis .....	39

4.4	Bio-Data of Respondents.....	40
4.5	Summary.....	41
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS .....</b>		<b>42</b>
5.1	Introduction .....	42
5.2	Summary of Findings .....	42
5.3	Discussion.....	43
5.4	Conclusion.....	45
5.5	Recommendations .....	45
5.6	Suggestions for Further Research.....	46
5.6	Summary.....	46
<b>REFERENCES.....</b>		<b>47</b>
<b>APPENDICES .....</b>		<b>52</b>
	Appendix I: Letter of Introduction .....	52
	Appendix II: Questionnaire and Interview Guide .....	53

## LIST OF TABLES

Table 3.1: Sample Matrix.....	26
Table 3.2: Reliability Statistics .....	27
Table 3.3: Operationalization of Variables .....	29
Table 4.1: Questionnaire Response Rate .....	31
Table 4.2: Nature of Employee Performance.....	32
Table 4.3: Educational Qualifications and Performance.....	33
Table 4.4: Experience and Performance .....	35
Table 4.5: Social Cultural Factors and Performance .....	36
Table 4.6: Company Policies and Performance .....	38
Table 4.7: Regression Output.....	39
Table 4.8: Respondents Level of Education .....	40
Table 4.9: Years Worked at Safaricom Limited .....	40



## LIST OF FIGURES

Figure 1: Conceptual Framework.....	22
-------------------------------------	----

## ABSTRACT

In Kenya women constitute slightly over half of the total population and form a critical portion of the human resource base. However, available data indicates that they are inadequately represented in senior management positions in both the private and public institutions. There is still paucity of research on women leadership in Africa. Since women's roles in leadership transpire in a multitude of settings and contexts, it is imperative that new research encompasses factors that influence performance of women in leadership positions in Kenya and in a case of the leading telecommunications company in Kenya. The objectives this study establish the extent of influence of educational qualifications, experience, social cultural practices and company policies have on performance of women in leadership positions at Safaricom Limited.

A descriptive survey design was used in this research. The target population of the study was all employees who were employed by Safaricom Limited by close of business 31<sup>st</sup> March, 2012. Stratified random sampling was done to staff in the strata of senior management- to include the Chiefs and Directors, middle management – who include the Head of Departments and senior officers. The respondents were finally identified using simple random sampling. To collect data and information from the sampled respondents, a questionnaire was used. The data was analysed using statistical package for social sciences (SPSS) and Microsoft excel.

The findings of the study reveal that good company policies which are not discriminatory are one of the key factors influencing performance of women in leadership position at Safaricom Limited. The level of education qualification, experience and social cultural background were not significant factors in terms of influencing how women at management positions at Safaricom Limited performed. The findings of this study have led to recommendations to Safaricom Limited and other Organisations. One of the key recommendations is the establishment of mentorship programs within Organisations in order to boost performance. Organisations should also continue to improve on non-discriminatory employment policies which ensure equal opportunity for all regardless of social cultural background.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background**

With the globalization of business practices, opportunities, technologies, and cultures, women face new and different challenges that vary depending on the context of the environment in which they operate. Research can adapt from the idea that gender is a values-based impediment and move toward a discussion of the relationships among culture, context, and practice, with the goal of developing new applicable theories and frameworks (Earley, 2006). Women in Kabul are now acquiring computer, networking and IT training (Mujtaba, 2005). Large multinational enterprises (MNE's) have begun to recognize the benefit of supporting small business training initiatives in developing countries for the purposes of training employees to be productive in other industries once their labour is no longer useful to the MNE. This includes trade training for women, micro-credit, and business development in an effort to promote self-help enterprise development (Eweje, 2006; Mujtaba, 2005).

Traditional and persistent barriers have been shown to hinder the active pursuit of women to obtain positions of leadership (Bartol et al., 2003; Hoyt, 2005; Powell et al., 2002; Sczesny, 2003). However, because research and policy tend to view gender issues based on the premise that women are marginalized and a glass ceiling effect is still the major impediment to women's participation in leadership, other current yet authentic issues may go unnoticed or misunderstood. For example, women who have access to technology or fewer procedural obstacles to business ownership may have more opportunities for starting businesses (Fairlie, 2006; Koh, 2006), indicating that efforts focusing on related issues may prove more productive at this point.

Across the world, very few women lead large companies or corporations, including multinational and transnational corporations and banks. In the United States, research shows that despite years of progress by women in the workforce (they now occupy more than 40 per cent of all managerial positions in the United States); within the group of chief executives they remain as rare. If, for example, we consider the most highly paid executives of *Fortune* 500 companies—those with titles such as chairman, president, chief executive officer and chief operating officer, , only 6 per cent of this group are women. Most notably, only two per cent of the CEOs are women, and only 15 per cent of the seats on the boards of directors are held by women. The situation is not much different in other industrialized countries. In the 50 largest publicly traded corporations in each nation of the European Union, women make up, on average, 11 per cent of the top executives and 4 per cent of the CEOs and heads of boards. Just seven companies or one per cent of *Fortune* magazine's Global 500 have female CEOs (Harvard Business Review, 2007).

Over the past few decades, the international community has made numerous commitments to promoting gender equality and eliminating discrimination against women, including through the Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Declaration and Platform for Action (1995), and the Millennium Summit (2000). In the 2005 World Summit, Member States reaffirmed the Platform for Action and the outcome of the twenty third special session of the General Assembly as an essential contribution to achieving the internationally agreed development goals, including those contained in the Millennium Declaration. The Beijing Platform for Action considered the inequality between men and women in the sharing of power and decision-making at all levels as one of the critical areas of concern for the empowerment of women. It stated women's equal participation in decision-making is not only a demand for simple justice or democracy but can also be seen as a necessary condition for women's interests to be taken into account. Without the active participation of women and the incorporation of women's perspective at all levels

of decision-making, the goals of equality, development and peace cannot be achieved (UN, 2007)

Challenges to women participating more fully as decision-makers include inequalities in education, health and employment, discrimination, the feminization of poverty, the urban-rural divide, as well as the effects of armed conflict, trade liberalization and HIV/AIDS—all of which affect women disproportionately. Countries facing socio-political and economic upheavals have additional challenges in ensuring that women are represented as leaders. In it is why Turkey pointed out that in an environment of rising conservatism, there may be backsliding in hard-won advancements made towards gender equality. Women in senior decision-making positions as well as lower ranking positions within traditional and non-traditional sectors of employment risk losing their positions. Similarly, other countries felt that previously gained achievements were being reversed—as a result of, inter alia, armed conflict in Iraq, economic conditions in Bangladesh, and the transition process in Poland (Farid, 2007).

Both developing and industrialized countries, including South Africa, Ethiopia, Philippines and Canada, indicated that having more women in positions of power does not necessarily result in women-friendly social, economic and political systems that are responsive to women's concerns. For instance, in Philippines, although in academia women dominate as teachers and administrators, they cannot assert their opposition to gender biased admission policies that are discriminatory. An example of such a policy is that a student will not be allowed to enroll if she is pregnant and unmarried. This sentiment was echoed by participants from Pakistan and Bangladesh who felt that women's leadership, even as Heads of State in their countries, did not automatically translate into improvements in the status of women's lives. It is argued that improved policy-making to address women's concerns cannot only result from appointing women in leadership positions, but requires wider gender sensitization. Tanzania is among the leading African countries in promoting gender equality and giving women leadership opportunities.

According to Onsongo (2010), women are recognized in the Kenyan society as procreators of the coming generation as well as producers of goods and services. However, in many Kenyan communities, traditional perceptions of women as inferior to men continue to prevail as many people invoke the preservation of African culture to justify the subordination of women. As a result, men usually dominate women in the political, religious, economic, academic and domestic spheres. This situation has necessitated the call for the empowerment of women by according them their due status, rights and responsibilities and enabling them to participate actively in decision making activities (Onsongo, 2010). There are further developments in women leadership in Kenya especially after the March 2013 general elections. Every county elected a women representative to the national assembly. The Kenya constitution 2010 also requires that appointments to public offices should not have more than a third of one gender. This accords further opportunities for women leadership in the Kenyan society. The appointment of a Cabinet in forming a new Government in 2013 saw the appointment of 6 women in a cabinet of 18 cabinet secretaries

Safaricom Limited is the leading mobile telephony services provider in Kenya in terms of subscriber base, revenue and profits. Safaricom Limited is one of the leading integrated communications companies in Africa with over 17 million subscribers. Safaricom Limited provides a comprehensive range of services under one roof: mobile and fixed voice, Mpesa and data services on a variety of platforms. Safaricom Limited is listed on the Nairobi Stock Exchange and trades on the telecommunications and technology segment. They also offer internet services to both corporate and retail customers and recently included cloud computing and video conferencing in their range of high end services. The company has in the past decade come up with several innovations especially in the area of mobile commerce which has made Kenya to appear in the global map in the area of innovation and leading to better global rankings in this area – this is all thanks to Mpesa.

Safaricom Limited employs all genders without any discrimination, and has both males and females in its leadership and management ranks. Employees go through a

competitive process of recruitment regardless of their backgrounds. The company also has a performance management framework for all its employees, based on Revenue Generation, Customer Delight, Staff Motivation and Profitability. Performance of employees is rewarded through several ways like bonuses, promotions and salary increments (Safaricom Limited, 2012). This study seeks to establish the factors that influence the performance of women in leadership positions at Safaricom Limited Ltd., Kenya.

## **1.2 Statement of Problem**

In Kenya women constitute slightly over half of the total population and form a critical portion of the human resource base. However, available data indicate that women are inadequately represented in senior management positions in both the private and public institutions and where policies that affect them are made (Lodiaga and Mbevi 2005). The possible explanation for this situation could be that gender issues have not received due attention in most institutions. While a few researchers have in recent years began to document women's participation in management in the public and private sector in Kenya (Nzomo 2005; Lodiaga and Mbevi; 2005; Mullei 2005; Kanake 2007), such documentations often have not focused on the actual factors that influence women's participation and performance in top management in corporate organizations.

Most recent studies on women in leadership are based on American or Western theories, or typically compare women to men searching for individual differences or organizational effects based on gender (Hillman, Shropshire, & Cannella, 2007; Kulich, Ryan, & Haslam, 2007). Many of the studies continue to explore topics like stereotypes (Hoyt, 2005; Powell, Butterfield, & Parent, 2002), or glass ceilings (Bartol, Martin, & Kromkowski, 2003; Waldstrøm & Madsen, 2007), or attempt to reveal significant female leadership traits and behaviors (Hansen & Otero, 2006; Weikart, Chen, Williams, & Hromic, 2006). There is still paucity of research on women leadership in Africa. Since women's roles in leadership transpire in a multitude of settings and contexts, it is imperative that new research encompassing factors that influence

performance of women in leadership positions in Kenya and in this particular case, at Safaricom Limited, the leading telecommunications company in Kenya, be carried out.

### **1.3 Purpose of the Study**

The purpose of this study is to establish the factors influencing the performance of women in leadership positions at Safaricom Limited in Kenya.

### **1.4 Objectives**

This study was guided by the following objectives

- i. To establish how educational qualifications influence the performance of women in leadership positions at Safaricom Limited in Kenya.
- ii. To determine how experience influences performance of women in leadership positions at Safaricom Limited in Kenya
- iii. To examine how the influence of social cultural factors on performance of women in leadership positions at Safaricom Limited in Kenya
- iv. To evaluate how company policies influence the performance of women in leadership positions at Safaricom Limited in Kenya

### **1.5 Research Questions**

This study sought to answer the following research questions

- i. How do educational qualifications of women influence their performance in leadership positions at Safaricom Limited Kenya?
- ii. How does experience of women influence their performance in leadership positions at Safaricom Limited Kenya?
- iii. How do social cultural factors influence performance of women in leadership positions at Safaricom Limited Kenya?
- iv. How do company policies influence performance of women in leadership positions at Safaricom Limited Kenya?



## **1.6 Significance**

This study will be of benefit to women in Safaricom Limited, women in Kenya and also for Company management and Government as they draw policies. The study will also provide new literature that will benefit researchers in this key area of national development.

## **1.7 Delimitations**

As at 31<sup>st</sup> March 2012, Safaricom Limited had 125 employees within the ranks of senior management, middle management and senior officers. The study was delimited to both men and women in these categories of company staff all over the country.

## **1.8 Limitations**

Issues of performance in a company are quite sensitive and especially when they touch on one gender. This may be viewed as aggression or discrimination by the respondents. This limitation was controlled by assuring the respondents on the objectivity of the study. Due to sensitive information involved there was some reluctance in giving out information especially by the management employee. Assurance was given to management that all information will be used for research purposes only and the information provided will be handled with strict confidence and their identity will not be disclosed.

## **1.9 Assumptions**

It was assumed that the respondents will answer questions correctly, truthfully and provide all the required information. This was important because the subject matter in question is rather sensitive. The sampled respondents provided the information requested by responding to the questionnaire statements. The outturn was good with a responses rate of 87% of the sampled employees as shown on Table 4.1

## 1.10 Definition of Significant Terms

**Performance:** The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. At Safaricom Limited every employee has a performance contract which has targets which assist in appraising and evaluating employee output.

**Leadership positions:** The activity of leading a group of people or an organization. In its essence, leadership in an organizational role involves; establishing a clear vision, sharing that vision with others so that they will follow willingly, providing the information, knowledge, and methods to realize that vision, and coordinating and balancing the conflicting interests of all members or stakeholders. At Safaricom Limited all management staff are considered to be in leadership positions and are required to demonstrate leadership by inspiring and motivating their juniors.

**Educational qualifications** refer to degrees; diplomas and certificates offered by, various academic institutions or professional titles and qualifications that individuals have acquired locally or elsewhere that are offered by recognized professional bodies and authorities. These are ordinarily the qualifications presented by employees when they are being engaged by Safaricom Limited.

**Work experience** refers to the period an employee has worked both at Safaricom Limited and before joining Safaricom Limited in any other company or organization. This period is accounted using number of years one has worked.

**Socio-cultural practice** is the way of life in which an individual interacts with himself and the environment. This study will review socio cultural practices that are influenced by gender, race, color and nationality in Safaricom Limited Kenya.

**Company policies** are rules. Company policies are statements that define the behavioral expectations of employees, or set a standard for how a procedure should be followed across the organization. Safaricom Limited has policies that guide employees on various issues like code of behavior, dress code and treatment of fellow workmates.

### **1.11 Organization of the study**

This research project report is composed of five chapters. Chapter One gives the background of the study and presents research objectives and questions, among other preliminary sections. Chapter Two explores and analyzes the literature related to the study. Chapter Three describes the research methodology to be employed in the study. Chapter Four presents the data analysis and the interpretations while Chapter Five contains summary of findings, discussions, conclusions and recommendations

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the literature on women in leadership from global, African and local perspectives. It also discusses relevant theories in the area of women in leadership and finally presents a conceptual framework on which the study is based. .

#### **2.2 Women in Leadership**

Global advances have been made towards the recognition of the principle of women's political, economic and social equality. In Kenya, however, women continue to be marginalized in many areas of society, especially in the sphere of leadership and decision making. According to a 2009 survey by the Ministry of Gender, only 30.9 per cent of those employed in Kenya's public service are women, 72 per cent of who are in the lower cadres. This same inequity exists in the judiciary, in the leadership of political parties, and in political representation: Women hold only about 10 per cent of the seats in the 10th Parliament. Ironically, Kenyan women have been at the forefront in championing the discourse and strategies that support women's rights and gender equality—reinforced ostensibly by the hosting of the 3rd World Conference of Women in Nairobi in 1985. Sadly, this pioneer spirit has not only failed in achieving effective political participation or the taking up of leadership positions in Kenya itself, but women have also only served to nurture and observe the growth and success of women's movements in neighboring Rwanda, Uganda and Tanzania who now lead global statistics on women's representation in elective politics at 56.3, 31 and 30 per cent, respectively (Kamau, 2010).

The end of the 20th century and the beginning of the 21st century has seen a steady increase in women's political participation in Africa. In a UN report '*Africa and the Millennium Development Goals–2007 Update*', it is noted that the share of parliamentary seats held by women in Africa increased from 7 per cent in 1990 to 17 per cent in 2007, which is close to the global average. As at 2007, women held 48.8 per cent of seats in the Lower House in Rwanda, the highest percentage world-wide. In January 2006, Ellen Johnson-Sirleaf became President of Liberia and Africa's first elected woman president. By the end of the 20th century, a few African countries, for example Rwanda, Uganda, Tanzania, Ethiopia, Eritrea, and South Africa had set quotas for women in national and local legislative bodies, a sign of a renewed commitment to have more women in political leadership. Allowing of such quotas is also recognition of the historical injustices that women have experienced, and which make it more difficult for them to compete equally with men. By 2009, Kenya had not yet legislated for affirmative action in favor of women; a bill sponsored by Martha Karua in 2007 failed to get enough support (Omtatah, 2008).

### **2.3 Educational Qualifications and Performance**

Eagly and Carli (2004) offer several explanations for women's lesser occupancy of high-level leadership positions in the United States. One explanation is that women make less of an investment in human capital, although not necessarily in terms of education or work experience. Because of women's greater involvement in domestic work, their attention is often diverted from training and efforts made toward paid work, causing them to experience interruptions in their work history, more than men.

Oakley (2000) suggests that there are three categories of theories and explanations that deal specifically with the barriers faced by women in the attainment of senior leadership positions (Oakley, 2000). In the first category, barriers are created by corporate practices that tend to favour the recruitment, retention and promotion of males over females. The arguments that women lack the necessary line experience needed for senior jobs fits into

this category as does the notion that the pipeline needed to be filled before the numbers at the top would increase significantly. As economic development brings an increase in the specialization of labor, improved and more accessible machinery and infrastructure, and better education and training to the workforce, work is no longer performed in the household and production is increasingly supplied by specialized enterprises with wage labor and management jobs. As decision makers who are more educated and better trained, and less burdened with family and household responsibilities, men have been more likely to reap the benefits of economic growth than women. Extending education and training to women for them to become more active in the paid and productive workforce has shown to enhance economic development efforts further (Boserup, 1986).

When the idea of women successfully leading organizations becomes institutionalized and commonplace, then women can achieve influential levels equal to men (Lucas, 2003). Perhaps the best way for institutionalization of the idea of women in leadership happens through the growth of schools and education for girls, and can be seen in the promotion of women to government, professional and technical positions, and business ownership. Institutionalization is possible because we already know that culture is not only a stable characteristic of society (Berry, Poortinga, Segall, & Dasen, 2002; Kitayama, 2002; Schein, 1992), it is also evolving, allowing for the co-mingling of traditional with modern values (Kwok Leung et al., 2005; Marsella & Choi, 1993). Lucas (2003) explains that institutionalization happens through social processes developing into a regime of social thought and action (Ingram & Clay, 2000).

According to United nation report 2007 Women still constitute the large majority of the world's illiterate population. In several developing countries, gender gaps in education and literacy persist. Without equitable access to quality education, women do not have the means to build their knowledge, capacity and skills to access well-paid, formal sector jobs and attain positions of leadership. Unless gender gaps in literacy and education are addressed, the next generation of girls will be similarly marginalized from leadership roles. Other issues raised in relation to women's access to education were rural- urban disparities in levels and quality of education. Gender role stereotyping was

also raised as a concern to be addressed, as it is often reinforced by school curricula and hinders women from taking on leadership roles. A number of participants (from countries such as India, Indonesia, Iraq, Nigeria and Tanzania) highlighted a lack of specific management training, skills training, professional development, decision-making skills and mentorship programmes, which prevent women from being seen as effective leaders. Mercia Selva Malar from India noted, “The barriers that prevent [women] from making effective decisions are: resistance and acceptance from the counterparts, stigma attached to women as emotional beings and not logical thinkers, protecting them from getting exposed to decision- making situations (male-caretakers deciding on their behalf). Decision-making is a skill, which can be honed by practicing the skill. Women need to be encouraged and provided the required opportunity to make decisions for themselves and others.

#### **2.4 Experience and Performance**

According to UN report, 2007 postulate that in countries with large youth populations women may face discrimination based on age and appearance. Liliana Cisneros from the United States noted that, in Latin America, pictures are required to be included in [a job] application package. Some employers include "good presentation" as a requisite. The problem is that good presentation can be interpreted in many ways at the discretion of the employer. Some women even go to expensive surgery operations to increase their chances to be employed. Even in academia, women over 35 are less likely to find a scholarship or to be admitted to an academic programme because of the requirements of the institutions.

Rampell (2009) suggests that the average age of the workforce in most industrialized countries is increasing and so new workplace dynamics are in play. Previous research has shown that there are a variety of perceptions of older workers in the workplace. These perceptions can range from “the older worker is a wise and experienced asset to the organization to the older worker is slow and resistant to change within the organization. Despite the biases that people hold, age diversity is increasing for leaders

themselves and for the individuals whom they are leading. Coupling our perceptions of age with our perceptions of gender in the workplace, the researchers at Denison sought to investigate how the two interact to impact the perceptions of leaders.

Kark & Eagly(2010) found that female leaders were rated significantly higher than male leaders on involvement, consistency, mission and age. They also found that there is very little difference between how men and women are rated for leaders under the age of 40. Younger leaders tend to rate themselves less favorably than older leaders; however this is not true for how others within the organization view the leader. This suggests that younger leaders could benefit from activities that boost their self-confidence. This is particularly true for women under 40 as they gave themselves the lowest ratings. Organizations, such as Safaricom Limited which is a good example, developing younger leaders, especially women, may want to keep this in mind when creating leadership development programs or other activities to help their leaders.

From another perspective Eagly & Carli(2007) found that men over 40 have the lowest ratings. This could suggest several things: perhaps there is an over confidence in the abilities of men over 40 or that their focus is on issues other than development. For organizations experiencing this, there are potential opportunities to create additional leadership development activities aimed at this demographic group. Women over 40 were rated more favorably than other demographic groups by both themselves and others. This suggests that this could be a good group of leaders. In Safaricom Limited – you will find that most women who are in very senior leadership positions are way over 45 years of age, while those between 30 and 44 are in middle and low levels of management.

## **2.5 Social Cultural Factors and Performance**

Culture constantly adapts to ecological and socio-political changes in the environment and individual psychological characteristics can evolve within the context in which they operate (Berry et al., 2002). People's psychological characteristics will evolve not only



flexibly and seemingly unnoticeably in response to changing environments, but there is also an active effort to coordinate old psychological tendencies with new pertinent cultural practices and public meanings (Kitayama, 2002). Cross-cultural research has become a well-respected and advancing field of research in international business literature (Leung et al., 2005).

Culture is a multi-layer construct that comprises an external global layer penetrating a society to indigenous layers, ultimately becoming a set of shared values at the group and individual level (Kwok Leung, Bhagat, Buchan, Erez, & Gibson, 2005). Understanding cultural systems is critical for the advancement of research on leadership in varying contexts (Kirkman, Lowe, & Gibson, 2006). The concept of leadership involves relationships deeply rooted in social settings (Bryman, 1996) requiring leadership theory and research to integrate leader attributes and behaviors within contextual aspects of leader emergence and effectiveness ( Yukl, 1998; Yukl & Howell, 1999). Javidan and Carl (2005) point out that leadership research emanating from the U.S. and Europe is important, but questions its universality across cultures.

In Dickson, Den Hartog, and Mitchelson's (2003) review of cross-cultural leadership, they argue that still today, few scholars publishing in the field would characterize themselves as „cross-cultural leadership researchers, and most cross-cultural leadership research has been conducted by leadership researchers who apply a cultural lens to extant leadership theories. For this reason, current leadership models are rather limited in their consideration of these types on nuances. Javidan and Carl's (2005) study detracts from the norm and, rather than controlling similarities in order to isolate differences by matching samples on as many dimensions as possible, they exacerbated differences of the respondents in their sample, allowing for better interpretation of the similarities.

Women persistently face more household demands and family responsibility (Huang, Hammer, Neal, & Perrin, 2004; Jurik, 1998; Milkie & Peltola, 1999; Moen & Yu, 2000; Rothbard, 2001) even when working outside the home because women are still expected

to be the primary caregivers. This reduces time available for work and increases stress, leading to more work-family conflict and attitudes and behaviors that interfere with business leadership. Men on the other hand are expected to be good economic providers for their families and devote time to business. Therefore, as “breadwinners” men are better able to maintain their family and work demands at the same time than women (Jennings & McDougald, 2007; Simon, 1995). Men tend to make greater sacrifices at home in order to maintain their work responsibilities whereas women do the opposite (Jennings & McDougald, 2007; Martins, Eddleston, & Veiga, 2002; Milkie & Peltola, 1999; Moen & Yu, 2000; Rothbard, 2001).

Female leaders will experience less work schedule autonomy and flexibility if they continue to work in the typical retail and personal services industries which have either inflexible hours or demanding clients (Bates, 2002; Cliff, 1998; Kim & Ling, 2001) leaving women less control over their work environments and higher levels of work family conflict. Family-work constraints can lead women to pull double duty with home and work responsibilities, and in turn restrict business growth rather than encourage it, give higher priority to their spouse’s careers and make sacrifices in their own. This results in smaller employment size, revenues, and income levels of women-led businesses (Jennings & McDougald, 2007).

Individuals also experience the work-family interface in more positive ways through the benefits and enriching properties of both work and family and the effects that both realms simultaneously have on each other (Jennings & McDougald, 2007). Emotional abilities, multitasking, interpersonal skills, and leadership activities involved in women’s personal spheres positively spill-over into professional realms. *The Glass Ceiling* Context plays a crucial role in women’s involvement in positions of leadership, in that, if women feel alienated from leadership positions, they are discouraged from participating (Vinnicombe & Singh, 2002). For example, one study found that while women make up half of the work force in developed countries these days, there are still visible glass ceiling effects that keep women from moving into middle- and senior-level management positions – long working hours and male-dominated networks in particular

(Ogden, McTavish, & McKean, 2006). Similarly, women are still less likely to run for political office than men, which explains the under-representation of women in politics.

Reasons for this include a lack of political confidence, family responsibilities, gender role socialization (subtle socialization processes that politics is a man's world), and a lack of other women politicians to emulate (which may explain the gender role socialization finding) (Elder, 2004). Another explanation is that women and men lead differently and these styles are inconsistent with the role expectations of leaders and therefore lead to a potential prejudice and discrimination against women in leadership roles (Eagly & Carli, 2004).

## **2.6 Company Policies and Performance**

Greenwald (1996) argues that corporate managers often introduce family-friendly policies for the sake of better working conditions and that those special measures will definitely yield larger profits for companies. Perry-Smith and Blum (2000) also postulate that family-friendly policies have a positive impact on organizations as a mechanism for competitive advantage. In addition, Shepard, Clifton and Kruse (1996) have pointed out that companies with a flexible employment structure such as the flextime system can raise their productivity by 10% compared to those without such systems, which suggests that more flexible employment systems lead to productivity improvement.

In addition to the child-care leave system, much attention has been recently paid to the diverse and flexible personnel management of facilitating the balance of work and life. One of those innovative approaches is to examine the effect of various family-friendly policies. The concept of "family-friendliness" emerged in Western countries after the 1980s as a method to balance work and private lives against the background of increasing working mothers, declining birthrates and accelerating social aging trends, more diverse family types and noticeable changes in individual lifestyles. For example, Sakazume (2002) has postulated that family-friendly measures are effective for boosting

worker morale, improving working conditions and reducing the percentage of women breaking away from employment.

As is characteristic of any development effort originating in the developed world, the women in development (WID) movement holds modernization as its central tenet, viewed as a linear process that is measured in economic terms (Chowdhry, 1995), even though much of the modernization of the colonial era had marginalized women when new technology and innovation had been targeted toward men (Boserup, 1970, 1986). Even though one of WID's central goals was the incorporation of women into capitalist models of development, this era spawned pushback against First World feminist ideas that were not applicable in the Third World (Brown, 2006; Ghodsee, 2003) and stimulated demands from feminists that women are to be included in development efforts, and the international community listened and responded (World Bank 2004; UN, 2004; UNDP, 2003, 2004, 2005, 2006).

The response has been a gender and development approach (GAD) which switched the focus from women and women's roles, to the gender relations between women and men and the interaction of women's and men's roles together at all levels of the social, political, and economic spectrum. This movement includes Third World women's organizations as well as efforts proposed by the developed world. GAD is a more sensitive, varied, and flexible approach to complex gender structures and addresses the shortcomings in the WID approach. The GAD approach is more ambitious in its challenge of long-standing social forces, and therefore difficult to implement. The WID projects tended to be politically and practically easier to implement (Brown, 2006; Chowdhry, 1995; Ghodsee, 2003; Vavrus & Richey, 2003).

## **2.7 Theoretical Framework**

This section reviews theories that are relevant to this area of study. The relevant theories that have been reviewed are feminist theory, role congruence theory and leadership theory.

### **2.7.1 Feminist Theory**

This theory recognizes the pervasive influence of gender divisions on social life and tries to understand women's oppression and the structures in society that espouse this oppression and subordination. The feminist perspective, looking at the many similarities between the genders, concludes that women and men have equal potential for individual development. Differences in the realization of that potential, therefore, must result from externally imposed constraints and from the influence of social institutions and values (Nzomo 1995).

Feminists advance three broad perspectives in trying to explain the absence of women from senior management in the public and private sector. The first perspective is personal factors in which the paucity of women in management positions is attributed to the psychosocial attributes, including personality characteristics, attitudes and behavioral skills of women themselves. Among personal factors are self-esteem and self-confidence, lack of motivation and ambition to accept challenges "to go up the ladder", women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis (Bond 1996). On the other hand, personal factors such as, assertiveness, confidence, resourceful creativeness, loyalty and trustworthiness help women to ascend to senior management positions (Singh and Shahabudin 2000).

This theory links to the current study because it explores the cultural factors which link gender factors and organizational structure factors. The analysis is concerned with the social construction of gender and the assignment of specific roles, responsibilities and expectations to women and men. The cultural factors lead to stereotypical views about women's abilities within the cultural context. The view that top management positions are only suitable for men relegates women to secondary roles. The emphasis is placed on women's role as mothers, caregivers and nurturers.

### **2.7.2 Role Congruity Theory**

At the core of the view advocated by role congruity theory (Eagly & Karau, 2002), is the premise that prejudice can arise from the relations that people perceive between the characteristics of members of a social group and the requirements of the social roles that group members occupy or aspire to occupy. In the case of women and leadership, the prejudice towards female leaders follows from the incongruity that people perceive between the characteristics of women and the requirements of leader roles. A key proposition of social role theory is that the majority of these beliefs about the sexes pertain to the supposed communal attributes of women and the agentic ones for men.

Communal attributes relate to being interpersonally sensitive, nurturing, kind, helpful and concerned about the welfare of others. Agentic attributes have to do with being aggressive, forceful, self-confident, self-sufficient and in control. Eagly and Karau (2002) cite extensive evidence from other researchers to show that sex is the strongest personal characteristic for categorizing people, even compared with race, age and occupation. Sex is the first, most obvious lens through which we view others and in the absence of specific details about individuals, we easily and automatically revert to stereotypical thinking to fill in the blanks.

The theory links to the current study on its argument that women are constrained by the conflicting requirements of leader role vs. Gender role. One of the distinctive features of Eagly and Karau's theory is the notion of prejudice towards females taking a double shape. It is revealed both in the form of less favourable evaluation of leadership potential and less favourable evaluation of actual leadership behaviors. They contend that this is due to the perception of leadership ability as more stereotypical of men than women as well as the belief that leadership behaviour is less desirable in women.

### **2.7.3 Leadership Theory**

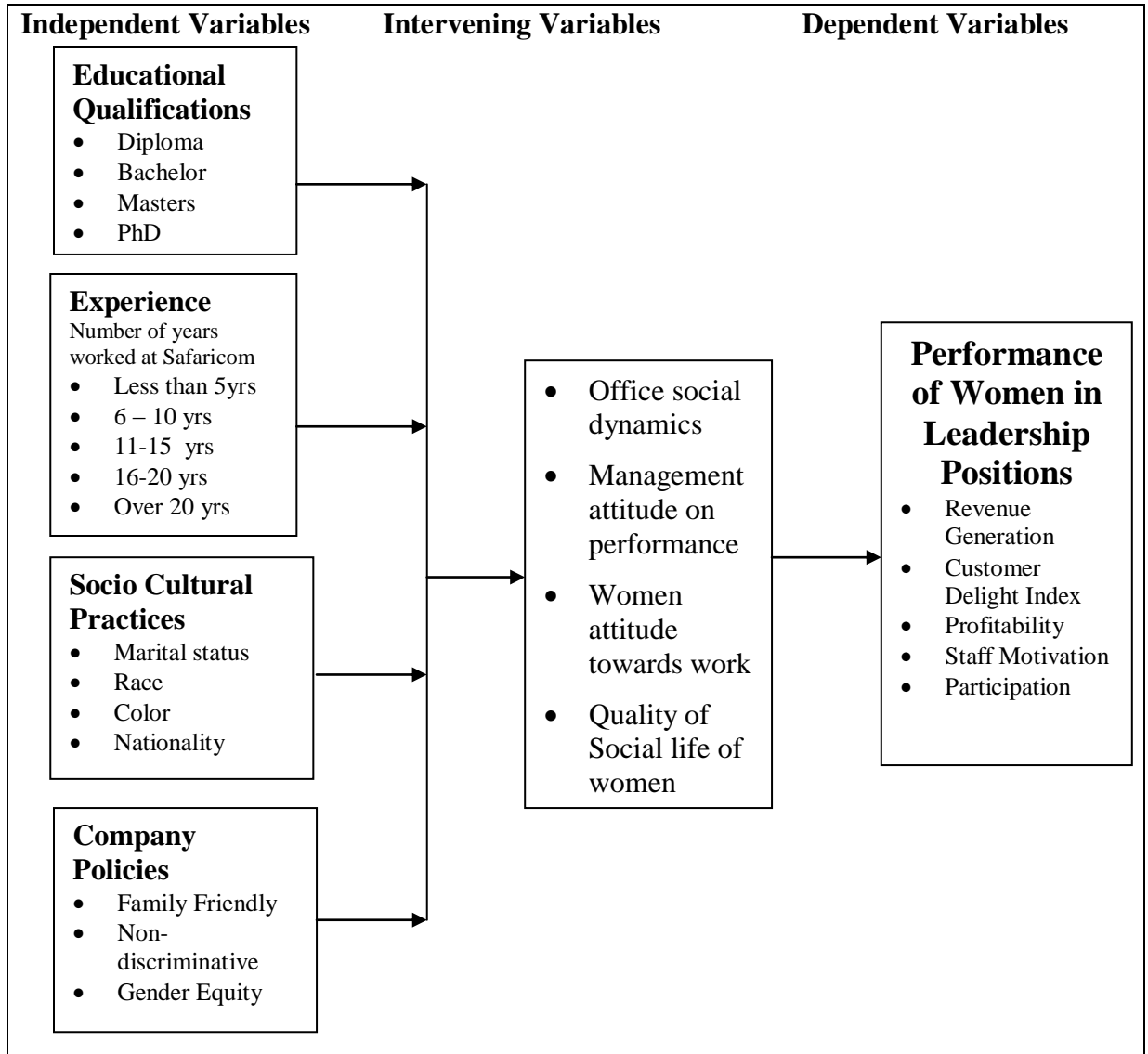
Implicit leadership theory (Lord & Maher, 1991), suggests that individuals hold personal beliefs and assumptions about what constitutes leader and non-leader

characteristics, becomes an important focus because individuals' behaviors are shaped by their experiences, values, traits, and other social-cultural influences (Javidan & Carl, 2005). People process information based on inputs and abilities that affect their rational application of information, informal cognitive heuristics, and expert knowledge structures in particular contexts, plus the continuous and reciprocal processing of dynamic information (Lord & Maher, 1990).

Leadership theory reflects leader attributes and behaviors in combination with contextual aspects of leader emergence and effectiveness (G. Yukl, 1998; G. Yukl & Howell, 1999) because leadership is made up of relationships entrenched in social settings (Bryman, 1996). Therefore, it can be assumed from this that people are affected differently by the contexts in which they operate and from which they come. In other words, context helps shape what is expected from leaders, as well what leaders are affected by (Stelter, 2002), including the setting, norms, and other individuals (Kevin B. Lowe & Gardner, 2000).

## 2.8 Conceptual Framework

Figure 1 presents the conceptual framework on which the study is based.



**Figure 1: Conceptual Framework**

The study has four independent variables, namely; educational qualifications, experience, socio-cultural practices and company policies that influence the one dependent variable, the performance of women in leadership positions at Safaricom Limited. There are also intervening variables namely; office social dynamics,



management attitude on performance, women attitude towards work and quality of social life of women

## **2.9 Gaps to be Filled**

The topic of females as leaders in a cross-cultural context is still understudied in terms of rigorous, empirical research, though it has been increasing, and it is unclear if the reason for this dearth is because of a lack of interest in gendered leadership issues or because of a push toward a politically correct view that gender doesn't matter (Lowe & Gardner, 2000). Most of the studies are U.S. or Western based, compare samples of women to men searching for individual differences or organizational effects based on gender, and examine hot topics like gender bias, stereotypes, and glass ceilings. This study is unique because it is based on Africa, Kenya and is a case study of a blue chip company in East and Central Africa. Such a study has never been conducted at Safaricom Limited. This will be an eye opener study to management and policy makers.

## **2.10 Summary**

This chapter has reviewed available literature on the subject matter of factors influencing the performance of women in leadership positions, from global to the local perspectives and offered various relevant theories and also a conceptual framework.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter the methodology to be used in undertaking the research is outlined. The chapter details the research design, data collection methods, instruments and analysis to be employed in the research. It also presents a table on operationalization of variables.

#### **3.2 Research Design**

This study adopted a descriptive survey design. According to Upagade & Shende (2012), research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the logical manner in which individuals or other units are compared and analysed and acts as the basis of making interpretations from the data.

Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about peoples' attitudes, opinions, habits or any other social issues. Descriptive research is a description of the state of affairs as it exists (Orodho and Kombo, 2002). Sekaran & Bougie (2011) concurs with Orodho and Kombo (2002) by asserting that descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. This study employed descriptive survey on studying the factors that influence performance of women employees in leadership positions at Safaricom Kenya.

### **3.3 Target Population**

Burns and Grove (2003) state that population includes all elements that meet certain criteria for inclusion in a study. Two types of population are target and accessible population. Target population consists of all members of a real or hypothetical set of people, events or objects from which a researcher wishes to generalize the results of their research; while accessible population consists of all the individuals who realistically could be included in the sample (Borg and Gall, 2007). Newing (2011) describes a population as the set of sampling units or cases that the researcher is interested in. According to Kothari (2004), a population refers to all items in any field of inquiry and is also known as the 'universe'.

The target population of this study was all staff members who were employed by Safaricom Limited by close of business 31<sup>st</sup> March, 2012 at management level. As at 31<sup>st</sup> March 2012, Safaricom Limited had 125 employees within the ranks of senior management, middle management and senior officers. Through sampling the accessible population was determined.

### **3.4 Sampling Design**

A sample is a set of individuals selected from a population and is usually intended to represent the population in a research study (Neuman, 2000). Therefore the goal of a research is to examine a sample and then generalize the results to the population. How accurately we can generalize results from a given sample to the population depends on the representativeness of the sample. The degree of representativeness of a sample refers to how closely the sample mirrors the population (Gravetta and Forzano, 2006). A sample is a subset of population (Hyndman, 2008). Marczyk, Dematteo, Festinger (2005) defined a sample as subset of the population to be studied.

Stratified random sampling was done to staff at the head office in the strata of senior management, middle management and senior officers. The respondents were finally identified using simple random sampling. To collect data and information from the

sampled respondents, a questionnaire was issued coupled with informal structured interviews. As at 31<sup>st</sup> March 2012, Safaricom Limited had 125 employees within the ranks of senior management, middle management and senior officers. The target of this study was to reach out to at least 30 respondents in these strata which is a 24% (n=30) representation of management staff while a 10% sample is considered adequate for a qualitative study (Mugenda & Mugenda, 2004)

**Table 3.1: Sample Matrix**

<b>Strata</b>	<b>Target Population</b>	<b>Sample</b>	<b>Percentage Sample</b>
Senior Management(Chiefs & Directors)	10	5	50
Middle Management	40	10	25
Senior Officers	75	15	20
<b>Total</b>	<b>125</b>	<b>30</b>	<b>24</b>

### **3.5 Validity**

According to Rodney (1998), an instrument is valid if it measures the concept that it is supposed to measure. The validity of the questionnaire was tested through discussion with the supervisor who proposed several improvements. Additionally, the questionnaire was discussed with two randomly selected managers of Safaricom Limited. They proposed enhancements changes in the instruments which were incorporated to enhance its validity.

### **3.6 Reliability**

A reliability test answers to the consideration whether the procedures of data collection and analysis will generate the same results on other occasions or will other observers make similar observations and arrive at the same conclusions from the raw data (Smith *et al.*, 2002 and Saunders *et al* 2007). It means that repeat observations give similar results.

The reliability of the questionnaire was tested by use of SPSS and the results of the reliability test are presented on Table 3.2

**Table 3.2: Reliability Statistics**

Cronbach's Alpha	No. of Items
0.715	30

To test reliability of the questionnaire, five questionnaires were piloted and the responses input into SPSS and the results of the reliability test produced a Cronbach Alpha correlation coefficient of 0.715. The respondents of the five questionnaires were not part of the final study respondents. Kurpius and Stafford (2006) recommend that a correlation coefficient should be around 0.70 for a newly developed tool. It can therefore be comfortably concluded that the reliability of the questionnaire is adequate and can be relied upon to produce information and results for study conclusions.

### **3.7 Data Collection**

Primary sources of evidence were used in order to obtain sufficient information and provide reasonable reliability of the results. Data and evidence collection was based on the analysis of primary data collected via questionnaires and interviews. Using these sources together it was possible to collect complete and reliable information and to obtain a clear picture of the study problem. The interview guide was the questionnaire which assisted the respondents to structure their responses during the interview session. Interviews were held in a semi-structured form using the questionnaire. The questionnaire contained both open ended and closed ended questions. This approach was chosen because of questions flexibility, easiness with which the interviewer could go in more depth, enabling to test the limit of the correspondent knowledge and allowing the interviewer to make a more reliable assessment of what respondent really believes. The questionnaires were issued to the respondents through informal self-introduction.

### **3.8 Data Analysis**

This study is descriptive in nature. Content analysis method was used to analyse collected data. This method has been chosen because of its strength in compressing lengthy interviews and conversations. Data was classified into various themes for ease of analysis. Through this method conclusions were made by systematically and objectively identifying specified characteristics of information collected. Content analysis categorises phrases, describe the logical structure of expressions and ascertain associations, connotations, denotations, elocutionary forces and other interpretations (Mugenda & Mugenda, 2004). Data was also be analysed using Microsoft excel and statistical package for social sciences (SPSS) to generate descriptive statistics and tables.

### 3.9 Operationalization of Variables

Table 3.3 presents how variables of the study have been operationalized.

**Table 3.3: Operationalization of Variables**

Research Objectives	Type of Variable	Indicators	Measurement of Indicators	Data Collection Method	Type of Scale	Type of Analysis	Level of Analysis
1. To establish the influence of educational qualifications of Women in leadership positions at Safaricom Limited and the influence on their performance	Independent Variable Educational Qualifications	Certificate HR Records Workshops & seminar attendance certificates	Certificate Diploma Honors Degree Bachelor Degree Master's Degree PhD	Questionnaire Informal interview	Nominal scale	Qualitative	Descriptive and inferential statistics
2. To determine the extent to which experience affects performance of women in leadership positions at Safaricom Limited	Independent Variable Experience	Number of years of working as a manager Number of years worked at Safaricom Limited	Under 5yrs 6-10 11-15 16-20 Over 20 years	Questionnaire	Interval scale	Quantitative	Descriptive and inferential statistics
3. To examine the influence of social cultural factors on performance of women in leadership positions at Safaricom Limited	Independent Variable Social Cultural Factors	Married/single African/Asian Kenyan/other	Marital status Racial group  Nationality	Questionnaire	Nominal scale	Qualitative	Descriptive and inferential statistics
4. To evaluate company policies and their impact on the performance of women in leadership positions at Safaricom Limited in Kenya	Independent Variable Company Policies	Policy documents Policy statements	Gender policy Equal opportunity policy Non-discrimination policy	Questionnaire Informal interview	Nominal scale	Qualitative	Descriptive and inferential statistics
5. Performance of women in leadership positions	Dependent Variable	Target achievement Staff satisfaction index Customer delight index	Revenue Generation Customer Delight Index Profitability Staff Motivation Participation	Questionnaire Interview	Nominal	Qualitative	Descriptive and inferential statistics

### **3.10 Summary**

The chapter has outlined the methodology to be used in undertaking the research including research design, data collection methods, instruments and analysis. It also presents a table on operationalization of variables.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents data analysis, presentation in terms of tables and interpretation. The data were sorted out using the SPSS and also Microsoft excel.

#### 4.2 Questionnaire Response Rate

The initial target for this study was to have thirty questionnaires distributed and analysed. The response rate is presented on Table 4.1.

**Table 4.1: Questionnaire Response Rate**

<b>Strata</b>	<b>Target Sample</b>	<b>Achieved Sample</b>	<b>Percent Response Rate</b>
Senior Management (Chiefs & Directors)	5	2	40
Middle Management	10	9	90
Senior Officers	15	15	100
<b>Total</b>	<b>30</b>	<b>26</b>	<b>87</b>

Out of the distributed 30 questionnaires, a return of 26 questionnaires, equal to 87%, was realised. This show a good responses as supported by renowned scholars like Kothari (2004) and Mugenda and Mugenda (2003) who recommend that 50% response rate is adequate for a descriptive study.

Bio data

### 4.3 Data Presentation and Interpretation

This section presents data and the associated interpretations as guided by the respective study objectives

#### 4.3.1 Employees Performance and Performance

The dependent variable of this study is performance of women employees at Safaricom Limited. The existence of performance management in the company was measured by use of a likert scale. Respondents were requested to indicate their degree of agreement or disagreement with the statements about performance. The results from the questionnaire responses are presented on Table 4.2.

**Table 4.2: Nature of Employee Performance**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
Every employee of the company has an annual performance contract				14	12	26	4.46
Performance review is done at least twice in a year		3	2	18	3	26	3.81
The company has a system of identifying star performers	2	6	3	13	2	26	3.27
Best performers are rewarded	1	10	3	11	1	26	3.04
There is no discrimination in appraising employee performance	2	3	4	16	1	26	3.42
Performance records are used when promoting employees	3	5	16	2		26	3.35
<b>Average</b>							<b>3.56</b>

The responses on performance had a high degree of agreement from the respondents with a mean score of 3.56. Employees were given annual performance contracts to enable them and the company to manage their performance and had a mean score of 4.46 out of a possible maximum mean score of 5. Majority of the respondents also agreed to the existence of a performance reviews at least twice a year. On overall there was high level of agreement that performance measurement and management at Safaricom Limited existed and was a valued practice because it was used to reward high performers and also to identify skills and was used in determining promotion.

#### 4.3.2 Educational Qualifications and Performance

The first objective of the study sought to establish how educational qualifications influence the performance of women in leadership positions at Safaricom Limited in Kenya. The results were analysed as per qualification attained as shown in Table 4.3.

**Table 4.3: Educational Qualifications and Performance**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
Safaricom Limited women in management have University undergraduate degrees perform better in their jobs that those without degrees		17	5	4		26	2.5
Safaricom Limited women in management with University postgraduate degrees perform better in their jobs that those with only undergraduate degrees or without degrees	10	11	5			26	1.81
A Doctor of philosophy is important for a women to perform better as a senior manager	9	16	1			26	1.69
<b>Average</b>							<b>2.00</b>

The responses were captured on a likert scale questionnaire where the respondents were requested to indicate their level of agreement or disagreement with statements that linked the level of education to performance of women employees at Safaricom Limited. The responses of this objective had a mean score of 2.00 out of a maximum total agreement score of 5. This shows that many respondents disagreed with the research assertion that educational qualifications have an influence on the performance of women employees in leadership positions at Safaricom Limited. For example there was a statement that was asserting that women with postgraduate qualifications performed better than those with only undergraduate qualifications and the respondents disagree with this statement leading to a mean score of 1.81 out of a maximum of 5. The results indicate that there was general consensus among the respondents that education was important but not a key determinant of performance among women managers.

### 4.3.3 Experience and Performance

The second objective of the study was meant to determine how experience influences performance of women in leadership positions at Safaricom Limited in Kenya

**Table 4.4: Experience and Performance**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
Women managers who have worked for Safaricom Limited for more than five years relate well with staff	12	12	1	1		26	1.65
The more the years a woman has served in management position the better she is in achieving annual targets	10	5	1	10		26	2.42
Older women who are above 40 years tend to require more training especially in technology, than younger women in order to perform better in their jobs	4	16	6			26	2.08
Retirement age for women should be increased above 60 years because older women tend to be better leaders	14	12				26	1.46
As long as women are well trained and exposed age doesn't matter in achieving good performance		8		12	6	26	3.62
<b>Average</b>							<b>2.25</b>

The results indicate that the number of years a woman manager had worked for Safaricom Limited was not directly related to her performance. This is evident from the

low mean score of 2.25 and is within the zone of disagreement. For example one of the statements alluded that women who have worked for many years at Safaricom Limited had better performance but the respondents disagreed with a mean score of 2.42. There is a general connotation that age goes with experiences of work and the respondents disagreed with this in that they did not see any significant relationship between older and younger ladies in terms of performance at work. One area on performance that the respondents had high degree of agreement was that as long as women in management positions were well trained on their work the years of experience did not matter in performance. The results point to the assertion that many years of experience do not necessarily lead to superior work performance.

#### 4.3.4 Social Cultural Factors and Performance

The third objective examined how the influence of social cultural factors on performance of women in leadership positions at Safaricom Limited in Kenya and the results are presented on Table 4.5.

**Table 4.5: Social Cultural Factors and Performance**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
Performance of women is affected by their childhood social orientation against women	7	18		1		26	1.81
Expatriate women manager deliver better results than Kenyan women managers	12	7	5	2		26	1.88
Performance of women in the office is negatively affected by their household chores	7	8	3	8		26	2.46
Performance of women depends on their ethnic background	12	9	5			26	1.73
<b>Average</b>							<b>1.97</b>

This objective had the lowest mean score of 1.97 indicating a high level of disagreement with the statements on social cultural experiences. This showed that social cultural factors did not influence performance of women in leadership positions at Safaricom Limited. For example the questionnaire sought to know whether ethnic background and household chores affected the performance of women at Safaricom Limited. The respondents indicated high levels of disagreement with the statements which is an indication that social cultural background had insignificant or no influence on the performance of women in leadership positions at Safaricom Limited. The results are strongly indicative that social cultural orientations of women did not affect their performance and perception about work and performance.

#### **4.3.5 Company Policies and Performance**

The fourth objective evaluated how company policies influenced the performance of women in leadership positions at Safaricom Limited in Kenya. The results are presented on Table 4.6.

**Table 4.6: Company Policies and Performance**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
Family friendly policies at Safaricom Limited have boosted the morale and productivity of senior women managers		6	17		3	26	3.65
Gender mainstreaming policy is important in boosting confidence of women in their work	1	3	1	14	7	26	3.88
Affirmative actions are good in empowering and encouraging women to do better in their job	1	2	3	13	7	26	3.88
Policies and practices that discriminate against women can kill their morale and affect their performance negatively		2	1	17	6	26	4.04
Employment at Safaricom Limited ensure equality of opportunity between women and men	1	7	1	12	5	26	3.5
The rights of women under the constitution of Kenya 2010 has boosted morale of women in ensuring better performance in their work		3	3	11	9	26	4
<b>Average</b>							<b>3.83</b>

This objective had the highest mean score of 3.83 regarding the influence of company policies on the performance of women managers at Safaricom Limited. The respondents agreed that policies like gender mainstreaming and affirmative action were key in creating an environment conducive for performance of women in leadership at Safaricom Limited. Such policies were given the necessary momentum by the Kenya constitution 2010 which has major stake on gender issues. The results suggest that there



are employee friendly policies at Safaricom. It also means that positive policies are important ingredients of better employee performance.

#### 4.3.6 Regression Analysis

The responses from the questionnaires were transformed to produce data that could be regressed in order to appreciate the degree of influence of the independent variables on the dependent variable. The regression was done on SPSS and the output is presented on Table 4.7.

**Table 4.7: Regression Output**

<b>Variables</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)		2.833	0.01
Education	-0.266	-1.246	0.226
Experience	0.185	0.823	0.42
Social Culture	-0.034	-0.154	0.879
Company Policy	0.016	0.075	0.941

Table 4.7 shows the coefficients of the respective independent variables which are indicators of the degree and direction of influence of the independent variable of the dependent variable of women performance. For example the regression output shows that a one unit change in educations causes a -0.266 decrease in performance of women in leadership positions at Safaricom Limited. Conversely a one unit change in experience, social culture and company policy leads to 0.185, -0.034 (decrease) and 0.016 change in performance. The regression output is consistent with the results depicted by the descriptive statistics.

#### 4.4 Bio-Data of Respondents

This section presents the basic characteristics of the respondents in terms of their level of education and the years of worked experience earned at Safaricom Limited

**Table 4.8: Respondents Level of Education**

<b>Education Level</b>	<b>Count</b>	<b>Percent</b>
Graduate	12	46
Post Graduate	14	54
<b>Total</b>	<b>26</b>	<b>100</b>

This results on Table 4.8 show that the trend of employee qualifications at Safaricom Limited was at least a degree within the ranks of senior officers, middle managers and senior managers. The questionnaire had other categories but none of the sampled employees had education qualifications for primary school, secondary education, diploma and doctor of philosophy. The results show that Safaricom Limited engages educated employees. There is also a possibility that the recruitment strategies are structured in a way to tap highly educated people. Also the nature of Safaricom business is technical and hence requires better and highly educated employees especially in the communications and engineering departments.

**Table 4.9: Years Worked at Safaricom Limited**

<b>Years Range</b>	<b>Number</b>	<b>Percent</b>
Less than 5 Yrs	8	31
6 - 10 Yrs	10	38
11 - 15 Yrs	8	31
16 - 20 Yrs	0	0
Over 20 Yrs	0	0
<b>Total</b>	<b>26</b>	<b>100</b>

Table 4.9 shows that the over 69% of the employees had worked for Safaricom for over five years and none of the sampled employees had worked in the company for more than 15 years. This is an indication that there could be mainly a population of youthful employees and due to the fact that the company was established in 1997 which is within 15 years to 2012. The company however has no employees who have worked for more than 15 years but the majority had worked for Safaricom Limited within ten years as depicted on Table 4.9. These results could also indicate that there was high employee turnover in the company.

#### **4.5 Summary**

The chapter captured the bio data of the sampled employees. It further contained the frequency and descriptive analysis of the data. Regression analysis was also presented in order to appreciate the statistical association between the dependent and independent variables.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter will discuss summary of findings, discussions, conclusions and recommendations. Suggestions for further research have also been presented at the end of the chapter.

#### **5.2 Summary of Findings**

This section contains the summary of key findings of the study.

##### **5.2.1 Educational Qualification and Performance**

Education was found to be necessary in performance but the level of education was not a key influence in determining performance of women in leadership positions at Safaricom Limited.

##### **5.2.2 Experience and Performance**

It was found that the years that a woman in management had worked for Safaricom Limited did not have a direct link to her performance as long as she was well trained for her job

### **5.2.3 Social Cultural Background and Performance**

Social cultural background was found not to have any significant influence on performance of women in leadership position at Safaricom Limited.

### **5.2.4 Company Policies and Performance**

Company policies were found to be important in influencing how well women in leadership positions at Safaricom Limited performed especially policies that eliminated discrimination. It was found that policies provided a fair, stable and predictable working environment which in turn promoted an environment for better performance

## **5.3 Discussion**

The findings of the study are discussed below together with findings from other empirical studies done elsewhere in the world.

### **5.3.1 Education and Women Performance**

Although the study found that education is a prerequisite for good performance, the level of education was found not to have a significant effect on women performance. This finding is inconsistent with findings by Eagly and Carli (2004) from their study from the United States. Eagly and Carli (2004) explain that women who are better educated have better work performance than those who are not. This assertion does not hold true for this study because the respondents asserted that women will not be affected in their career due to level of education.

The findings also contradict a United Nations Report of 2007 which reported that without equitable access to quality education, women do not have the means to build their knowledge, capacity and skills to access well-paid, formal sector jobs and attain positions of leadership. Unless gender gaps in literacy and education are addressed, the next generation of girls will be similarly marginalized from leadership roles.

### **5.3.2 Experience and Women Performance**

The number of years that a woman had worked for Safaricom and also her age had little linkage with performance as a manager. This is confirmed by Rampell (2009) who observes that there are a variety of perceptions of older workers in the workplace. These perceptions can range from “the older worker is a wise and experienced asset to the organization to the older worker is slow and resistant to change within the organization. Further, Kark and Eagly (2010) found that there is very little difference between how men and women are rated for leaders under the age of 40. Younger leaders tend to rate themselves less favorably than older leaders; however this is not true for how others within the organization view the leader. From another perspective Eagly and Carli (2007) found that men over 40 have the lowest ratings. Women over 40 were rated more favorably than other demographic groups by both themselves and others. This suggests that this could be a good group of leaders. In Safaricom Limited – you will find that most women who are in very senior leadership positions are way over 45 years of age, while those between 30 and 44 are in middle and low levels of management.

### **5.3.3 Social Cultural Factors and Women Performance**

According to the finding of this study, performance of women in leadership positions at Safaricom Limited is not affected by their cultural backgrounds and orientations. This is consistent with findings by Huang, Hammer, Neal, and Perrin (2004) who assert that although ordinarily women persistently face more household demands and family responsibility their performance at work still remains high. However on the contrary, Ogden, McTavish and McKean (2006) found that there are still visible glass ceiling effects that keep women from moving into middle and senior level management positions like long working hours and male-dominated networks in particular.

### **5.3.4 Company Policies and Women Performance**

The findings of this study reveal that good policies which promote non-discriminatory practices in a company can boost performance of employees who include women. Safaricom Limited for example has policies on gender mainstreaming and equal opportunity in employment that was found to be effective in enhancing performance. These findings are consistent with a study by Greenwald (1996) who argues that corporate managers often introduce family-friendly policies for the sake of better working conditions and that those special measures will definitely yield larger profits for companies. Other previous studies which conform to the findings of this study are Perry-Smith and Blum (2000) and Shepard, Clifton and Kruse (1996) who postulate that family-friendly policies have a positive impact on organizations as a mechanism for competitive advantage. Further Sakazume (2002) has postulated that family-friendly measures are effective for boosting worker morale, improving working conditions and reducing the percentage of women breaking away from employment.

## **5.4 Conclusion**

The results of the study show that education is important for facilitating good performance among women managers but the level of education as such was not a significant contributor of performance. The study also established that the number of years that a woman had worked in the company and her social-cultural background had no direct effect on her performance at Safaricom Limited. What mattered in performance was good level of on the job training. Positive and empowering company policies were also found to be important in motivating women employees and leading to good performance.

## **5.5 Recommendations**

The findings of the study can be helpful to various stakeholders.

- i. Safaricom Limited should explore opportunities to enhance company policies by incorporating gender enhancement aspects. This will further make women

employees more motivated and feel more secure in their jobs. The company should also continue to improve its non-discriminatory employment policies which ensured equal opportunity for all regardless of social cultural background.

- ii. The role of women in leadership has been boosted by the Kenya constitution 2010. In order to ensure the women leadership at Safaricom Limited and other organizations is maintained and sustained it would be good for the management to establish a strong mentorship program to nurture women leaders. This can be done by forming internal mentorship teams or attaching women managers to particular successful business leaders in the market. The mentorship programs will boost succession planning for the company and improve staff loyalty.

## **5.6 Suggestions for Further Research**

The following areas are recommended for further research;

- i. Determinants of performance of women in leadership positions in listed companies in Kenya.
- ii. Determinants of performance of men in leadership positions at Safaricom Limited.
- iii. Determinants of performance of women in other sectors in Kenya such as manufacturing, banking, agriculture and small and medium enterprises.

## **5.6 Summary**

This chapter has presented a summary of findings of the study and has subjected these to available literature. It has also made a conclusion and suggested further areas of research.



## REFERENCES

- Abdelkarim, A. (Ed.). (1999). *Change and development in the gulf*. London: Palgrave Macmillan
- Ackermann, M. (2008). Fidelity unit seeks growth via self-clearing market. *American Banker*, 173(68), 12.
- Acs, Z. J., & Szerb, L. (2007). Entrepreneurship, economic growth and public policy. *Small Business Economics*, 28(2-3), 109-123.
- Adler, N. J. (1999). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of gender & work* (pp. 239–261). Thousand Oaks, CA: Sage.
- Afrin, S. (1999). Women in a micro-enterprise development program in Bangladesh. *Asian Journal of Women's Studies*, 5(4), 100.
- Aguilar, F. (2006). *Scanning the business environment*. New York: Macmillan. Aldrich, H. E., &
- Allen, A. T. (2002). Feminist modernism and national tradition: Britain, the united states, hungary, india. *Journal of Women's History*, 14(2), 172-183.
- Andaleeb, S. S., & Wolford, G. V. (2004). Participation in the workplace: Gender perspectives from bangladesh. *Women in Management Review*, 19(1/2), 53.
- Anthony, D. (2005). Cooperation in microcredit borrowing groups: Identity, sanctions, and reciprocity in the production of collective goods *American Sociological Review*, 70(3), 496-516.
- Ardichvili, A. (2001). Leadership styles and work-related values of managers and employees of manufacturing enterprises in post-communist countries. *Human Resource Development Quarterly*, 12(4), 363–383.
- Bartol, K. M., Martin, D. C., & Kromkowski, J. A. (2003). Leadership and the glass ceiling:
- Bass, B. M., Burger, P. C., Doktor, R., & Barrett, G. V. (1979). *Assessment of managers: An international comparison*. New York: Free Press.

- Bates, T. (2002). Restricted access to markets characterizes women-owned businesses. *Journal of Business Venturing, 17*, 313–324.
- Booyesen, L. A. E., & vanWyk, M. W. (2007). Culture and leadership in South Africa. In J. S.
- Boserup, E. (1986). *Woman's role in economic development*. Vermont, USA: Gower.
- Brown, A. M. (2006). WID and GAD in Dar es Salaam, Tanzania: Reappraising gender planning approaches in theory and practice. *Journal of Women, Politics & Policy, 28*(2), 57.
- Burns, N. and Grove, S. K (2003) *The practice of Nursing Research: Conduct, Critique and Utilization*. Philadelphia: W. Saunders
- Caiazza, A. (2004). Does women's representation in elected office lead to women friendly policy? Analysis of state-level data. *Women & Politics, 26*(1), 35.
- Carl, D., Gupta, V., & Javidan, M. (2004). Power distance. In R. J. House, P. J. Hanges, M. Javidan, P. W. Dorfman & V. Gupta (Eds.), *Culture, leadership and organizations: The globe study of 62 societies* (pp. p. 513-563). Thousand Oaks, CA: Sage Publications. 270
- Chang, H.-J. (2002). *Globalization, economic development and the role of the state*. London Zed Books.
- Chen, M., Vanek, J., Lund, F., Heintz, J., Jhabvala, R., & Bonner, C. (2005). *Progress of the world's women 2005: Women, work, & poverty*. New York: United Nations Development Fund for Women.
- Chhokar, F. C. Brodbeck & R. J. House (Eds.), *Culture and leadership across the world: The globe book of in-depth studies of 25 societies* (pp. 440). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Chhokar, F. C. Brodbeck & R. J. House (Eds.), *Culture and leadership across the world: The globe book of in-depth studies of 25 societies*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Chhokar, J. S., Brodbeck, F. C., & House, R. J. (2007). *Culture and leadership across the world: The globe book of in-depth studies of 25 societies*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

- Chiang, F. F. T., & Birtch, T. A. (2006). An empirical examination of reward preferences within and across national settings. *Management International Review*, 46(5), 573.
- Chow, I. H.-S. (2005). Gender differences in perceived leadership effectiveness in Hong Kong *Women in Management Review*, 20(3/4), 216-233.
- Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18(5), 573–596.
- Coleman, I. (2004). The payoff from women's rights. *Foreign Affairs*, 83(3), 80.
- Daily, C. M. (1993). The (r)evolution of the American woman. *Business Horizons*, 36(2), 1-6.
- Demirgüç-Kunt, A., López-Córdova, J. E., Pería, M. S. M., & Woodruff, C. (2007). Remittances and banking services: Evidence from Mexico. *The World Bank*.
- Dickson, M. W., Hanges, P. J., & Lord, R. M. (2001). Trends, developments, and gaps in cross cultural research on leadership. In W. Mobley & M. McCall (Eds.), *Advances in global leadership* (Vol. 2, pp. 75–100). Stamford, CT: JAI Press.
- Dickson, M. W., Hartog, D. N. D., & Mitchelson, J. K. (2003). Research on leadership in a cross-cultural context: Making progress, and raising new questions. *The Leadership Quarterly*, 14, 729–768.
- Eagly, A. H., & Carli, L. L. (2003). The female leadership advantage: An evaluation of the evidence. *Leadership Quarterly*, 14(6), 807.
- Eagly, A. H., & Carli, L. L. (2004). Women and men as leaders. In J. Antonakis, A. Cianciolo &
- Earley, P. C. (2006). Commentary: Leading cultural research in the future: A matter of paradigms and taste. *Journal of International Business Studies*, 37, 922-931.
- Elder, L. (2004). Why women don't run: Explaining women's under-representation in America's political institutions. *Women & Politics* 26(2), 27-56.
- Fairlie, R. W. (2006). The personal computer and entrepreneurship. *Management Science*, 52(2), 187.

- Farid, M. (2007). Entrepreneurship in Egypt and the us compared: Directions for further research suggested. *The Journal of Management Development*, 26(5), 428.
- Fink, C., & Kenny, C. J. (2003). W(h)ither the digital divide? *The Journal of Policy, Regulation and Strategy for Telecommunications, Information and Media*, 5(6), 15-25.
- Gender and ethnic group influences on leader behaviors at middle and executive managerial levels. *Journal of Leadership & Organizational Studies*, 9(3), 8.
- Groves, K. S. (2005). Gender differences in social and emotional skills and charismatic leadership. *Journal of Leadership & Organizational Studies*, 11(3), 30.
- ILO. (2005a). *International labor organization bureau for gender equality*. Retrieved from <http://www.ilo.org/public/english/gender.htm>
- ILO. (2005b). *International labor organization gender audit report*. Retrieved from <http://www.ilo.org/public/english/gender.htm>
- Kamau, N. (2010), 'Women Bring a Different Perspective into Political Leadership?' In M. Nzomo, *Perspectives on Gender Discourse: Women in Politics, Challenges of Democratic Transition in Kenya*, Nairobi: Heinrich Böll Foundation.
- Kark, R. & Eagly, A. (2010). "Gender and leadership: Negotiating the labyrinth." In J. C. Chrisler & D. R. McCreary (Eds.), *Handbook of gender research in psychology*. New York: Springer.
- Kirkman, B. L., Lowe, K. B., & Gibson, C. B. (2006). A quarter century of culture's consequences: A review of empirical research incorporating Hofstede's cultural values framework *Journal of International Business Studies*, 37(3), 285.
- Kothari, C. (2004). *Research Methodology: Methods & Techniques*. 2<sup>nd</sup> edition. New age International Publishers, New Delhi, India.
- Mandel, H., & Semyonov, M. (2005). Family policies, wage structures, and gender gaps: Sources of earnings inequality in 20 countries. *American Sociological Review*, 70(6), 949-968.
- Newing, H. (2011). *Conducting Research in Conservation: Social science methods and practice*, London: Routledge.

- Omtatah, O. O. (2008), *The Affirmative Action Debate: Developing Winning Strategies*, in N. Kamau, *Perspectives on Gender Discourse: Enhancing Women's Political Participation*, Nairobi: Heinrich Böll Foundation.
- Orodho AJ, Kombo DK (2002) *Research Methods*. Nairobi: Kenyatta University, Institute of Open Learning.
- Orodho, A. J. (2003). *Essentials of Educational and Social Science Research Method*. Nairobi: Masola Publishers.
- Otero, L. W. (2006). A woman for U.S. President? Gender and leadership traits before and after 9/11. *Journal of Women, Politics & Policy* 28(1),35.
- R. Sternberg (Eds.), *The nature of leadership*. Thousand Oaks: Sage Publications.
- Rampell, C. (2009, February 5). *As layoffs surge, women may pass men in job force*. New York Times. Retrieved from <http://www.nytimes.com/business/06women.html>
- Safaricom Limited (2012). Company profile. Extracted from *2011/12 annual report*
- Sekaran, U. & Bougie, R. (2011). *Research Methods for Business : A Skill Building Approach*. 5<sup>th</sup> Edition. Aggarwal printing press, Delhi, ISBN: 978-81-265-3131-8
- Stelter, N. Z. (2002). Gender differences in leadership: Current social issues and future organizational implications. *Journal of Leadership & Organizational Studies*, 8(4), 88.
- Upagade, V. & Shende, A. (2012). *Research methodology*. 2<sup>nd</sup> edition. S.Chad & Company Ltd. Ram Nagar, New Delhi
- Vinnicombe, S., & Singh, V. (2002). Sex role stereotyping and requisites of successful top managers. *Women in Management Review*, 17(3/4), 120.
- Weikart, L. A., Chen, G., Williams, D. W., & Hromic, H. (2006). The democratic sex: Gender differences and the exercise of power. *Journal of Women, Politics &*
- Youssef, N. H. (1974). *Women and work in developing societies*. Berkeley, CA: Greenwood Press.
- Zárate, R. O. d. (2008). *Women world leaders 1945-2007* Retrieved, from <http://www.terra.es/personal2/monolith/00women.htm>

## APPENDICES

### Appendix I: Letter of Introduction

Date.....

Chief Executive Officer  
Safaricom Limited  
P.O Box 66827-00800  
**Nairobi.**

Dear Sir,

#### **RE: ACADEMIC RESEARCH PROJECT**

I am a Masters Student at the University of Nairobi. I wish to conduct a research entitled “*factors influencing performance of women on leadership positions at Safaricom Limited in Kenya*”. A questionnaire will be used to gather relevant information to address the research objectives. The purpose of writing to you is to kindly request you to grant me permission to administer the research questionnaire to sampled management staff.

Please note that the study will be conducted as an academic research and the information provided will be treated in strict confidence .Strict ethical principles will be observed to ensure confidentiality and the study outcomes and reports will not include reference to any individuals.

Your acceptance will be highly appreciated.

Yours Sincerely,

**Julia Kasyoka**

**Appendix II: Questionnaire and Interview Guide**

*This questionnaire is meant to gather information regarding factors influencing performance of women on leadership positions at Safaricom Limited in Kenya*

**CONFIDENTIALITY CLAUSE:**

The responses you provide will be used for academic purposes and will be strictly confidential.

**SECTION 1: BASIC INFORMATION**

1) Name (Optional).....

2) Kindly indicate your age?

- |                |                          |                |                          |
|----------------|--------------------------|----------------|--------------------------|
| 18 to 25 years | <input type="checkbox"/> | 26 to 35 years | <input type="checkbox"/> |
| 36 - 45 years  | <input type="checkbox"/> | 46 to 55 years | <input type="checkbox"/> |
| Over 55 years  | <input type="checkbox"/> |                |                          |

3) Please indicate your education level?

- |                         |                          |                      |           |
|-------------------------|--------------------------|----------------------|-----------|
| Primary Education       | <input type="checkbox"/> | Secondary Education  |           |
|                         | <input type="checkbox"/> |                      |           |
| Tertiary Education      | <input type="checkbox"/> | University/Graduate  | Education |
|                         | <input type="checkbox"/> |                      |           |
| Post-Graduate Education | <input type="checkbox"/> | Doctor of Philosophy |           |
|                         | <input type="checkbox"/> |                      |           |

4) Please Indicate your Position in Safaricom Limited?

- Senior Officers
- Middle Manager
- Top Management

5) For how many years have you been employed by Safaricom Limited?

- |                    |     |                |     |
|--------------------|-----|----------------|-----|
| Less than 5 Years  | [ ] | 6 -10 Years    | [ ] |
| 11 to 15 years     | [ ] | 16 to 20 years | [ ] |
| More than 20 years | [ ] |                |     |

**SECTION 2: FACTORS INFLUENCING WOMEN PERFORMANCE**

Below are statements on factors that may affect the performance of women in leadership positions at Safaricom Limited. Kindly tick the statement as appropriate on your opinion on each statement: **Key: 1=strongly disagree, 2= disagree; 3=neutral; 4= agree; 5= strongly agree**

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
----	------------	-------------------	----------	---------	-------	----------------

**EDUCATIONAL QUALIFICATIONS**

*The following statements are related to the effect of educational qualifications on women performance. Kindly tick as appropriate on your opinion on each statement*

1	Safaricom Limited women in management with University undergraduate degrees perform better in their jobs that those without degrees					
2	Safaricom Limited women in management with University postgraduate degrees perform better in their jobs that those with only undergraduate degrees or without degrees					
3	A Doctor of philosophy is important for a women to perform better as a senior manager					

**EXPERIENCE**

*The following statements are related to experience as a factors affecting performance of women at Safaricom Limited Kindly tick as appropriate on your opinion on each statement*

4	Women managers who have worked for Safaricom Limited for more than five years relate well with staff					
5	The more the years a woman has served in management position the better she is in achieving annual targets					
6	Older women who are above 40 years tend to require more training especially in technology, than younger women in order to perform better in their jobs					
7	Retirement age for women should be increased above 60 years because older women tend to be better leaders					



No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8	As long as women are well trained and exposed age doesn't matter in achieving good performance					

**SOCIAL CULTURAL PRACTICES**

*The following statements are related to social cultural practices that may affect the performance of women at Safaricom Limited. Kindly tick as appropriate on your opinion on each statement*

9	Performance of women is affected by their childhood social orientation against women					
10	Expatriate women manager deliver better results than Kenyan women managers					
11	Performance of women in the office is negatively affected by their household chores					
12	Performance of women depends on their ethnic background					

**COMPANIES POLICIES**

*The following statements are related to how company policies may affect performance of women at Safaricom Limited. Kindly tick as appropriate on your opinion on each statement*

13	Family friendly policies at Safaricom Limited have boosted the morale and productivity of senior women managers					
14	Gender mainstreaming policy is important in boosting confidence of women in their work					
15	Affirmative actions are good in empowering and encouraging women to do better in their job					
16	Policies and practices that discriminate against women can kill their morale and affect their performance negatively					
17	Employment at Safaricom Limited ensure equality of opportunity between women and men					
18	The rights of women under the constitution of Kenya 2010 has boosted morale of women in ensuring better performance in their work					

**PERFORMANCE**

*The following are statements related to performance at Safaricom Limited. Kindly indicate your extent of agreement or disagreement with the statements*

19	Every employee of the company has an annual performance contract					
20	Performance review is done at least twice in a year					
21	The company has a system of identifying star performers					
22	Best performers are rewarded					
23	There is no discrimination in appraising employee performance					
24	Performance records are used when promoting employees					

**SECTION 3: OTHER FACTORS INFLUENCING WOMEN PERFORMANCE**

Kindly state and describe other factors which you feel affect the performance of women in leadership position at Safaricom Limited.

.....

.....

.....

.....

.....

.....