

**PARTICIPATION OF WOMEN IN TRADE UNION  
LEADERSHIP IN THE KENYA NATIONAL UNION OF  
TEACHERS, KISUMU COUNTY**

**BY**

**ANTONINE AKINYI ONYANGO**

**A Management Research Project submitted in partial fulfillment  
of the requirements for the Award of the Degree of Master of  
Business Administration School of Business, University of Nairobi**

**October, 2013**

**DECLARATION**

This research project is my original work and has not been presented for the award of any degree in any university.

Signature: ..... Date:

.....

AKINYI ANTONINE ONYANGO

D61/73264/2009

This research project has been submitted for examination with my approval as the university supervisor.

Signature: ..... Date:

.....

PROF. PETER K'OBONYO

School of Business, University of Nairobi

## **ACKNOWLEDGEMENT**

I wish to acknowledge with great joy and appreciation all the assistance accorded to me by Professor Peter K'Obonyo, my supervisor who guided me throughout the study. I wish to thank also my friends, lecturers and those Head Teachers and Principals of schools in Kisumu County, who enabled me to gather the requisite data for this project in short time.

## **DEDICATION**

This work is dedicated to husband and dear friend Clement, children: Edel, Catherine, Stephanie and Aaron who have inspired me a great deal in pursuit of this course.

## TABLE OF CONTENTS

Page	
Declaration .....	i
Acknowledgement .....	ii
Dedication .....	iv
List of tables .....	vii
List of figures .....	viii
Acronyms and abbreviations.....	ix
Abstract .....	x
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background .....	1
1.1.1 Participation of women in leadership .....	2
1.1.2 Participation of women in trade union leadership.....	4
1.1.3 The Kenya National Union of Teachers (KNUT) Kisumu county....	5
1.2 Research problem.....	7
1.3 Research objectives.....	9
1.4 Value of the Study.....	9
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>10</b>
2.1 Introduction.....	10
2.2 Theories underpinning the Study.....	10
2.2.1 Trait Theory.....	10

2.2.2 Gender Role Theory.....	11
2.2.3 The Theory of Patriarchy.....	11
2.2.4 The feminist theory.....	14
2.3 Factors affecting Participation of women in the leadership of trade Unions...	16
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>	<b>20</b>
3.1 Introduction.....	20
3.2 Research Design.....	20
3.3 Population.....	21
3.4 Sample Design.....	21
3.5 Data Collection.....	22
3.6 Data Analysis.....	23
<b>CHAPTER FOUR: DATA ANALYSIS AND FINDINGS .....</b>	<b>24</b>
4.1 Introduction.....	24
4.2 Response rate .....	24
4.3 Demographic data .....	24
4.4 Factors affecting women participation in union leadership in KNUT, Kisumu County .....	26
4.5 Reasons for women not being elected into leadership positions in the union .....	28
4.6 Low women participation in leadership .....	29
4.7 Reasons for a small number of women contesting for union leadership positions .....	33
4.8 Other reasons for low women participation in union leadership .....	34
<b>CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>38</b>

5.1 Introduction .....	38
5.2 Summary .....	38
5.3 Discussion .....	39
5.4 Conclusion .....	41
5.5 Recommendations .....	42
5.6 Recommendation for further research .....	43
References .....	44

**APPENDICES**

Appendix I: Questionnaire

Appendix II: Letter of Authority to conduct interviews

Appendix III: Table showing the required sample size

## LIST OF TABLES

<b>Table 3.1</b> The number of members in each branch in Kisumu County .....	21
<b>Table 3.2</b> The composition of the sample from each branch .....	22
<b>Table 4.1.</b> Demographic Profile of the Respondents .....	25
<b>Table 4.2</b> Preference for a woman leader.....	27
<b>Table 4.3</b> Appropriate leadership position for women in the union leadership.....	28
<b>Table 4.4</b> KMO measure of sampling adequacy and Bartlett’s Test of sphericity ..	30
<b>Table 4.5</b> Principle component analysis for low women participation in union Leadership.....	31
<b>Table 4.6</b> Component matrix for low women participation in union leadership .....	32
<b>Table 4.7</b> Other reasons for low women participation in union leadership .....	34
<b>Table 4.8</b> KMO and Bartlett’s Test for testing appropriateness of factor analysis .....	35
<b>Table 4.9</b> Principal component analysis of other reasons for low women participation in union leadership .....	35
<b>Table 4.10</b> Component matrix for other factors for low women participation in union Leadership.....	37



## LIST OF FIGURES

<b>Figure 4.1</b> Importance of union’s leadership in the realization of its mandate .....	27
<b>Figure 4.2</b> Reasons why women are not elected as leaders .....	29
<b>Figure 4.3</b> Scree Plot for low women participation in union leadership .....	31
<b>Figure 4.4</b> Reasons for a small number of women contesting for leadership positions.....	33
<b>Figure 4.5</b> Scree Plot for other factors for low women participation in union leadership .....	36

## **ACRONYMS AND ABBREVIATIONS**

**AGM: ANNUAL GENERAL MEETING**

**BEC: BRANCH EXECUTIVE COMMITTEE**

**COTU: CENTRAL ORGANIZATION OF TRADE**

### **UNIONS**

**KNUT: KENYA NATIONAL UNION OF TEACHERS**

**NEC: NATIONAL EXECUTIVE COUNCIL**

**PC: PROVINCIAL COUNCIL**

## ABSTRACT

This study was carried out in Kisumu County and focused on the participation of women in trade union leadership in the Kenya National Union of Teachers (KNUT). The motivating force behind the study was the disparity in gender composition of the top union leadership. While unions have taken proactive steps to promote diversity in leadership, there is still a gap. Women still hold fewer leadership positions than men in trade unions. The objective of the study was to establish the factors affecting participation of women in the leadership of KNUT in Kisumu County. The study employed a descriptive survey design. From a population of 5000 KNUT members, a sample of 360 was selected using stratified random sampling. The study was based on primary data which was collected using questionnaires. Data analysis was done using descriptive and inferential statistics (factor analysis). The study found majority of the respondents willing to elect women to top leadership positions but the most suitable position being that of treasurer, not chairperson or secretary general. The results indicated that the reasons for fewer women than men in KNUT leadership are twofold: first, not many women get elected into leadership positions and secondly, not many women contest for positions. The reasons for fewer women getting elected include the perception that men make better leaders than women, women are less assertive than men, women are too gentle and soft spoken to handle union affairs and that culturally leadership is not an appropriate role for women. On the other hand, not many women contest for union positions because of hostile reactions from male counterparts, the assertion that women have not been socialized to aspire for leadership positions and that men occupying existing union structures perpetuate prejudices, values and stereotypes unfavourable to women. The collaboration between fewer women contesting for KNUT elective positions in Kisumu County and fewer women getting elected to leadership positions has conspired to keep women representation in top leadership minimal. There is much that KNUT can do to balance the gender composition of its leadership. Affirmative action can correct the imbalance by creating special seats for women. The union can undertake deliberate rethinking and restructuring of union workload to incorporate women. To safeguard against gender role stereotypes, the union should educate and re-educate members, state and re-state that men and women have equal potential for individual development.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background

The basis of employment relationship is the contract of employment. But this is not a contract between equals. Employers are almost always in a stronger position to dictate the terms of contract than individual employees (Armstrong, 2006); hence the need for employees to unionize. A trade union is an organization made up of employees that acts collectively to protect and promote employees interests (Robbins, 2003). Trade unions provide workers with “a collective voice” to make their wishes known to the management and thus bring actual and desired conditions closer together (Armstrong, 2006). This applies to terms of employment such as pay, working hours, holidays and the way in which individuals are treated in such aspects of employment as the redress of grievances, discipline and redundancy. Trade unions also exist to let the management know that there will be an alternative view on key issues affecting employees. Within the overall role, trade unions have two specific roles namely to secure through collective bargaining improved terms and conditions and to provide protection, support and advice to members as individual employees (Armstrong, 2006).

Leadership is the act of influencing people so that they will strive willingly for group objectives (Khanka, 2003). Leadership occurs when one group member modifies the motivation or competencies of others in a group. When one individual attempts to affect the behaviour of others without using coercive form of power, that effort is described as leadership (Gibson, Ivancevich & Donnelly, 1994). Leaders are needed to challenge the status quo, create visions of the future and inspire organization members

to want to achieve the visions (Robbins, 2003). Leaders, therefore, provide vision and meaning for an institution and embody the ideal towards which the organization strives (Kiamba, 2008). Dessler (2004) defines leadership as one person influencing another to willingly work towards a predetermined objective. There are four processes that affect how organizations function so as to achieve their goals. These are leadership, power, politics and conflict (Armsrong, 2006)

There are three main approaches to leadership mainly the trait approach, the behavioral approach, and the situational approach. The trait approach to leadership considers personal qualities and characteristic that differentiates leaders from non-leaders. The approach attempts to identify specific characteristic associated with leadership success (Gibson, Ivancevich & Donnelly, 1994).if the trait approach were successful, it would provide a basic for selecting the right persons to assume formal positions in groups and organizations requiring leadership (Robbins, 2003) Behavioral theories propose that specific behaviours differentiate leaders from non-leaders. How a person acts determines that person's leadership effectiveness; hence people could be trained to become leaders. The situational theories of leadership suggest that leadership effectiveness depends upon the situation in which leadership is exercised (Khanka, 2003).

### **1.1.1Participation of women in leadership**

Women, with few exceptions, have had no place in history as leaders. Those rising to positions of leadership inherited tribes, states, kingdoms or monarchies (Eagly and Carli, 2007). In such cases the legitimacy of the woman occupying the leadership

position was largely a function of legal inheritance rather than a result of personal quest or compelling vision to shape her state or nation. Even today, in many institutions, women attainment of leadership positions has been facilitated by affirmative action and employment equity policies, thus creating the perception that one was 'let in' and even the most capable women are viewed with suspicion (Tedrow, 1999). Despite years of progress by women in the workplace and the many efforts made to ensure that women representation is achieved at all levels, they are still underrepresented in many government and non-governmental organizations, particularly in positions of power and decision making (De lay Ray, 2005).

Historically, leadership has carried the notion of masculinity and the belief that men make better leaders than women. The societal conventions regarding gender and leadership traditionally exclude women and top leadership is viewed as a masculine domain (Kiamba, 2008). In the men dominated societies, male leadership style predominates and is regarded as more acceptable. Stereotypes of how women lead have made it difficult for women to access or even stay in leadership positions. Gender stereotypes are based on the assumption that women lack the attributes, abilities and motivation for leadership roles. Behaviors such as emotionality, dependency, and sensitivity associated with the female stereotype are perceived as incompatible with the requirements of leadership.

Studies have shown that people associate women and men with different traits and link men with more traits that connote leadership (Eagly and Carli, 2007). Women are associated with communal qualities which convey concern for the compassionate treatment of others. Men are associated with agentic qualities which convey assertion

and control. Society has socialized women to become nurturing, likeable, gentle, compassionate, soft spoken, warm, yielding, selfless, and dependent rather than ambitious, aggressive, dominant, self-reliant, strong, individualistic and independent. These attributes are opposite of what is expected of a leader.

Grove and Montgomery (2000) opine that compared to men, women receive little support or no encouragement for seeking leadership positions. Besides, leadership positions require hard work, long hours and are stressful for women. This burden is added to their childcare, home care and family responsibility. Women are less likely than men to participate in upper level administration. There is some kind of “success avoidance” by women that influence leadership ability or interest in leadership position (Tedrow, 1999). Moreover, women are more or less persecuted for seeking executive positions due to society’s attitude towards appropriate male and female roles (Eagly and Carli, 2007) .

### **1.1.2 Participation of Women in Trade Union Leadership**

On the front of trade union leadership, women are hardly visible. While unions have taken proactive steps to promote diversity in leadership, there is still a gap (Kaminsky and Pauly, 2008). According to Beijing platform for action (1995) women have demonstrated considerable leadership in community and informal organizations as well as public offices but socialization and stereotyping reinforces the tendency for most decision making organs to remain in the hands of men. In trade unionism, women are clustered in the lower cadre of the profession due to the masculine procedures. As such their participation is limited by male dominance. In most unions

they serve as treasurers just because they are believed not to have the tendency to embezzle funds (Nwankwo, 1996). Cockburn (1991) contends that the prevailing pattern of gender segregation means that women often do not develop the skills and capacity in the workplace that they can take forward with confidence into trade unionism.

Trade union activism is capable of consuming vast amount of time and energy and often comes at a huge cost to men and women. Historical male domination means that trade union activity is typically organized to suit male employment patterns and life style (Kirton & Healy, 2008). The construction and organization of union work and leadership is a barrier to inclusive leadership (Paavo, 2003). Studies on women's attitudes towards trade unions show that many have narrow view of what unions do, and how they might be useful to them (Tomlinson, 2005). This failure to indentify with trade union agenda can prevent women from participating, let alone putting themselves forward for leadership positions. Furthermore feminists criticize trade union movement for failing to bargain vigorously enough on women issues (Kirkton & Healy, 2008). Women face stiffer challenges as opposed to their male counterparts and as such lack confidence to participate in union leadership positions (Andibo, 2012).

### **1.1.3 The Kenya National Union of Teachers (KNUT), Kisumu County**

Trade unions in Kenya started forming in 1940's after the Second World War. This was as a result of discrimination against Africans through unequal treatment in land allocation and employment. By late 1940's a number of trade unions had been



formed. Currently, there are thirty nine trade unions representing workers from all the sectors of the economy. Thirty three unions out of these are affiliated to the umbrella body of unions, the Central Organization of Trade Unions (COTU). Of the 33 COTU executive board members, only 3 are women (Savage 2010). No woman has ever applied for the post of secretary general in all the trade unions affiliated to COTU. Those who have applied have done so for the post of deputy secretary. The Kenya national union of teachers (KNUT) is not an affiliate of COTU. Formed in 1957, its mandate, as spelt in its constitution, is both of a trade union and a professional organization for all Kenyan teachers who choose to join. KNUT has five constitutional organs; Branch executive committee (BEC), the national executive council (NEC), the annual delegates' conference (ADC), Branch annual general meeting (AGM) and the provincial council (PC). These organs have a number of committees for ease of management of union affairs (KNUT, 2012).

Kisumu County is a vast region comprising of six districts namely Kisumu east, Kisumu west, Kisumu North, Nyando, Muhoroni and Nyakach. There are three KNUT branches in the county; Kisumu east, Kisumu west and Nyando. The county has a large urban setting in Awasi, Ahero, and Kisumu city, the rest is rural. The urban setting is cosmopolitan with a culturally diverse workforce in terms of ethnicity and religion. In urban areas the female teachers account for slightly more than half of the teaching populace. Save for the posts of women representatives, all the top branch officials are men except for Nyando Branch which has a women vice-chair person. (Kisumu East, Kisumu West, and Nyando branch office lists, June 2013)

## **1.2 Research Problem**

Women, the world over, are marginalized in the sphere of public life. Although they account for roughly one half of every country's population, they are yet to be proportionately represented in public life (Nwankwo, 1996). While women have achieved much in the last few decades, they still hold few leadership positions than men in labour unions, business, government and non-profit organizations (Eagly and Carli (2007), Kaminsky & Yakura, (2008)). Durant (2006) has observed that injustices and marginalization resulting from cultural inhibitions has affected the activities of women in many fields of endeavor including their participation in trade unions. He further said that paid employment has for a long time been dominated by men thus aiding them to acquire and garner experiences and knowledge over the years. This has also worked to their advantage in trade unions. Leadership is an essential ingredient in the success of trade unions. It bears the responsibility of championing union objectives as documented in their constitution. While unions have taken proactive steps to promote diversity in leadership, there is still a gap. Women still hold fewer positions than men in trade unions (Kaminsky and Pauly, 2008).

Female representation in union leadership remains woefully inadequate because of limitation by family responsibilities (Rogers 2003). Unions are not doing enough to challenge the gender division of labour found in both the private and public spheres, unions included. They (unions) have always relied on stereotypes to justify the exclusion of women from leadership positions and to marginalize women's issues in bargaining (Rogers 2003).

Studies carried out in Canada by Paavo (2003) show that union workload has proved to be a barrier to women participation in trade union leadership. Kirton and Healy (2008) studied women and union leadership in Britain and found that union work is male dominated: and that this has made union activity to be organized to suit male employment and life style patterns. Several studies have been carried out on trade unions in Kenya. K'obonyo (1981) studied the operations of trade unionism in Kenya: a study of railways African Union. Busienei (2005) added to the body of knowledge by studying moderating effects of trade union membership on employee perception of job security and fair treatment by management in the Kenyan manufacturing industry.

The Kenya national union of teachers is currently the largest trade union in Kenya with membership of 278,000 persons (Knut, 2012). Like other unions in the world its leadership is male dominated both at national and county levels. A large percentage of the posts in the union are held by men. In the head office, for example, all the positions of leadership are held by men, namely, the chairman and his deputy, the secretary and his deputy, and the treasurer and his assistant. Only the newly created post of women representative is occupied by two women by virtue of its nature as a post for the women. In Kisumu County, all the top branch officials are men save for Nyando branch which has a woman vice – Chairperson. The constitution of Kenya section 197(1) states that not more than two thirds of the members of any public office may be of the same gender. The Kenya national union of teachers in Kisumu County has not lived up to this requirement of the Constitution. Teaching, as a profession, employs very many women. In Kisumu County the ratio of women to men in the teaching profession is 6:4 (TSC, 2013). So one would expect them (women) to

seek leadership positions in their union in large numbers but this is not the case. This study will attempt to answer the question “what are the factors that affect the participation of women in the leadership of KNUT in Kisumu County?”

### **1.3 Research Objectives**

To establish the factors affecting participation of women in the leadership of KNUT in Kisumu County.

### **1.4 Value of the Study**

The value of the study can be seen from many angles. First, the government can use the findings of the study to develop policies that can tackle the problem of gender disparity in the public service. Scholars can use the findings of this study as a basis for further investigation and subsequent research on women issues. The trade unions in Kenya can use the findings of the study to attract more women to union membership and leadership. The proposed study will add to the much needed information on trade union leadership at the grass root level in Kisumu County. In addition, the recommendations of the study can help the women workers to “break the glass ceiling” and move up the ladder of leadership in trade unions from where they can address women issues more appropriately. The glass ceiling is a metaphor for an invisible barrier that prevents ambitious women from moving up the organizational hierarchy.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter looks at the importance of theory in academic writing and the various developments therein. Different theories of leadership such as trait theory, gender role theory, the feminist theory and the theory of patriarchy are looked at. Finally factors that affect women participation in leadership of trade unions are discussed.

### **2.2 Theories underpinning the study**

While unions have taken proactive steps to promote diversity in leadership, there is still a gap (Kaminsky & Pauly, 2008). Women still hold fewer leadership positions than men in trade unions. A number of theories have been used to explain this phenomenon.

#### **2.2.1 Trait Theory**

The trait theory of leadership considers personal qualities and characteristics that differentiate leaders from non-leaders. The theory attempts to identify specific characteristics associated with leadership success (Gibson, Ivancevich & Donnelly, 1994). The assumption here is that all leaders possess certain universal characteristics that make them leaders. These characteristics or traits are largely in-born, universal and fixed. Since this concept of leadership is often called the “great man” theory of leadership, the concept of a woman as a leader would have been completely alien

(Moran, 1992). Leadership implies maleness and since women are not men, they lack the qualities necessary for leadership.

### **2.2.2 Gender role theory**

Gender refers to the social attributes and opportunities associated with being male and female and the relationship between men and women, girls and boys (Hannan, 2001). The attributes, opportunities and relationships are socially constructed and are learnt through the socialization process. Hannan (2001) further explains that gender determines what is expected, allowed and valued in a woman or a man in a given context. In other words gender refers to roles, responsibilities, opportunities, privileges and expectations ascribed to males and female by the society. A gender role therefore is a set of social and behavioral norms that are generally considered appropriate for either a man or a woman in a social or interpersonal relationship.

The role theory uses gender stereotypes and gender role socialization as explanatory concepts (Klenke, 1996). Stereotypes are descriptive shortcuts applied to categories of people, women and men, blacks and whites, poor and rich. They rest on oversimplified generalizations leading to categorized judgments about people. Although stereotypes may often be based on a grain of truth, in reality, they more often conceal than they reveal. Gender stereotypes are based on the assumption that women lack the attributes, abilities, skill and motivation required for leadership roles (Klenke, 1996). The stereotypes imply that with respect to leadership abilities, men are better and fit for the leadership role than women. Women are associated with communal qualities which convey a concern for the passionate treatment of others.

This includes being especially affectionate, helpful, friendly, kind and sympathetic as well, as interpersonally sensitive, gentle and soft spoken (Eagly and Carli, 2007). Behaviors such as emotionality, dependency and sensitivity associated with female gender stereotypes are perceived as incompatible with requirements for leadership. Men are associated with agentic qualities which convey assertion and control. This includes being aggressive, dominant, ambitious, self confident, forceful as well as self – reliant and individualistic. These agentic qualities are also associated, in most people minds, with effective leadership (Eagly & Carli, 2001), perhaps because of a long history of male domination of leadership roles. This has made it difficult to separate the leader qualities and the male qualities of association.

The gender stereotypes maintain that the attributes and behaviors typically ascribed to women are opposite of what is expected of a leader. Moreover these commonly held stereotypes imply that women who want to be successful leaders should adopt manlike qualities and learn to lead like men (Klenke, 1996). This arouses the guilt of gender role incongruence. The concept of gender role congruence refers to the extent to which leaders behave in a manner that is consistent with gender role expectations (Ridgeway 2001). According to the gender role theory, 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 (Eagly & Karau, 2002).

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. People feel that female gender roles are not similar to

leader roles. The gender role theory posits that leader behavior consistent with gender stereotype is more positively related to follower satisfaction than is leader behavior incongruent with gender stereotypes (Ridgeway, 2001). Considerate leader behavior which is more consistent with female stereotypes is predicted to correlate positively with subordinates' satisfaction with female leaders, whereas initiating structure, a style associated with male stereotype is positively associated with subordinates satisfaction for male leaders.

The qualifications and accomplishments of women notwithstanding, once women have attained positions of leadership, they are often expected to behave like men, instead of enhancing their roles with the new and varied talents, together with the fresh perspectives they might bring with them. (Shavlik & Touchton, 1988). Denmark (1977) speculated that sex roles stereotypes accounted for the lack of women in leadership positions. These gender stereotypes based on historical role often lead to a substantial bias against women and present a major problem for those trying to function as leaders in organizations. (Bass, 1981).

### **2.2.3 The Theory of Patriarchy**

Patriarchy can be defined as social organization marked by the supremacy of the father or the eldest male in the clan or family, the legal dependence of wives and children on the father and the reckoning of descent and inheritance in the male line. It may also be called control of men of a disproportionately large share of power (Summers, 2003). Patriarchy is also defined as a form of social organization in which the father is the supreme authority in the family, clan or tribe and descent is reckoned



in the male line with the children belonging to the father or tribe. Other definitions include: a social system in which the father is the head of the family and men have authority over women children and family, community or society based on this system or governed by men ( Andibo, 2012) .

Walby (1990) identified six locations of patriarchal relations; sexuality, the household, male on female violence, paid employment, cultural institutions and the state. These are not mutually exclusive sights of exploitation. For example the state has tolerated male-on-female violence within the household. The concept of patriarchy is often used by extension to refer to the expectation that men take primary responsibility for the welfare of the family and community as a whole. Patriarchy is a lens that keeps certain things out of focus. It is a system of arbitrary values masquerading as the natural and right order of things. It defines men as the standard of humanity and women as something slightly less than that and therefore robs us all our full humanity (Andibo, 2012).

#### **2.2.4 The Feminist Theory**

The feminist 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 concludes that women and men have equal potential for individual development. Difference in the realization of that potential therefore results from externally imposed constraints and from the influence of social institutions and values (Nzomo, 1995). Feminists advance

three broad perspectives when trying to explain the absence of women from leadership positions.

The first perspective is the personal factors; which includes psychological attributes such as personality characteristics, attitudes and behavioral skills of women themselves. Further, they say lack of self esteem and self confidence, lack of motivation to accept challenges are to blame for women's predicament. Women have low potential for leadership, they are less assertive, have less emotional stability and they lack ability to handle crises (Bond 1996). However, women also have a positive side made up of loyalty and trustworthiness which can help them to ascend to leadership positions (Singh and Shahabudin, 2000).

Second is the structural or the institutional factors. Women find themselves in a disadvantaged position in the organization structure, and this has tended to shape their destiny. They are few and far between; they wield little power and have limited access to resources. The remedy therefore is to eliminate inappropriate discrimination in institutional policies and practices. Male resistance to women in leadership positions, absence of policies and legislation to ensure participation of women and limited opportunities for leadership training are but just to mention a few factors (Bond, 1996).

The last perspective is the one advanced by Smulders (1998). The social construction of gender and the assignment of specific roles, responsibilities and expectations to men and women is the crux of the matter in this case, she says. The gender based roles, irrelevant to the workplaces, are carried into the workplace and kept in place

because the workers involved, both dominant and subordinate subscribe to social and organizational reality. The cultural factors lead to stereotypical views about women's abilities within the cultural context. The view that leadership is a preserve for men relegates women to secondary roles. The emphasis is placed on women's role as mothers, caregivers and nurturers.

### **2.3 Factors Affecting Participation of Women in Trade Union Leadership**

Paavo (2003), when studying union work as a barrier to women serving labour movement leadership, found that the construction and organization of union work and leadership is a barrier to inclusive leadership. Involving more women in sustainable forms of union leadership requires a deliberate rethinking and restructuring of union work load and leadership. Sudano (1977) found that union work load causes women to quit leadership roles.

While unions have successfully fought to reduce the workday and week for members, these same unions demand long hours of work from their leaders (Paavo, 2003). These workload expectations assume union leaders are men who are always available and have no competing responsibilities. Union expectations are extremely high and good performance in union leadership is measured by visible presence in the office or at meetings and not through other less time dependent measures. This makes union leadership more difficult for women. Stinson and Richmond (1993), Gray (1993), Franzway (1997) and Sudano (1977) opine that for those who do not fit this male leader- model, becoming and remaining a leader in the union movement is impossible. Kirton and Healy (2008) found that trade unions are capable of consuming a vast

amount of time and energy and often comes at a huge cost to men and women. This view is supported by Paavo (2003) when he said that work holism is deep rooted in trade union culture.

Kirton and Healy (2008) found from their study of Women and Union Leadership in Britain that male domination of union work has meant that union activity is organized to suit male employment and life style patterns. Nwobodo (2006) in the study of gender issues and leadership effectiveness in Nigeria opine that responsibilities of trade unionists; long, sudden and unusual working hours together with travelling are issues which women workers may not be comfortable with

Rogers (2003) in her study of work and family states that family – work balance is a very difficult issue to deal with for women. Women’s domestic responsibilities affect women’s potential for union activism. In addition to this, she maintains that these responsibilities are the key reason women do not participate in union leadership. Simpson, Patricia and Kaminski (2003) argue that there’s a direct connection between women in leadership positions and family responsibilities. Family responsibilities limit the presence of women in top leadership of unions. Gray (1993) states that the distinction between work and family is the biggest impediment to female involvement in union activities and leadership. Family responsibilities conflict with union responsibilities because the expected devotion to union activity is high and it is opposed to the dedication required in care work (Rogers 2003).

Andibo (2012) in her study of obstacles women face in participating effectively in trade unions, with specific reference to UASU, found that conflicting family

responsibilities deny women the time to join union or participate in union activities. According to Kirton and Healy (2008) women take a greater share of family and domestic responsibilities leaving them with little or not time to participate in union activity. This implies women do not develop the skills and competencies in the work place that they might take forward with confidence into trade union leadership roles (Cockburn (1991), Lawrence (1994), Munro (1999)). Nwobodo (2008), quoting ILO report, states that women do not have time to join or participate in union activities because of conflicting family responsibilities.

Andibo (2012) and Nwobodo (2008) found that stereotypes exist about women's abilities, preferences and roles; that women cannot make good leaders, they prefer family chores to other kinds of responsibilities and their role is basically to take care of the family. The male dominated culture or activities of the union and hostile reactions from male members discourage women from joining unions( Kirton and Healy, 2008). Historically union work has been male dominated. Men occupying the existing union structures find it easy to perpetuate some prejudices, values and stereotypes unfavorable to women (Nwobodo, 2008).

Women lack confidence to join unions or to aspire for leadership positions (Andibo 2012). Rogers (2003) also found that women lack interest and dedication to union affairs. Women's exclusion from trade unions is also a structural and ideological problem. Barriers are structural in that women remain responsible for their families and ideological because the dominant view suggests that this is the women's proper place.

Other studies of women's attitudes have shown that many have a very narrow view of what unions do and how they might be useful to them (Tomlinson, 2005). This view is shared by Nwobodo (2008). In her studies of gender issues and leadership effectiveness in Nigeria, Nwobodo (2008) goes further and says women fear reprisals from employers including losing their jobs for joining unions. In addition, unions are associated with conflicts and violent actions: these factors make trade union leadership unattractive as a career option for women. UK feminist authors criticize trade union movement for failing to bargain and campaign vigorously enough on women's issues (Kirton and Healy, 2008). Nwobodo (2008) also notes that unions are not sensitive to the needs of women workers. The entrenched union rules and structures are not conducive to women's participation and advancement to leadership positions. Informal procedures in the unions for nominations rely on the established male networks whose membership excludes women.

There are not enough female role models to further women agenda and encourage other women to join (Kirton and Healy, 1999). Religious, cultural norms and traditions prevent women from joining unions. Women face opposition from their spouses or families when they decide to be active unionists (Nwobodo 2008). Women lack visibility. They need to increase their visibility in organizations, trade unions included. Visibility involves putting oneself into the limelight or allowing oneself to be positioned there (Driscoll & Goldenberg, Vinnicombe & Singh 1993). An individual's visibility may lead to his/her public approval and success. Visibility can be improved by taking challenging assignments, participating in professional and social events and networking.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter contains the methodology to be used in the research. It discusses the research design, the study population, sample design, data collection procedure and the techniques of data analysis.

### **3.2 Research Design**

The study used descriptive survey research. In this design, the researcher describes people's responses to questions about a phenomenon or a situation with the aim of understanding the respondents' perception from which truism is constructed. A survey is used to obtain a description of a particular perception about a situation, phenomena or variable and their views are taken to represent those of the entire population. Questionnaires and interviews are used extensively to collect data from samples representing large population (Sekaran, 2006). The design is suitable for this study because data will be collected from a cross-section of respondents at one point in time. Surveys provide an opportunity to examine correlations among the participants' responses' and to look for possible patterns of cause and effect. Surveys help to dispel myths (McBurney & White, 2007). This design will help us to find out what people feel about participation of women in union leadership and to examine correlations among participants' responses.

### 3.3 Population

The population of study was all teachers who are members of the Kenya National Union of Teachers (Knut) in Kisumu County. Kisumu County has three Knut branches with a combined membership of 5000 persons: 1900 in Kisumu East , 900 in Kisumu West , and 2200 in Nyando .Kisumu East branch has 1242 women and 658 men, Nyando has 1200 men and 1000 women while Kisumu west has 520 men and 380 women (KNUT, 2013)

**Table 3.1 The number of members in each branch in Kisumu County**

<b>Branch</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
Kisumu East	658	1242	1900
Kisumu West	520	380	900
Nyando	1200	1000	2200
<b>TOTALS</b>	<b>2378</b>	<b>2622</b>	<b>5000</b>

### 3.4 Sample Design

This study took a sample of 360 persons according to the table attached in appendix III showing the required sample size (Research Advisors, 2006). Stratified random sampling was used to identify the sample. The population in each branch in the county was classified into two strata; men and women. A simple random sample from each stratum was taken in a number proportional to the stratum's size when compared



to the population. The subsets of the strata were then pooled to form a random sample as shown in the table below.

**Table 3.2 The composition of the sample from each branch**

Branch	Number of people to be sampled from each branch	Number of Men	Number of Women
Kisumu East	137	47	90
Kisumu West	65	38	27
Nyando	158	86	72
<b>TOTAL</b>	<b>360</b>	<b>171</b>	<b>189</b>

### **3.5 Data Collection**

The study was based on primary data which was collected using a questionnaire. Self administered questionnaires are cheap, easy to administer to a large number of people and can be most usable form of gathering data in survey research (Fowler, 2002). From the branches' records the researcher located the schools where the sampled teachers work. With the help of two research assistants, the researcher visited the respondents at their place of work, administered the questionnaires and collected them the same day. Where it proved difficult, they were collected the following day. The questionnaires consisted of Likert type scale questions divided into two sections. Section one had questions on personal information and section two had questions on factors affecting women's participation in union leadership of KNUT in Kisumu County. The research assistants were modest persons who can appeal to the sample

population; and therefore made collection of data easy. A total of 360 questionnaires were issued to the respondents.

### **3.6 Data Analysis**

Once the questionnaires were received, they were edited for completeness and consistency. The data were categorized and variables ranked according to how frequently they were placed in each category using descriptive statistics. Factor analysis were used to select factors that contributed significantly to women participation and which are independent of each other. Descriptive and inferential statistics was used to analyze data. The statistical package for social sciences (SPSS V.16.0) was used as an aid in the analysis.

## **CHAPTER FOUR: DATA ANALYSIS AND FINDINGS**

### **4.1 Introduction**

This chapter presents the results of data analysis. The study examined the factors that affect participation of women in trade union leadership in KNUT, Kisumu County.

Data collected were analyzed using descriptive and inferential statistics. The chapter opens with a demographic description of the participants involved in the study.

### **4.2 Response Rate**

A total of 350 out of the 360 respondents completed and returned the questionnaires duly and correctly filled. This comprised 168 males and 182 females in a ratio of 12:13. The 10 unfilled questionnaires from 3 males and 7 females were treated as non-response data. Thus, the return rate of the questionnaires used in data analysis was 97.2% which is acceptable by any standard.

### **4.3 Demographic Data**

The demographic description of the participants based on gender, religion, marital status and duration of membership are presented in Table 4.1.

**Table 4.1. Demographic Profile of the Respondents**

<b>Profile</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	168	48.0
Female	182	52.0
<b>Age</b>		
Below 30 Years	57	16.3
31-40 Years	164	46.9
41-50 Years	105	30.0
Above 51 Years	24	6.9
<b>Marital Status</b>		
Married	285	81.4
Single	62	17.7
<b>Religion</b>		
Christian	344	98.3
Other	3	0.9
<b>Membership</b>		
0-10 Years	195	55.7
11-15 Years	50	14.3
16-20 Years	46	13.1
Above 21 Years	59	16.9

From the table 4.1, 168(48.0%) respondents were male while 182(52.0%) were female. This indicates that majority of the respondents were female. It was further found that 57(16.3%) of the respondents were aged below 30 years, 164(46.9%) were aged 31 -40 years and formed majority of the respondents, 105(30.0%) respondents were aged 41-50 years, while 24(6.9%) were aged over 51 years. This implies that majority of the KNUT members in Kisumu County were aged between 31 -40 years.

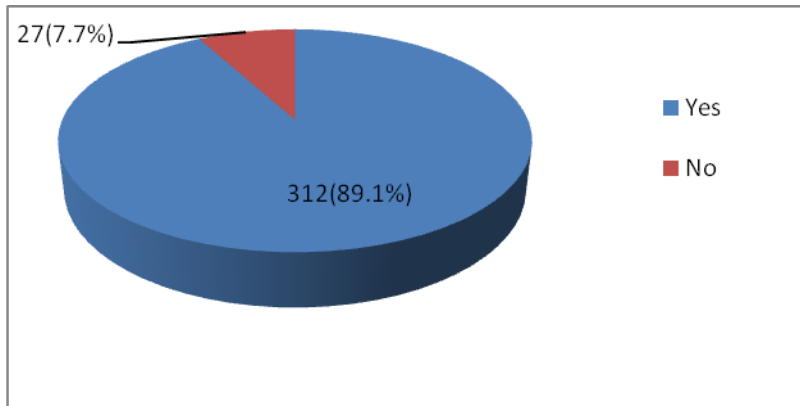
285(81.4%) of the respondents were married, and 62(17.7%) were single (not married/widowed). This shows that majority of the respondents were married in comparison to the singles.

Majority of the respondents 344(98.3%) were Christians and only a few 3(0.9%) belonged to the other categories of religion. It was further found that 195(55.7%) respondents had up to 10 years of KNUT membership, 50(14.3%) had 11-15 years membership, 46(13.1%) had 16-20 years membership while another 59(16.92.7%) had over 21 years membership. It can therefore be concluded that majority of the respondents had joined the union in the last 10 years.

#### **4.4 Factors affecting women participation in union leadership in KNUT, Kisumu County**

The respondents were asked if leadership of the union was important in the realization of the union's mandate. This was to find out if the union members were keen on the leadership which could directly reflect on the execution of the union mandate and service to its members. The response was as presented in figure 4.1.

**Figure 4.1 Importance of union’s leadership in the realization of its mandate**



**Yes= Leadership is Important; No = Leadership is not Important**

Trade union leadership is important as was confirmed by over 89% of the respondents. They were further asked if they would elect women to top leadership positions in their union.

**Table 4.2 Preference for a woman leader**

	Frequency	Percent	Cumulative Percent
Yes	279	81.3	81.3
No	64	18.7	100.0
Total	343	100.0	
Missing System	7		
Total	350		

Majority of the respondents 279(79.7%) said that they would prefer women leaders in the top leadership position of the union, while only 64(18.3%) did not prefer women in top leadership position.

**Table 4.3 Appropriate leadership position for women in the union**

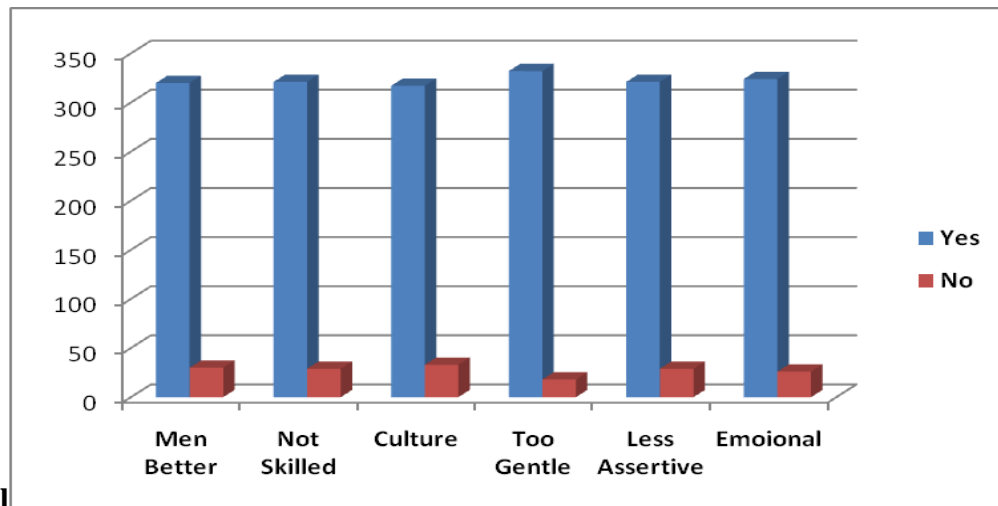
	Frequency	Percentage
Woman representative	96	27.4
Treasurer	130	37.1
Chairperson/Secretary General	85	24.3
Vice Chairperson/Assistant Secretary	24	6.9

Majority of the respondents 130(37.1%) preferred women in the Treasurer's position, which could imply that they believe that money is safe in the hands of women. A relatively low percentage (6.9%) of them preferred a woman as a Vice chairperson or Assistant secretary, 96(27.4%) of the respondents felt that women are better placed as Women representatives while another 85(24.3%) preferred women as Chairpersons or Secretary general.

#### **4.5 Reasons for women not being elected into leadership positions in the union**

The respondents were asked to state whether or not the reasons given explain why not many women were elected as leaders in their union. The responses were as shown in figure 4.2.

**Figure 4.2 Reasons why women are not elected as leaders**



**Reasons for not being elected**

It is clear from figure 4.2 that majority of the respondents accepted the above factors as being the major reasons why women are not elected into top leadership. This is because all the reasons were rated by approximately the same number of respondents. All the factors: men make better leaders, women lack skills, culture, women are too gentle, less assertive and the fact that women are less emotionally stable than men, recorded above 320 respondents out of 360. This is a significant indicator that indeed, these factors directly affect the choice of women in the union leadership as opposed to their male counterparts.

#### **4.6 Low women participation in leadership**

This section of the study sought to find out the extent of the respondents' agreement or disagreement to the given statements about low women participation in leadership of KNUT in Kisumu County. Explanatory Factor Analysis that seeks to obtain inter-correlations of a set of variables was used to determine the factors that contribute



significantly to women participation in leadership. Factors are estimated using a mathematical model, where only the shared variance is analyzed

**Table 4.4 KMO measure of sampling adequacy and Bartlett's Test of sphericity**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.655
Bartlett's Test of Sphericity	Approx. Chi-Square	231.975
	df	15
	Sig.	.000

The first step was to assess the suitability of the data for factor analysis. This involved calculating the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity. In this study the KMO value is .655, and the Bartlett's test is significant ( $p=.000$ ), therefore factor analysis is appropriate.

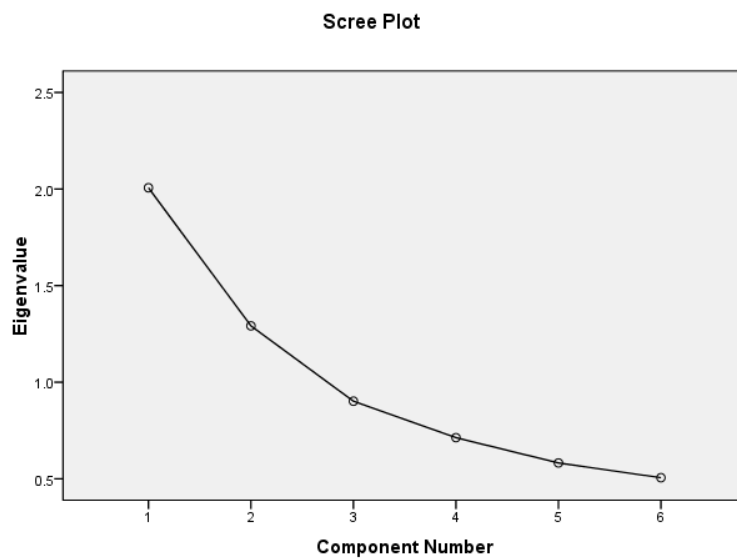
To determine the components to 'extract' it was necessary to consider the information provided in the output. Using Kaiser's criterion, we were interested only in components that have an eigen values of 1 or more. From the Total Variance Explained in table 4.5 below, only the first two components recorded eigen values above 1 (2.006 and 1.292). These two components explain a total of 54.968 per cent of the variance (see Cumulative % column). Therefore, the components (1. Strongly Agree 2. Agree) are more significant.

**Table 4.5 Principal component analysis for low women participation in union leadership**

**Total Variance Explained**

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.006	33.441	33.441	2.006	33.441	33.441
2	1.292	21.527	54.968	1.292	21.527	54.968
3	.902	15.027	69.995			
4	.713	11.882	81.877			
5	.582	9.699	91.577			
6	.505	8.423	100.000			

**FIGURE 4.3 Scree Plot for low women participation in union leadership**



Often, using the Kaiser criterion, too many components are extracted; so it is important to further look at the scree plot provided by SPSS. In this study, there is quite a clear break between the first and second components. Components 1 and 2 explain or capture much more of the variance than the remaining components. From the above analysis, it is clear that most of the respondents **strongly agree** with the statements about low women participation in KNUT leadership in Kisumu County.

**Table 4.6 Component matrix for low women participation in union leadership**

**Component Matrix<sup>a</sup>**

	Component	
	1	2
Heavy Work Load associated with union leadership	.796	
Long Hours demanded by union work	.710	-.333
Lack of Confidence to aspire for union leadership	.632	.465
Lack of Support from spouse	.405	
Lack of Visibility to voters		.784
Family responsibilities are unimpediment to women seeking union leadership	.497	-.546

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

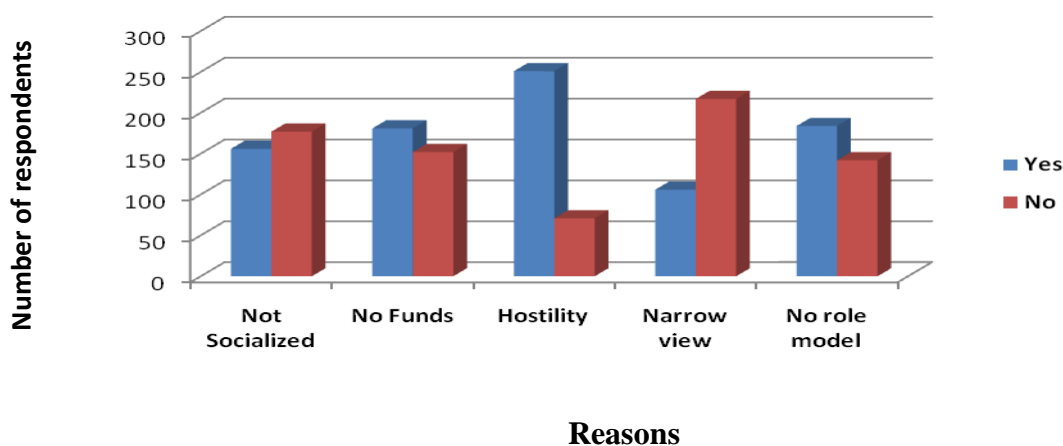
It is evident from table 4.6 that most of the factors load quite strongly (above .4) on the first component. Very few items load on Components 3, 4 and 5. This supports our conclusion from the scree plot to retain only two factors for further investigation.

This component matrix therefore confirms that the respondents **strongly agree** that heavy workload involved in union management, long hours demanded by union work and lack of confidence in women to aspire to positions of leadership as the major factors affecting women participation in union leadership.

#### 4.7 Reasons for a small number of women contesting for union leadership positions

This section sought to find out from the respondents why NOT so many women contest for leadership positions in the union.

**Figure 4.4 Reasons for a small number of women contesting for leadership positions**



Most respondents, 251(71%) accepted that hostile reactions from male members discourage women from joining union leadership. A relatively small number of

106(30.3%) of the respondents agreed that women do not contest for union leadership positions due to their narrow view of what unions do and how they might be useful to them. Almost the similar percentage of the respondents 44.6% and 50.6% for Yes and No respectively, mentioned that women have not been socialized to aspire for leadership positions.

#### 4.8 Other reasons for Low women participation in union leadership

This section of the study sought to find out the extent of the respondents' agreement or disagreement to the given statements about low women participation in leadership of KNUT in Kisumu County. Explanatory Factor Analysis was used to determine the factors that contribute significantly to women participation in leadership as presented below.

**Table 4.7 Other reasons for low women participation in union leadership**

	Unfavourable KNUT structures	Existing KNUT Rules	Religion , culture and traditional beliefs	Union work excludes women
Unfavourable knut structures	1.000	.278	.012	.117
Existing KNUT Rules	.278	1.000	.133	.100
Religion, culture and traditional beliefs	.012	.133	1.000	.123
Union work excludes women	.117	.100	.123	1.000

The correlation matrix in table 4.7 above is the first step in assessing the suitability of the data for factors analysis. In the matrix, a correlation coefficient of .3 above is sufficient for factor analysis.

**Table 4.8 KMO and Bartlett's Test for testing appropriateness of factor analysis**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.534
Bartlett's Test of Sphericity	Approx. Chi-Square	43.476
	df	6
	Sig.	.000

The **Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)** value is .5 or above. The **Barlett's Test of Sphericity** value should be significant (i.e. the Sig. value should be .05 or smaller). In this study the KMO value is .534, and the Bartlett's test is significant ( $p=.000$ ), therefore factor analysis is appropriate.

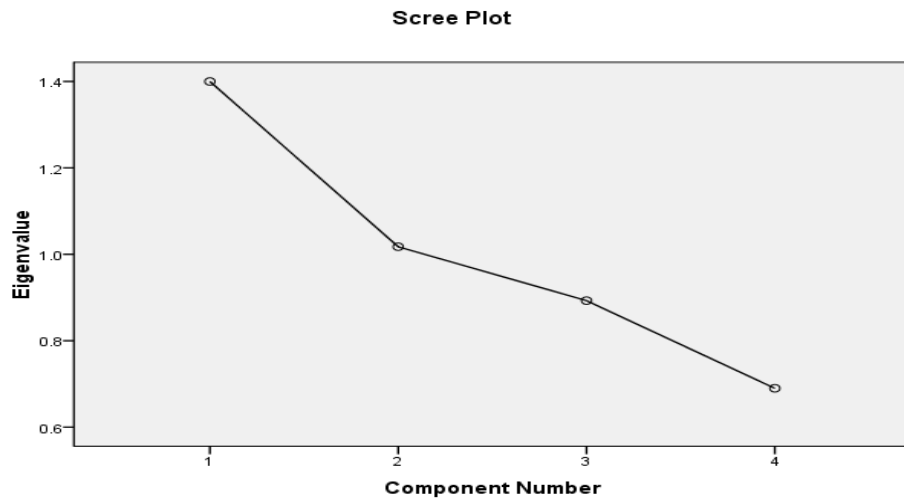
**Table 4.9 Principal component analysis of other reasons for low women participation in union leadership**

Component	Total Variance Explained					
	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.400	35.000	35.000	1.400	35.000	35.000
2	1.017	25.436	60.436	1.017	25.436	60.436
3	.893	22.318	82.754			
4	.690	17.246	100.000			

Extraction Method: Principal Component Analysis.

From the Total Variance Explained table above, only the first two components recorded eigen values above 1 (1.017 and 1.400). These two components explain a total of 60.436 per cent of the variance (see Cumulative % column). Therefore, the components ( 1. Strongly Agree 2. Agree) are more significant.

**Figure 4.5 Scree Plot for other factors for low women participation in union leadership**



From the scree plot above, there is quite a clear break between the first and second components. Components 1 and 2 explain or capture much more of the variance than the remaining components. From the analysis, it is clear that most of the respondents **strongly agree** with the statements in section 4.6 on the factors that affect women participation in leadership.

The component matrix in table 4.10 shows significance in the factors:

Entrenched KNUT rules and structures in Kisumu County are not conducive to women’s participation and advancement in leadership positions, men occupying existing KNUT structures perpetuate some prejudices, values and stereotypes unfavorable to women and construction and organization of union work excludes women, as being the majorly agreed on factors by the respondents.

**Table 4.10 Component matrix for other factors for low women participation in union leadership**

**Component Matrix<sup>a</sup>**

	Component	
	1	2
Existing KNUT Rules	.728	
Unfavourable knut structures	.666	-.510
Union work Excludes women	.504	.405
Religion, culture and traditional beliefs	.415	.734

Extraction Method: Principal Component Analysis.

a. 2 components extracted.



## **CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter gives the summary, discussion, conclusion and recommendation based on the study carried out to determine the factors responsible for low participation of women in the leadership of Kenyan National Union of Teachers (KNUT), Kisumu County. Suggestions for further research have been made.

### **5.2 Summary**

This study established the low presence of women in the top leadership of KNUT Kisumu County. The factors responsible for the phenomenon are two-fold; first are those explaining why not many women may contest for leadership position and secondly are reasons why not so many may not be elected;

Majority of the respondents were in agreement that union leadership is important in the realization of the unions mandate and that they would elect women union leaders but they indicated that the most suitable position for women in union leadership is that of treasurer.

A number of reasons were established why not many women are elected to KNUT union leadership positions. They include the belief that men make better leaders than women, women lack the attributes, abilities and motivation for union leadership and that woman are too gentle and soft spoken to handle union affairs. There is also the perception by voters that women may not be able to take heavy workloads associated

with union leadership and they may not be able to work for long hours demanded by those positions. They do not have the confidence to aspire to those positions.

Not many women contest for KNUT leadership position in Kisumu County. The reasons for this include the notion that hostile reactions from male members discourage women from contesting. Women have not been socialized to aspire for leadership positions, but above all, entrenched KNUT rules and structures are not conducive to women's participation and advancement in leadership positions.

Men occupying existing KNUT structure are also said to perpetuate some prejudices, values and stereotypes unfavourable to women.

### **5.3 Discussion**

From the study, majority of the respondents agreed that they would elect women to top leadership positions in trade union. This result contrasts the findings by Kaminsky and Pauly (2008). According to their study, in trade unionism, women are clustered in the lower cadre of the profession due to masculine procedures. Even through the respondents agreed to elect women to top leadership positions, the most suitable position is that of treasurer, not chairperson or secretary general. This concurs with Nwankwo (1996), who found that in most unions, women serve as treasurers just because they are believed not to have the tendency to embezzle funds.

The study established a number of reasons why not many women get elected to KNUT leadership positions. They include the belief that men make better leaders than women. This is consistent with Kiamba (2008) in which it is found that, historically leadership has carried the notion of masculinity and the belief that men make better leaders than women.

Klenke (1996) found that gender stereotypes imply that with leadership abilities, men are better and fit for the leadership role than women. Most respondents supported the statement that women lack the attributes, abilities and motivation for union leadership. This again reinforces the gender stereotypes which are based on the assumption that women lack the attributes, abilities, skills and motivation required for leadership roles (Klenke, 1996).

The assertion that women are too gentle and soft spoken to handle union affairs was in favour with Eagly and Carli (2007). The two found that women are associated with communal qualities which convey a concern for the compassionate treatment of others. This includes being interpersonally sensitive, gentle and soft spoken. Such behaviours are perceived as incompatible with the requirements for leadership.

The respondents were in agreement with the statements that women may not be able to take heavy workloads associated with union leadership and that they may not be able to work for long hours demanded by those positions. This supports Sudano (1977) who found that union workload causes women to quit leadership roles. Paavo (2003) found that while unions may have successfully fought to reduce the work day and week for members, some unions demand long hours of work for their leaders. These workload expectations assume that union leaders are men who are always available and have no competing responsibilities. The study further found that women have not been socialized to aspire for leadership positions and that they may not have the confidence to. Andibo (2012) in the study “obstacles women face in participating effectively in trade union membership and leadership” contends that women lack confidence to join union or to aspire for leadership positions.

Other reasons why women representation in top leadership positions in the union is low revolve around the fact that not many women contest for union elective positions. Hostile reactions from male members discourage women from joining union leadership. According to Kirton and Healy (2008), the male dominated culture or activities of the union and hostile reactions from male members discourage women from joining union leadership. Many women do not contest for union positions because entrenched union rules and structures are not conducive to women's participation and advancement in leadership positions. This is consistent with Nwobodo (2008). The study by Nwobodo (2008) found that union rules and structures are not conducive to women's participation. Informal procedures in unions for nominations rely on the established male networks whose membership exclude women.

Another reason for fewer women contesting for union leadership position is the assertion that men occupying existing KNUT structures are said to perpetuate some prejudices, values and stereotypes unfavourable to women. This concurs with Nwobodo (2008) in his study of gender issues and leadership effectiveness in Nigeria labour union activities. In the study it is found that men occupying the existing union structures find it easy to perpetuate some prejudices, values and stereotypes unfavourable to women.

#### **5.4 Conclusion**

The collaboration between many women not contesting for KNUT union elective leadership positions elected in Kisumu County and not many women being elected for

the position has conspired to keep representation of women in top union leadership positions minimal. Although many union members agree that women ought to be elected and indeed they would elect them to top union leadership position, not many agree to elect them to the positions of chairperson or secretary general. The most suitable position for women is that of treasurer. The reason alluded for not electing many women include the perception that women are less assertive than men, they are not emotionally stable than men or that culturally leadership is not an appropriate role for women.

### **5.5 Recommendations**

There is much that KNUT can do to balance the gender composition of its leadership as is currently constituted. While there is an inclination towards the acceptance of women's leadership, the union can start with affirmative action in which a given portion of top leadership positions must be occupied by women or certain seats are set aside for women. This might create the impression that women were 'let in' but it will have served the purpose.

The union should undertake deliberate rethinking and restructuring of union workload to incorporate women. It was found that for women, apart from union work, they have other competing responsibilities. If a balance cannot be struck between work and family responsibility, women quit their leadership role.

To safeguard against gender role stereotypes that alienate women from leadership positions, the union should educate and reeducate members, state and restate time and again that men and women have equal potential for individual development.

An important reason why women do not capture top leadership positions is because procedures in the union for campaigns rely on established networks whose membership excludes women. These networks should be persuaded to also bring women on board. Again, contestants whose activities would be deemed to be hostile to women need to be penalized heavily and any structures deemed prejudicial to women can be done away with.

### **5.6 Recommendation for further research**

It is important to bear in mind that any topic revolving around gender issues arouses emotions that hinder any rationally considered responses. While many respondents support the idea of having women in top union leadership, they went ahead to cast aspersions on their abilities and suitability. A study to isolate these emotional responses can be carried out over a longer duration to find out whether respondents still maintain the stand they took initially.

## REFERENCES

- Andibo, A.E (2012). Obstacle women face in participating effectively in trade union membership and leadership. *Journal of emerging trends in educational Research and policy studies* 3(3), 317 – 322
- Armstrong, M. (2006). *Human Resource Management Practice*. Philadelphia; Kogan page Limited
- Bass, B.M. (1981). *Stogdill's Handbook of leadership*. New York; Free Press.
- Bond, S. (1996). Academic leadership. *Unpublished trainers module prepared for the commonwealth secretariat in London*.
- Busienei, J.R. (2005). *A study of the moderating effects of Trade Union membership on employee's perception of job security and fair treatment by management in the manufacturing industry in Kenya*. Nairobi; University of Nairobi.
- Cockburn, C. (1991). *In the way of women: men's resistance to sex equality in organizations*. Ithaca, ILR Press.
- De la Rey C. (2005). "Gender, women and leadership". *Agenda, No 65, 4-11*
- Denmark, F.L (1977). Style of Leadership. *Psychology of women quarterly*, 2(2), 99-113.
- Dessler, G. (2004). *Management*. New Jersey: Prentice Hall.
- Driscoll, D.M. & Goldenberg, C.R. (1993). *Members of the club*. Maxwell, Macmillan, Canada
- Durant, W. (2006). *Participation of Women in trade union leadership*. Retrieved April 20, 2013 from <http://www.thenigerianvoice.com>
- Eagly, A.H. & Carli, L. (2007). *Through the Labyrinth: the Truth about how women become leaders*. Boston, MA: Harvard Business school press.
- Eagly A.H. & Karau, S.J. (2002). Role congruity theory of Prejudice Toward female leaders. *Psychological review*, 109(3), 573-598.
- Fowler, F.J. (2002). *Survey Research Methods*. Thousand Oaks, Calif., Sage publications

- Franzway, S. (1977). *Sexual politics in trade unions. Strife: sex and politics in labour unions*. B. Pocock, St. Leonard's, Australia; Allen & Unwin
- Ghauri, P & Gronhaug, K.(2005).*Research Methods in Business Studies-a Practical Guide*.London, Pearson Education
- Gibson, J.L., Ivancevich, J.M. & Donnelly, J.H. (1994). *Organizations behaviour, structure and processes*. Boston, Irwin.
- Gray, L. (1993). “*Women in Union leadership*” in Dorothy Sue’s cobbles women and unions; forging a partnership. Ithaca: ILR Press.
- Growe , R. & Montgomery, P. (2000). “Women and the leadership paradigm; bridging the gender gap,” *National forum, the phi Kappa, Phi journal, 17E, 1-10*.
- Hannan, (2001). Gender mainstreaming strategy for promoting gender equality. *Women watch, office of the special advisor on gender issues and advancement of women at [http://www.un.org/women watch/osagi/pdf/fact sheet](http://www.un.org/women_watch/osagi/pdf/fact_sheet)*.
- Kaminsky & Pauly (2008). Union leadership and Gender: Obstacles for women
- Kaminsky, M. & Yakura, E. (2008). Women’s union leadership; closing the gender Gap. *Working USA: the journal of labour and society, 11(4), 459-475*
- Khanka, S.S. (2003). *Organizational behavior*. Assam – India; S. Chand and Company Ltd.
- Kiamba, J. (2008). Women and leadership positions: Social and cultural barriers to success. *Women’s activism for gender equality in Africa, Wagadu 6*.
- Kirton, G. & Healy, G. (2008), Women and trade union leadership. Key theoretical concepts from UK-based literature. *Centre for research in equality and diversity. Queen Mary University of London*.
- Klenke, K. (1996). *Women and leadership: A contextual perspective*. New York: Springer publishing.
- KNUT (2012) Obtained from <http://www.knut.or.ke>



- KNUT( 2013). Monthly Returns for the month of June 2013 from Kisumu  
East, Kisumu West, and Nyando branches
- .K'Obonyo, P.O. (1981). *The operations of trade unionism in Kenya; a study of the railways African Union (Kenya)*. Nairobi, Unpublished MBA project, University of Nairobi
- Lawrence, E. (1994), *Gender and Trade Unions*. London: Taylor and Francis
- McBurney &White (2007). *.Research Methods*. Wadsworth, Cengage learning
- Moran, B.B. (1992). Gender differences in leadership. *Library trends, Vol. 40, No. 3* PP 475 – 91. *The board of Trustees, University of Illinois*.
- Munro, A. (1999). *Women, work and trade unions*. London; Mansell.
- Nwankwo, N. (1996). *Gender equality in Nigerian politics*. Lagos; Deutchetz publishers, pg 1.
- Nwobodo, I.B. (2008). Gender issues and leadership effectiveness in Nigeria labour union activities: an appraisal. Paper presented at the 3<sup>rd</sup> NLC gender conference in Kaduna on 10<sup>th</sup> and 11<sup>th</sup> March 2008.
- Nzomo, M. (1995) *Women in Top Management in Kenya*. Nairobi, African association for public administration and management
- Paavo, A. (2003). Union work load: A barrier to women surviving labour movement leadership. *Just labour , Vol 8*.
- Research Advisors (2006). *Required Sample Size*. from <http://research-advisors.com> on 16<sup>th</sup> September 2013 at 3:43pm
- Ridgeway, C.L. (2001). Gender, status and Leadership. *Journal of social issues* 57; 637- 55
- Robbins, S.P. (2003). *Organizational behavior*. New Delhi 110-001, Prentice Hall of India Private Ltd.

- Rogers, S. (2003). Work and Family: Still the most difficult Revolution? A Review of the women and unions conference, 2003. *Just labour Vol 4, pp 102 – 105*
- Savage (2010, August). Kenyans debate status of women's rights in constitution's first anniversary. Global Press institute: Retrieved from <http://globalpressinstitute.org/landing/global> - news.
- Sekaran, U. (2006). *Research Methods for Business; A skill building approach* New Delhi, John Wiley and Sons Inc.
- Shavlik, D. V. & Touchton, J.G. (1988). *Women as leaders. Leaders for a new era (pp.98-117)*. New York, American council of Education and Macmillan Publishing Company.
- Simpson, Patricia, and Kaminsky (2003). Gender organizational justice, perceptions, and union organizing. Paper presented at the Cornell ILR conference on women and unions, Ithaca, New York.
- Singh and Shahabudin, (2000). Academic leadership strategies and skills for women in higher education in Shahabudin. *Asian women leaders in higher education. Management challenges for the new millennium*. S.H. and Gill, K.S. UNESCO, Malaysia
- Smulders, A.E.A (1998). *Creating space for women: Gender linked factors in managing staff in higher educational institutions*. UNESCO, Paris institutional institute of education.
- Stinson, J. and Richmond, P. (1993), Women working for unions: Female staff and the politics of transformation. *Women challenging unions: feminism, democracy and militancy*. Toronto, University of Toronto Press.
- Sudano, L. (1977). Women union leaders: Mongrels, Martyrs, Misfits or Models for the future: *strife; sex and politics in labour unions*. B. Pocock, St. Leonards, Australia; Allen and Unwin.
- Summers, D. (2003). *Longman dictionary of contemporary English*. Pearson Education Limited. Malaysia

Tedrow, B. (1979). "A qualitative study of women's experience in community college leadership positions." *Community College Review*, 27 (3), 19

Tomlinson, J. (2005). "Women's attitudes towards trade unions in the U.K; a consideration of the distinction between full and part – time workers." *Industrial relations journal*, 36(5)' 402 – 418

TSC (2013). TSC records in the County Director's office –Kisumu County

Vinnicombe, S. and Singh, V. (1993). Lockes and Keys to the Boardroom. *Women in management review*. Vol 18, No. 6, pp 325 – 333.

Walby, S. (1990). *Theorizing patriarchy*. Blackwel.

## APPENDIX I

### Questionnaire

**Research topic: Factors affecting participation of women in trade union leadership in KNUT, Kisumu County.**

The information collected in this questionnaire will be treated confidentially and will not be used for purposes other than academics.

#### Section I: Personal information

Answer by placing a tick in the appropriate box.

1. Gender Male Female
  
2. Age Below 30 years 31-40 years 41-50years   
51andabove
  
3. Marital status Married Single/widowed
  
4. For married person only  
(i)  Married with children  
 Married without children  
ii) The ages of children (For those married with children)  
0-10 years 11-15 years 15 years and  
above
  
5. Indicate your Religion Christianity Islam Other
  
6. For how long have you been a member of Knut?  
0-10 years 10-15 years 15-20 years 20years and above

**Section II: Factors affecting women participation in union leadership in Knut,**

**Kisumu County**

Place a tick in the appropriate box to indicate your agreement or disagreement with each statement

1. As a member of Knut, is leadership of the union important in the realization of its mandate?

Yes ( )                      No ( )

2. Would you elect women to top leadership positions in your union?

Yes ( )                      No ( )

3. In your opinion, which is the most appropriate leadership position for women in your union?

Women representative ( )    Treasurer ( )                      Chair person/Secretary general ( )  
 )  
 Vice chairperson/assistant secretary ( )

4. State whether the factors listed in the table below explain why not many women are elected as leaders in your union. Put a tick against your preferred response.

	Yes	No
Men make better union leaders than women		
Women lack the attributes, abilities and motivation for union leadership		
Culturally, leadership is not an appropriate role for women		
Women are too gentle and soft spoken to handle union affairs		
Women are less assertive than men		
Women are less emotionally stable than men		

5. State the extent of your agreement or disagreement with the following statements about low women participation in leadership of Knut in Kisumu County. Put a tick against your response.

1. Strongly disagree    2. Disagree    3. Neutral    4. Agree    5. Strongly agree

	1	2	3	4	5
Women are not elected to top union leadership positions due to voters' perception that they may not be able to take heavy workloads associated with union leadership.					
Women are not elected to top union leadership positions due to perception by voters that they may not be able to work for long hours demanded by					

those positions.					
Family responsibilities are an impediment to women who wish to be involved in union leadership.					
Women don't get enough support from their spouses and families to enable them participate effectively in union leadership.					
Women are not elected to top union leadership positions due to voters' perception that they do not have the confidence to aspire for those positions.					
Women are not elected to top union leadership positions because they are not visible enough to the voters.					

6. State whether the following statements are true about why not so many women contest for leadership positions in your union. Put a tick against your response.

- a) Women have not been socialized to aspire for leadership positions. Yes ( ) No ( )
- b) Women lack funds to carry out campaigns for union leadership Yes ( ) No ( )
- c) Hostile reactions from male members discourage women from joining union leadership.  
Yes ( ) No ( )
- d) Women do not contest for union leadership positions due to their narrow view of what unions do and how they might be useful to them. Yes ( ) No ( )
- e) There are not enough role models in the country and in Kisumu County to encourage women to vie for union leadership positions. Yes ( ) No ( )

7. State to what extent you agree/disagree with the following statements. Put a tick against your response.

1.Strongly disagree 2. Disagree 3. Neutral 4. Agree 5.strongly agree

	1	2	3	4	5
Men occupying existing Knut structures perpetuate some prejudices, values and stereotypes unfavorable to women					
Entrenched Knut rules and structures in Kisumu County are not conducive to women's participation and advancement in leadership positions.					
Religion culture and traditional beliefs prevent women from pursuing union leadership.					
Construction and organization of union work excludes women.					

## APPENDIX II

ANTONINE A. ONYANGO  
UNIVERSITY OF NAIROBI  
SCHOOL OF BUSINESS  
P.O BOX 30197.  
NAIROBI

22<sup>ND</sup> MAY, 2013

THE KENYA NATIONAL UNION OF TEACHERS  
P.O BOX 30407  
NAIROBI

Dear Sir,

**RE: PERMISSION TO ADMINISTER INTERVIEWS IN KISUMU COUNTY.**

I am a master of Business Administration student at the University of Nairobi. I am required to submit as part of my coursework assessment a research project report on a management problem.

Therefore am undertaking a research on “Factors affecting participation of women in the leadership of KNUT in Kisumu County”. I would appreciate if you allowed me to collect data in your branch offices in Kisumu County for the research. The results of the report will be used solely for academic purposes and a copy of the same will be availed to the KNUT (Kenya National Union of Teachers) on request.

Yours faithfully,

ANTONINE A. ONYANGO

## Appendix III

### Required Sample Size<sup>†</sup>

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

<sup>†</sup> Copyright, The Research Advisors (2006). All rights reserved.