

**ROLE OF TERTIARY EDUCATION IN EMPOWERING
WOMEN FOR DEVELOPMENT - A CASE OF THE KENYA
INSTITUTE OF MANAGEMENT MOMBASA BRANCH**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTERS OF ARTS IN PROJECT PLANNING AND
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DECLARATION

This Research Project Report is my original work and has never been presented to any other Institution for award of any Degree, Diploma, or any Certificate whatsoever.

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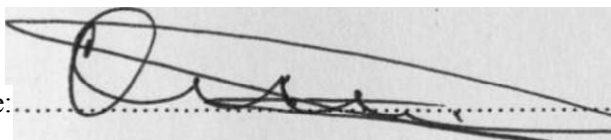
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DEDICATION

I would like to dedicate this project to my husband Joseph Rotich and my kids Maxwell Kipkoech and Kathy Chebet for their continued support love, guidance and encouragement.

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ABBREVIATION AND ACRONYMS

ASALs	: Arid and Semi - Arid Lands
UNESCO	: United Nations Educational Scientific Cultural Organization
GOK	: Government of Kenya
EFA	: Education for All
MDGs	: Millennium Development Goals
NGOs	: Non - Governmental Organizations
KIM	: The Kenya Institute of Management
MENA	: Middle East and North Africa
UNDP	: United Nation Development Plan
DWCRA	: Development of women and children in Rural Areas
IRDP	: Integrated Rural Development Program
DIT	: Directorate of Industrial Training
USA	: United States of America
SPSS	: Statistical Package for Social Scientists

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ABSTRACT

The success of development efforts depends upon making women full partners. They must be enabled not only to contribute their efforts, but also to share equally in the benefits of development projects. . To be certain, tertiary education, by itself, is not a panacea, but it is necessary, if often insufficient, condition for the advancement of women and girls. It is in this that the journey out of poverty and towards employment and decision- making power begins. Providing the means through which such women can gain access to learning opportunities is a major task for national planner's intent upon improving the lot of women. (UNESCO, 1994). Education of women is a societal responsibility. All available resources should be harnessed to meet this challenge: those of non-government organizations and the private sector as well as those of government at all levels. Yet, without improved access to education, the advancement of women will be stymied. Improved knowledge and skills are necessary to enable women and their families to escape from poverty. Education is a prerequisite to most forms of remunerative employment, including self-employment. Hence, while education is not the only means by which the problem can be resolved, it is a vital and essential step in promoting the progress and well-being of women. The study tried to find out the role of tertiary education in empowering women in development a case study of the Kenya Institute of Management. The target populations were female students from Mombasa Branch. A total of 825 female students were used for the study. Both secondary and primary data were used; primary data was collected using questionnaire which were first tested to find out its validity and reliability. Simple random sampling method was used to get the students who were to fill the questionnaire in Mombasa branch. Once the data was collected, it was analyzed descriptive analysis to determine whether relevance of the course, mentorship, attachment policy and education scholarship contributes toward empowering women for development. All the respondents agreed that training is a key to empowering women for development. The female students also agreed that relevant courses provide the required skills and professions to individuals which enable them be competitive in the job market. They are also certain that mentorship will increase their professional skills and knowledge and improve the chances of job opportunities. The respondents agreed that through attachment they are given chance to put in practice the skills and knowledge they have acquired in real work experiences. This empowers them for development of the Nation. Also the respondents agreed that through sponsorship the less privileged women are able to access tertiary education which will equip them for development of the Nation. The study recommends that the Institute should make available mentorship and education sponsorship so that the students are aware of them and make use of them to empower them for development. The study recommends similar studies should be conducted to other tertiary Institution and Institution of higher education. Also a study should be carried out to see whether women occupy senior position in the organization after attaining the required skills and knowledge.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

For over half a century, the Kenya Institute of Management has been at the fore front in provision of quality management training, research and consultancy to generations of managers and leaders who have shaped the practice of business in every industry in the region. The Kenya Institute of Management has offered tertiary education to both men and women in various areas of management and leadership all over the country. Both men and women are prepared to take part in policy making and development.

Education is widely accepted as a leading instrument for promoting economic growth. For Africa, where growth is essential if the continent is to climb out of poverty, education is particularly important.

For several decades, African countries and their development partners have placed great emphasis on primary and, more recently, secondary education. But they have neglected tertiary education as a means to improve economic growth and mitigate poverty. The Dakar summit on "Education for All" in 2000, for example, advocated only for primary education as a driver of social welfare. It left tertiary education in the background. (Millennium Development Goals Report, 2010)

Tertiary education, the ratio between girls and boys in the developing regions is close to parity, at 97 girls per 100 boys. This is largely due to the fact that many more girls than boys are enrolled in Countries of the Commonwealth of Independent states, Latin America and the Caribbean, Northern Africa and South - Eastern Asia. But the most other regions, the number of boys heavily outweigh that of girls in colleges and universities. In sub - Sahara Africa and Southern Asia, for example, only 67 and 76 girls per 100 boys, respectively are enrolled in tertiary levels of education. Other gender disparities found in tertiary education relate to areas of study, with women being overrepresented in the humanities and social sciences and significantly

under presented in science, technology and in particular, engineering. Also completion rate also tend to be lower among women than men. (Millennium Development Goals Report, 2010)

The international development community has encouraged African governments' relative neglect of higher education. The World Bank, which exercises significant influence over developing country governments, has long believed that primary and secondary schooling are more important than tertiary education for economic development. This belief stemmed from two important considerations: first, repeated studies appeared to show that the returns to investments in primary and secondary education were higher than those to higher education, and second, that equity considerations favored a strong emphasis on widespread access to basic education. From 1985 to 1989, 17 per cent of the Bank's worldwide education-sector spending was on higher education. But from 1995 to 1999, the proportion allotted to higher education declined to just 7 per cent, as the focus shifted to primary education in the wake of the Jomtien World Education Conference in 1990. (UNESCO, 2005),

These reductions in spending have severely affected higher education in Africa. The average of 5 per cent gross tertiary enrollment masks wide disparities between countries. In several countries, enrollment stood at 1 per cent or less in 2003.

In contrast to this early view, recent evidence suggests higher education is both a result and a determinant of income, and can produce public and private benefits. Higher education may create greater tax revenue, increase savings and investment, and lead to a more entrepreneurial and civic society. It can also improve a nation's health, contribute to reduced population growth, improve technology, and strengthen governance. With regard to the benefits of higher education for a country's economy, many observers attribute India's leap onto the world economic stage as stemming from its decades-long successful efforts to provide high-quality, technically oriented tertiary education to a significant number of its citizens.

We recognize that African countries differ significantly from one another in characteristics that influence how higher education may affect economic growth. The policy environment, for example, which is important for allowing the fruits of higher education to benefit an economy, varies across countries. Similarly, the differing political and economic histories and geographical circumstances of African countries have created an array of environments in which higher

education institutions operate. These factors have also led to differences in near-term economic possibilities. Conclusions drawn here about the potential of higher education to affect economic growth must therefore be tempered by recognition of the many differences between countries. Even so, we believe that some conclusions may apply broadly, and we have tried to focus on these in our analysis.

Gender and socio-economic background of any population has linkage to participation in any economic activities, and the effects vary across socioeconomic groups and regions. Specific issues of concern relate to the unequal or disadvantaged position of women as compared to men and by extension girls as compared to boys in education and economic activities including employment and access to financial assets. Education for All (EFA) and Millennium Development Goals (MDGs) goals, underscore importance of achieving gender equality in education by 2015, with specific focus on ensuring girls' full and equal access to, and achievement in basic education of good quality. (UNESCO, 2003)

Education sector interventions aim at promoting girl child participation in education through provision of scholarships and bursaries; expansion and improvement of physical infrastructure in schools including sanitary facilities; construction of boarding schools in Arid and Semi-Arid Lands (ASALs), provision of water and sanitation facilities to create conducive and gender responsive environments in schools particularly in ASALs. There are also specific interventions such as establishment of Starehe Girls Centre to targeting marginalized girls, Keriri University and targeted cash transfers. However, although some of these interventions have led to impressive access gains, gender disparities both in participation, progression and performance in some regions at primary education level still persist. There are also glaring gender disparities at post primary levels especially in technical and science oriented courses at tertiary level. In general, enrolment for female students decreases at the higher levels of education perhaps due to the social and cultural retrogressive factor. The fact that transition to university education is still low requires targeted interventions on education retention in order to achieve higher women representation. The effects of low women survival in education system are also evident in the labour market structure where women are underrepresented in most major sectors. (GoK, 2005)

Although gender gap has reduced in primary and secondary education, gender disparities persist in tertiary education, technical and university and participation rates are equally low at secondary school level. Disparities are also more prevalent among tertiary education programmes with male students dominating such courses as engineering, technology and finance. This contributes to limited knowledge among women to excel in more lucrative sectors such as manufacturing and highly profitable entrepreneurship programmes.

Women account for about two-thirds of the estimated one billion people in the world living in abject poverty. The poverty of women, particularly in rural areas, sustained by intricately woven socio-economic and cultural factors, has raised issues of equity and justice. In many developing countries, over 60 per cent of the women are illiterates. These women are denied the learning opportunities which would enable them to improve the quality of their own lives and that of their families and allow them to take part in income generating activities. The part played by education in reducing poverty and opening up employment opportunities which ensure economic progress and participation in human development is complex. In both theory and practice women's education results in better standards of living, reduction of poverty, increased earning capacity and in overall human development. An analysis of female poverty must give consideration to women's participation in learning programmes at all levels of education. Research has shown an increase in income of between 10 per cent and 20 per cent with each additional year of schooling. It is also common knowledge that beyond school attendance, subject choice is a determinant of the returns to education. Women's entry to high paying scientific and technological fields has been hampered by non-selection or poor performance in science and technology. Although education is not a panacea for poverty alleviation, it is unquestionably a powerful force for improving the economic status of women and in so doing, reducing female poverty and its tendency towards inter-generational reproduction. (UNESCO, 1993)

1.2 Statement of the problem

Women have not been fully participating in Development of the Nation due to lack of required skills and knowledge required in the sectors. To be certain, education, by itself, is not a panacea, but it is necessary, if often insufficient, condition for the advancement of women and girls. It is

in schools and adult education programmes that the journey out of poverty and towards employment and decision-making power gain.

According to the Institute of Economic Affairs, Kenya (2008), there is a relationship between education level and poverty; it is evident that education has positive effect on poverty reduction, to the extent that the level of education of the household head is inversely related with the incidence and depth of poverty. The incidence of poverty is 68.7% for household heads with no education in urban areas compared with 22% for those with secondary education and 1.5% poverty incidence for households with tertiary education. Thus efforts should be continually advanced to increase access to education opportunities as it plays a critical role in poverty reduction, both among men and women. Hence this study was to establish the role of tertiary education in empowering women for development.

1J Purpose of the Study

The purpose of this study was to establish the role of tertiary education in empowering women for development.

1.4 Objectives of the study

The main objective of this study was to establish the role of tertiary education in empowering women for development at the Kenya Institute of Management. The following are the specific objectives;

Specific objectives are:

1. To establish the extent to which relevance of the course offered by the Kenya Institute of Management empower women for development.
2. To analyze the extent to which mentorship at the Kenya Institute of Management empower women for development.
3. To establish the effectiveness of the attachment policy at the Kenya Institute of Management towards empowering women for development.

4. To determine how sponsorship is at the Kenya Institute of Management towards empowering women for development.

1.5 Research questions

In the course of the research the following questions were addressed as a guide towards effectively evaluating the program and coming up with findings and recommendations

1. How does the relevance of the course offered by the Kenya Institute of Management in empower women for development?
2. What is the contribution of mentorship programmes offered by the Kenya Institute of Management to empower women for development?
3. How does is the attachment policy at the Kenya Institute of Management towards empower women for development?
4. How does education sponsorship at the Kenya Institute of Management towards empower women for development?

1.6 Significance of the study

The study is important to all Institution offering tertiary education and all the stakeholders. This includes the government and the World Bank whose main aid is to ensure women and girls have the skills and knowledge required to make them productive in all the sectors and live a better life. Also the government policy makers are able to plan and ensure education for all and women are not underprivileged in terms of acquiring skills and knowledge. Also to make sure women are prepared to get employment and participate in decision making for the development of the Nation.

1.7 Limitation of the study

Lack of adequate time

Due to the researcher busy work schedule she had to work extra hours to ensure completion of the research project

1.8 Delimitation of the study

This study aimed to find the role of tertiary education in empowering women in development. The research was conducted at the Kenya Institute of Management targeting Mombasa Branch. The Kenya Institute of Management has eighteen branches all over the country. The researcher choose Mombasa Branch because of the good background of the Branch hence understanding in detail the area of study and therefore collected data from target population and used the acquired skills from research methods to analyze.

1.9 Basic Assumptions of the study

The basic assumption of this study was that The Kenya Institute of Management courses offered are relevant in empowering women for development and also the provision of mentorship assist female students to choose relevant units and careers to enable them fully participate in development.

The Kenya Institute of Management attachment policy has enable female students to apply what they have leant to the working situation thus they are more marketable and are able get jobs, occupy position in organization which will enable them to participate in development. Also female students are offered with funds which enables them to train are acquiring skills and knowledge which enables them to participate in the development of the economy.

1.10 Definition of terms

Development - Involving women in developing the Community and the Nation at large. Making sure women fully participate in the process of developing the economy of the Nation.

Empowerment - It involves giving power and authority to women so as to participate fully in developing the Nation. Women should be in the forefront in making decisions and policies regarding development.

Relevant of the course - Course outline which are applicable in making one be able to participate fully in development.

Mentorship - Encouraging students to undertake relevant studies by use of role models and career counselors.

Attachment - Placement of students to working situation while undertaking their studies so as to get experience.

Sponsorship - Providing funds and other necessities required for learning to enable students undertake studies.

1.11 Organization of the study

The study was organized around five chapters excluding the front part which contains the title, declaration, dedication, abstract, acknowledgements, table of contents, list of figures, list of tables, abbreviations and acronyms and at the back there is the references, letter of transmittal and appendices.

Chapter one contains the background information on the role of tertiary Institution in empowering women for development, statement of the problem, purpose of the study, the objectives, research questions, significance of the study, limitation, delimitations, basic assumption and definition of terms.

Chapter two contains literature review on both theoretical and empirical literature on women empowerment towards development and on contribution of Relevance of the course, mentorship, attachment and education sponsorship toward empowering women for development.

Chapter three contains the research design, target population, sampling procedures and sample size, methods of data collection, data validity and reliability, data analysis techniques, ethical considerations and operational definition of variables.

Chapter four contains key findings which include details of respondents, tables of descriptive statistics of variable, graph presentation and analysis.

Chapter five is on summary of findings, discussions, conclusions, recommendations and suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the review of the past information that had earlier been published or documented by past researchers. The past information had a great contribution since it guided towards the achievement of the main objectives of the research study. The past studies activities were stated in the empirical review and theoretical information in form of reference materials will be included in the theoretical review.

The chapter outlines how Tertiary education has empowered women for development with regards to relevance to courses, attachment, mentorship and sponsorships. Women can only contribute effectively and participate in development projects when they have the required skills and knowledge. Education enables women to participate in decision making and they are able to get employment thus contributing towards national building and poverty reduction.

2.2 Women Empowerment towards development

Empowering may be understood as enabling people, especially women to acquire and possess power resources, in order to make decision on their own or resist decisions that are made by others that affect them. A person may said to be powerful when he/she has control over a large portion of power resources in society. The extent of possession of various resources such as personal wealth, such as land skills, education, information, knowledge, social status, position held, leadership trains, capabilities of mobilization.

Education is a key part of strategies to improve individuals' well-being and societies' economic and social development. In the Middle East and North Africa (MENA), access to education has improved dramatically over the past few decades, and there have been a number of encouraging trends in girls' and women's education. Education's importance has been emphasized by a number of international conventions, including the Universal Declaration of Human Rights and

the Programme of Action of the 1994 International Conference on Population and Development. (UNESCO, 2003)

The Fourth World Conference on Women, held in Beijing in 1995, recognized that women's literacy is key to empowering women's participation in decision making in society and to improving families' well-being. In addition, the United Nations has articulated the Millennium Development Goals (MDGs), which include goals for improved education, gender equality, and women's empowerment. The MDGs emphasize education's essential role in building democratic societies and creating a foundation for sustained economic growth. Education contributes directly to the growth of national income by improving the productive capacities of the labor force.

But great challenges remain. Many people especially girls are still excluded from education, and many more are enrolled in school but learning too little to prepare them for 21st-century job markets. In some countries, access to the secondary and higher education that helps create a skilled and knowledgeable labor force continues to be limited; even where access is not a problem, the quality of the education provided is often low. The most worrying aspect of the crisis in education is education's inability to provide the requirements for the development of Arab societies (UNDP, 2002). This policy brief offers an overview of education's benefits to women, families, economies, and societies and highlights the ongoing concerns about education in MENA Countries. It also looks at education's links with fertility and employment, two important elements in women's empowerment.

The global conference on Women Empowerment (1988), highlighted empowerment as the best way of making own partners in development, the development of women and children in Rural Areas (DWCRA) program was initiated as a sub scheme of the national wide poverty alleviation program i.e., the Integrated Rural Development Program (IRDP). It aims at imparting self reliance to rural areas through income generating skills along with group organization skills. Keeping this in view the year 2001 was celebrated as "The Women's Empowerment Year". Human resource development and empowerment of women unlock the door for modernization of society,. Instead of remaining as passive beneficiaries, women must become active partner.

Participation and control over resources of power are considered as the critical indicators in the process of development discharged women especially in rural areas possess the least proportion of these resources and as a result they are powerless and dependent on the powerful and wealthy.

2J The Relevance of the course offered on empowerment of women

Relevant courses offered at the tertiary Institution helps individuals in obtaining employment, as it is indicated that with an increased access and participation in tertiary education, a large number of women are entering the work-force in all sectors including the highly male dominated sectors like army, police, business etc. Teaching has always been an accepted profession for women, especially at the lower levels of education. As far as higher education is concerned, while there are women faculties, a large number of them are at the lower levels. The number of women in senior positions, especially at the managerial and decision-making levels is very small and this is true all over the world. (Indiresan, 2002),

However in contrast, it's argued that the oft-blamed 'glass ceiling' is no longer the most significant barrier holding women back from top managerial positions. She further pointed out that the self-imposed psychological glass ceiling, the invisible but powerful thoughts and feelings stand in the way of real achievement and influence every decision that women make in their lives. The origin for some of these personal traits may be traced to certain social factors. These pertain to the process of socialization, cultural barriers, lack of support from family, not being taken seriously, lack of network for coping with the chilly climate in the campus etc. Above all, the stereotype that exists in society is a major hindering factor. Women are first 'seen' as 'women' and then, only as a professional. Another important factor is the 'invisibility' of women due to cultural socialization. Women are invisible to men who are generally in key positions to select. Even if it is not at the conscious level, bias in recruitment to senior positions cannot be ruled out. The existence of 'glass ceiling' cannot be ruled out completely. Structural barriers do exist restricting women's entry into senior positions. Certain criteria like age, length of experience etc. exclude women even from competing. There is a lack of women 'friendly policies' and very few organizations have specific agenda to bring in more women to senior positions. (Austin. 2000)

More efforts are made to make women contribute to the development of the Nation, for example at the University of Michigan in the US, indicated that there is a conscious effort to bring in more women to senior positions by declaring publicly a positive agenda for women. Another interesting factor is the 'pipeline theory', which asserts that there are not enough qualified women available. This happens because women get limited opportunity for exercising leadership. It should be pointed out here that the number of women in senior positions is insignificant because of a combination of all these factors. The challenge is how to change this situation. There is no single solution. We need different and multi-pronged strategies to tackle the issue. (Indiresan, 1997)

In agreement it is indicated that, in order to enable women to become educational managers based on their merits, women teachers should develop more detailed career objectives, and strive to acquire the knowledge and job skills needed to carry out their diverse work duties as teachers. In addition, in this male-oriented society, it is necessary for women and especially women teachers, to develop close relationship with related organizations and to build in turn humanism-oriented ethos to share their concern and useful information. The government's policy should be concentrated on improving women's job abilities as well as their welfare. As the percentage of women in the Korean educational field is very high, the development of female teachers' job capabilities should be directly connected with the improvement of the quality of education. (Yang, 2003)

Consequently, it is stated that women's role in educational management is changing from passive operators to active decision-makers and performers, which is resulting in their positive contribution to the cause of education. Although their mobilization for managerial activities seems to be rather difficult, it is desirable to encourage women to empower themselves to accept the challenges of managerial roles in education to perform better. (UNESCO, 1994)

As pointed out that education has the potential to challenge stereotypes about male and female roles, to offer alternative ideas and to equip young women to pursue a range of possibilities. But because gender impacts on education as on other social systems, school is more likely to echo

and reinforce prevailing attitudes. Some subjects are seen as more appropriate or useful for girls and others for boys. Girls rarely receive positive encouragement to try the technical and scientific subjects for which boys are supposed to have a natural aptitude; they are not shown the practical application of these subjects to a wide range of occupations, as well as outside the work environment. Girls seem to internalize the prevailing expectations, and many give up, especially when it comes to the study of science and mathematics. One of the negative attitudes of girls appears to be the acceptance of the myth that boys are better in mathematics and science than girls. Girls in primary school see themselves on an equal footing with boys and many do outstrip the boys academically. Some girls in adolescence tend to be self-conscious and erroneously believe that it is not feminine to be brilliant in technical, scientific or mathematical matters. (Hoffmann - Barthes et al, 1997)

She continues to point out that the school curriculum plays an important role in making a discipline relevant and attractive to students and encouraging their involvement. Though in many countries the school curriculum is still structured to reinforce the societal perception of a women's role in family life, gender role stereotyping in textbooks, teaching methods and even a lack of female teachers as role models, a country like Namibia , gender curriculum highlights the extent to which differentiated learning pervaded the curriculum, and it's built -in assumption that practical subjects for girls should relate to the future roles as mothers and home-makers, while boys are prepared for entry into the world of formal employment. Science education is a major determinant of women's negative attitude toward under achievement in the stems from the structure of the secondary schools curriculum which is based on foreign countries and disregards the needs of African students. Secondary level curricula have commonly channeled girls from subjects traditionally considered as masculine into more feminine type subjects like domestic science and handicrafts. (Hoffmann - Barthes et al 1997)

Some forms of gender bias in text and other curriculum materials include lack of gender inclusive language, masculine images and exclusion of the feminine in course content and images; sexist assumptions, decontextualization and lack of reference to the social relevance of science and to domains of interest to women, lack of reference to the community of distinguished female scientists and of science careers for women. The scientific education system is dominated

by gender bias. The present education and training received enforces the negative attitudes of girls towards scientific and technical subjects. Health and environment education can be used to increase participation and broaden science education of girls. In other words teaching and learning science and technology should be applicable to everyday lives of both girls and boys. Textbooks are all gender based with women portrayed only in the traditional roles- the masculine construction of these subjects is of concern. (Hoffmann - Barthes et al 1997)

However, in some countries initiatives have been undertaken in order to make curriculum more gender sensitive. In Kenya and Malawi the curriculum has been reviewed to develop gender sensitive content at all levels and to reflect the needs of the society, including women. (UNESCO, 1996)

Debates indicate that the fundamental for the integration of women in the developmental process is the political intervention and support of the government. The issue of gender imbalance has become a topic for discussion at all national fora and national policies have been developed to promote equal access of females to resources for the enhancement of women's full participation in economic development. For example in Togo, Burkina Faso and Chad a special Minister was appointed in charge of the Promotion of Women, in Nigeria a National Plan was adopted by the Minister of Social Development for the Promotion of Women and the Protection of Children in 1996. All countries surveyed have long recognized the value of education for the production of appropriate human resources to carry out the diverse task of development, including utilization of science and technology. To ensure that the disadvantaged situation of girls in science and technology is addressed, a number of policies, strategies and legislations have been put in place in the different countries by the ministries of education, the Government, Donor agencies, and Non-Governmental Organizations (NGOs), that have affected the social attitudes of students, parents and others towards scientific education and technical/vocational education. Most of these measures were not designed to address gender issues in science and technical education but they have had a positive influence in these areas. (UNESCO, 1996)

2.4 Mentorship and empowerment of women

Mentoring is a means through which a career may be guided beginning with induction into a profession or institution through a progress and promotion with positive outcomes not only for the individuals involved in mentoring relationships but also for their organizations (Douglas, 1997). Although informal mentoring relationships may develop naturally between colleagues, formal mentoring programs are increasingly being established in order to reap the perceived benefits of mentoring. For mentees, the benefits may include increased professional opportunities and collegial networks, access to power bases, growth of professional knowledge and skill development, career advancement and more effective, happier performers (Long, 1997). The reported benefits for mentors include personal and professional satisfaction, enhancement of professional reputation, extension of collegial networks and influence and rejuvenated careers by assisting in the personal and professional development of mentees (Long, 1997). Research has also shown benefits of mentoring for organizations such as improved productivity and job satisfaction, development of organizational culture and commitment, and enhanced communication and relationships across different levels of the organization (Long, 1997)

It is also agreed that for gender equality to be achieved, gender mainstreaming should be accompanied by mentoring of upcoming women by women who have been able to achieve success within the predominantly male dominated or patriarchal institutional culture of universities. However, that the concept of mentoring cannot be taken at face value, thus there is need for call of the feminization of mentoring or feminist critique of mentoring. The questions is whether mentoring as understood and presented today is not a western concept and thus call for the Africanisation of mentoring if it is to bear fruit in an African setting. This may necessitate research African traditional society so as to mainstream African values of sisterhood into the contemporary concept and practice of mentoring. It is also important to recognize the need for skills training and capacity building for women role models if they are to play their role effectively. This necessitates the development of networks where, among other things, we learn how to mentor and achieve empowerment among women. (Tibatemwa-Ekirikubinza, 2007)

Mentoring embraces a philosophy about people and how important they are to educational institutions. Empowering the Faculty synthesizes the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. It also discusses the dynamics of mentoring for empowering faculty members as leaders and the importance of mentoring women and minorities in academics. A discussion of planning mentoring and faculty mentoring models focuses on developing and empowering faculty and ultimately benefit the institution. (Luna and Cullen, 2003)

Mentoring is a continuation of one's development as defined by life cycle and human development theorists in terms of life sequences or stages, personality development, and the concept and value of care. (Erikson, 1963)

Mentoring supports professional growth and renewal, which in turn empowers faculty as individuals and colleagues. Teaching and research, is improved when junior faculty are paired with mentors, job satisfaction and organization socialization becomes greater. Not only do proteges become empowered through the assistance of a mentor, but mentors themselves also feel renewed through the sharing of power and the advocacy of collegiality. (Boice, 1992)

Experts in the field of mentoring point out that mentoring is developmental and continuous and may address a variety of faculty career needs over a period of time. Individuals can develop as leaders through the receipt of professional and institutional information; support, sponsorship, and stimulation; advice, assistance, and guidance; and feedback and direction toward goals. People involved in mentoring are more likely to have opportunities to develop not only professionally that is career orientation but also personally that is psycho-social needs over the span of their careers (Kram, 1986).

Research emphasizes the benefits of mentoring programs and the successes of those who have experienced mentoring. But mentoring must fit the culture and environment of the educational institution, and faculty must be involved in the design and implementation of strategies and plans

for mentoring. Mentoring might need to address the concerns and needs of women and minorities in academic. Statistics and research studies point to these professionals' experiences in higher education as different in terms of scholarship, advising assignments, teaching loads, and service to the community, profession, and institution. As a first step, mentoring has been important in assisting new female and minority faculty members to feel comfortable with the academic environment (Maack and Passett 1994).

Although informal mentoring programs are often found in community colleges and universities, no existing body of literature synthesizes or analyzes these programs. What works well at one educational institution is not readily known to others interested in developing mentoring programs. Planned, formalized mentoring programs are even rarer, and some of those that exist have failed to determine evaluative outcomes in terms of proteges, mentors, and institutional goals and objectives. Those interested in mentoring research need to identify those programs which have been successful and understand why. And research on the specific benefits of mentoring programs for female and minority faculty members at both the community college and university levels needs to be conducted. (Luna and Cullen, 2003)

Mentoring is considered to be a critical factor in helping women climbing the career ladder. However, to what degree mentoring can be beneficial is a question that needs to be answered. If mentoring continues to be adopted, by organizations and individuals as a professional resource, to help catapult women's careers, then a clearer understanding of its benefits is needed. As women continue to make strides in the workforce, it is important that they are equipped to succeed and have equal opportunities for advancement. When thinking about establishing a career path it is important for individuals and organizations to establish relationships with one another. Mentoring has been documented as a process in aiding women in advancing in the ranks. Research suggests that many occupations are growing fast and often require specialized training and education. As a result, women should take advantage of mentoring opportunities in order to increase their successes not only the workforce, but also their personal lives. Women must remain diligent in circumventing career barriers and be committed to the mentoring process

in order to truly reap the benefits of mentoring and to see a positive change in their lives. (Washington, 2011)

Even though the benefits of the mentoring relationship are strongly supported in the research, there are many potential problems given the intense emotional commitment involved. Unfortunately, the drawbacks, concerns, and problems have not been as extensively studied as the benefits of mentoring. Under various conditions, the mentoring relationship can actually be detrimental to the mentor, the protege, or both (Kram, 1985). There are lists of five possible dangers to proteges in the business world, and these seem to apply to the academic community as well: such as the mentor may lose power or influence, the protege may be limited to one person's perspective, the mentor could leave the organization, the male mentor may want sexual favors from the female protege, and the protege could become attached to a poor mentor. (Fury, 1979)

Consequently there are a wide range of poor mentoring scenarios. Many of these relate to the personality characteristics of the mentor. This can include mentors who are rejecting, extremely critical, or indifferent to the young professional's progress (Hunt and Michael, 1983). Some mentors may try to live vicariously through the protege's accomplishments or attempt to mold the protege into his or her own image, which is counterproductive to the facilitating role of the mentor (Kram, 1983). Some problems may result during the development of the mentoring relationship. At the initial stages, the mentor may be exploitive and use the protege only to further his or her own career. The mentor could be overprotective and stifle the protege's career by blocking advancement or opportunities. Furthermore, when the protege begins to make progress, the mentor could feel threatened by the younger professional's growth. At later stages in the mentoring process, a dysfunctional relationship might be one that is prematurely ended by the mentor which could result in a loss of the protege's self-esteem and confidence (Hunt and Michael, 1983).

Although the majority of literature concentrates on the dysfunctional role of the mentor, the mentor also takes some risks in the relationship (Kram, 1985). The mentor might misjudge the

protege's potential, and the protege's poor performance could reflect negatively on him or her. The protege could become dependent on the mentor and be unable to perform without the guidance of the mentor. (Kram, 1985)

While most of the mentoring models and research are based on the white male experience, mentorship may be equally, if not more important for women (Henning and Jardim, 1977). As one female professional stated, "Men and women are viewed differently in academia, it's harder for women to gain credibility. It's difficult to break into the 'old boy network' without a mentor to support you." In studies of successful women, mentorship has been cited as a critical factor in their success (Missirian, 1982). However, there is a shortage of female mentors in business, academia, and other professions (Shapiro et al., 1978). Research suggests that mentors choose proteges with whom they identify and identification is likely to depend on gender, race, and social class (Shapiro et al., 1978). For this reason, many women and minorities lack mentors who can be instrumental in their careers. There are additional reasons women are in a disadvantaged situation in the mentoring process. Research shows that mentors and proteges in mixed gender pairs are at risk of gossip, jealous spouses, and sexual attraction or tension (Missirian, 1982).

There has been speculation that both partners in a mixed gender mentoring relationship would have to be very mature to transcend the sexual tensions and keep the relationship on a career basis only. (Sheehy, 1976) Participants in a male or female mentoring relationship may have to deal with stereotypic male or female roles as well (Kram, 1980). For example, female proteges may not be able to use male mentors as role models in the area of balancing family and work, especially if the male mentor began his career in a traditional family with a wife at home to take care of the children and household. Additionally, in male-dominated occupations, female mentors seem to require a strong career identity and self-image. Few references are made about the female mentor in the literature. There are so few women presently in high-level positions to be mentors to other females or males that little is known of the characteristics of female mentors. (Hunt and Michael, 1983)

2.5 Attachment policy on empowerment of women

Attachment helps the students to practice what is learnt in class to real life work experience. According to a study on the appraisal of students' industrial work experience scheme in five tertiary institutions in River States Nigeria concluded that for students to be adequately prepared to meet social challenges of working in industry, they should have a practical knowledge of the attitude of workmen in industrial setting. (Wodi and Dokubo, 2009). However Curacy (1976) found out that the contemporary workers do not often lose their jobs because of incompetence in terms of use of skill, but because they fail to become team players or get along with others.

Attachment is the vehicle that enables participants to apply what they have learned in the classroom; hence both groups affirmed that the time spent in industry for the scheme was not a waste. Solving the problem of skill acquisition by graduates of Nigerian Technical/Vocational Education is a reason for the establishment of student Industrial work experience. It was planned to be a bridge between educational institutions and industrial employers with the latter providing general and specific occupational skills and knowledge. It can thus be concluded that in spite of apparent economic difficulties, the student Industrial work experience in Nigerian Institutions are attaining its objectives; and that industrial experience in real setting is very necessary if the attainment of student Industrial work experience objectives will be fully realized because it offers the students learning experiences which cannot be directly gained in the class room. (Wodi and Dokubo, 2009)

The government of Kenya acknowledges the need for greater collaborations and linkages between tertiary institutions and industry, (GOK, 2008). This can be achieved through collaborative curriculum formulation, industry visits, sharing of facilities and industrial attachment. Industrial attachment has been identified as an important avenue for equipping trainees with practical skills and proper work ethics (Magoha, 2003; Mwanza, 2008). It provides trainees with an opportunity to apply theoretical knowledge and develop social and communication skills through interaction with clients and staff of the organizations in which they are attached (Adipo, 2007). This helps them develop confidence, maturity and acquire decision making skills. In the course their attachment, employers may evaluate them which may result in

future employment for them (Ngware, 2002). Trainees also get to examine and clarify their career goals and option when exposed to real work environment.

To make the industrial attachment more productive, the Technical and Vocational Teacher Education program of the University of Education, Winneba in Ghana, has included a compulsory supervised industrial attachment. This gives student teachers the opportunity to relate theory to practice and to enable them go out to prepare their students for success in further education and the workplace. However, there was dissatisfaction with the weightings of the assessment components, the practice of students finding their own placements, program duration, and the lack of industrial attachment liaison officer. The perceived challenges of the program included lack of free access to machines and equipment, the amount of money spent traveling to and from the workplace, and time spent on finding placement. (Donkor F. et al 2009)

In agreement, tertiary institutions experience placement problems. This may be due to lack of office space for students at the organization where they seek attachment places and competition for limited places in industry by the various tertiary institutions and universities (Mwanza, 2008; Nyan'gute, 2002). Despite the involvement of the Directorate of Industrial Training (DIT), a division of the Ministry of Labour, in placement, cases abound of students not reporting to the organization they have been placed due to financial limitations. This is because many students want to be attached to organizations near their abode to save on subsistence costs since such costs are usually met by the student for the entire period of industrial attachment. This results in students being attached to organizations where there is little to learn in relation to the courses they are undertaking. (Mwanza, 2008)

Industrial Attachment Programmes are also poorly planned, coordinated and supervised. However, a little success has been reported in those institutions covered by Directorate of Industrial Training (DIT) facilitation in placement. Quality control mechanisms are also lax in that, depending on the organization the trainee is attached, the level of supervision may be wanting. The tertiary institutions' lecturers visit the students only once or twice during the entire period of Industrial attachment hence rely on the report of the organisation's supervisor for

assessment. Moreover, the lecturers themselves may not be well versed with the industry, a deficiency that was noted by Directorate of Industrial Training (DIT) which also started facilitating Industrial Attachment for lecturers. (Mwanza, 2008; Nyang'ute, 2002).

2.6 Education Sponsorship and empowerment of women

Most Government have tried to offer education sponsorship to it citizens so that they obtain education such as scholarship opportunities are available in Malaysia, but not to the extent of the vast number of participating government and non-governmental bodies in developed countries. There were approximately 15 common government-based scholarships providers, including foreign government scholarships available in 2007 in Malaysia. The Public Service Department of Malaysia is the largest scholarship provider for the tertiary education in the country. This is done so as to build the human capacity and improve the country's economy. The total number of students sponsored by Public Service Department to study in abroad was 700 in the year 2000 and increased to 1,800 in 2007, while the students sponsored to study locally was 3,800 in the year 2000 and increased to 7,900 in 2007. So as to enhance the capabilities of human capital, the government approved an increase of up to 97 percent in subsistence allowance involving Malaysian students studying in the USA, Britain and Canada an increase of between 23 and 84 percent for students sponsored in local public universities. The majority of Public Service Department's locally sponsored students study in public tertiary education institutions, namely universities. Only a handful of students are sponsored to study in private tertiary education institutions. The number of corporate bodies, banks and non-profit bodies that provide scholarships are approximately 49, 5 and 25, respectively, (Government of Malaysia 2007-2008).

However, the Government of Malaysia noted that in general all the scholarship awarding bodies grant a major portion of their total scholarships allocation to students from public tertiary education institutions. This practice further alleviates the financial burden of students in private tertiary educations. Universities or college-based scholarships are available for students and approximately 32 institutions actively grant scholarships. It was reported earlier that in 2007 there were a total 507 private tertiary educations institutions. Although most of these mentioned 32 institutions are private tertiary institutions, the number of scholarships granted each year are

limited and given in various forms. Most of the scholarships only cover part of the tuition fees of students and does not include the cost of living and is primarily awarded to students who obtained excellent high school examination results. The financial assistance in Malaysia is therefore lacking for private tertiary education students and far lacking in terms of coverage and comprehensiveness compared to assistance in developed countries. Most of the universities or colleges have well-established programs to assist students from low-income families, (Government of Malaysia 2007-2008).

In the USA, the general public wants the government to help students who are struggling to pay for tuition and other fees with an overwhelming 84 percent of adults saying the federal government should play a significant role in higher education while another 70 percent agreeing on federal government's role in helping families afford college. This has played a significant role in making sure all household attain tertiary education and also the financial aid policies of college has played a significant role in ensuring affordability of tertiary education to students. The amount spent by households on their children's education declined significantly after given financial aids which saw families in the lowest income quintile ranging from US\$0-21,544 required to pay less than US\$1,000 to attend Williams College. This college is representative of the highly selective private colleges and universities like Yale and Swarthmore, (Hart and Teeter **2003**),

Similarly, the Government of Britain took adequate steps to address the problem of education financing. The 1998 education reforms in Britain failed to rectify some issues like inadequate loan to cover living costs and no loan to cover tuition fees, and incorporated a blanket interest subsidy, among others. The subsequent 2004 reforms addressed these issues and extended the loans to cover tuition fees and increasing the loan to cover living costs. And repayment threshold were increased by a repayment percentage, linked to pre-determined earnings bracket. The 2006 reforms now replace the up-front flat fee with a variable fee. Students now pay the fee up-front or can take a loan, which will be paid directly to the university, thus making the financial position of the university relatively independent of the student's payment mode. The student only repays upon graduation in a manner similar to income tax and social security contributions until the loan is fully paid. Students will be entitled to a grant in addition to a loan. This ensures that no student from a poor background is denied assistance or an education opportunity. And when it

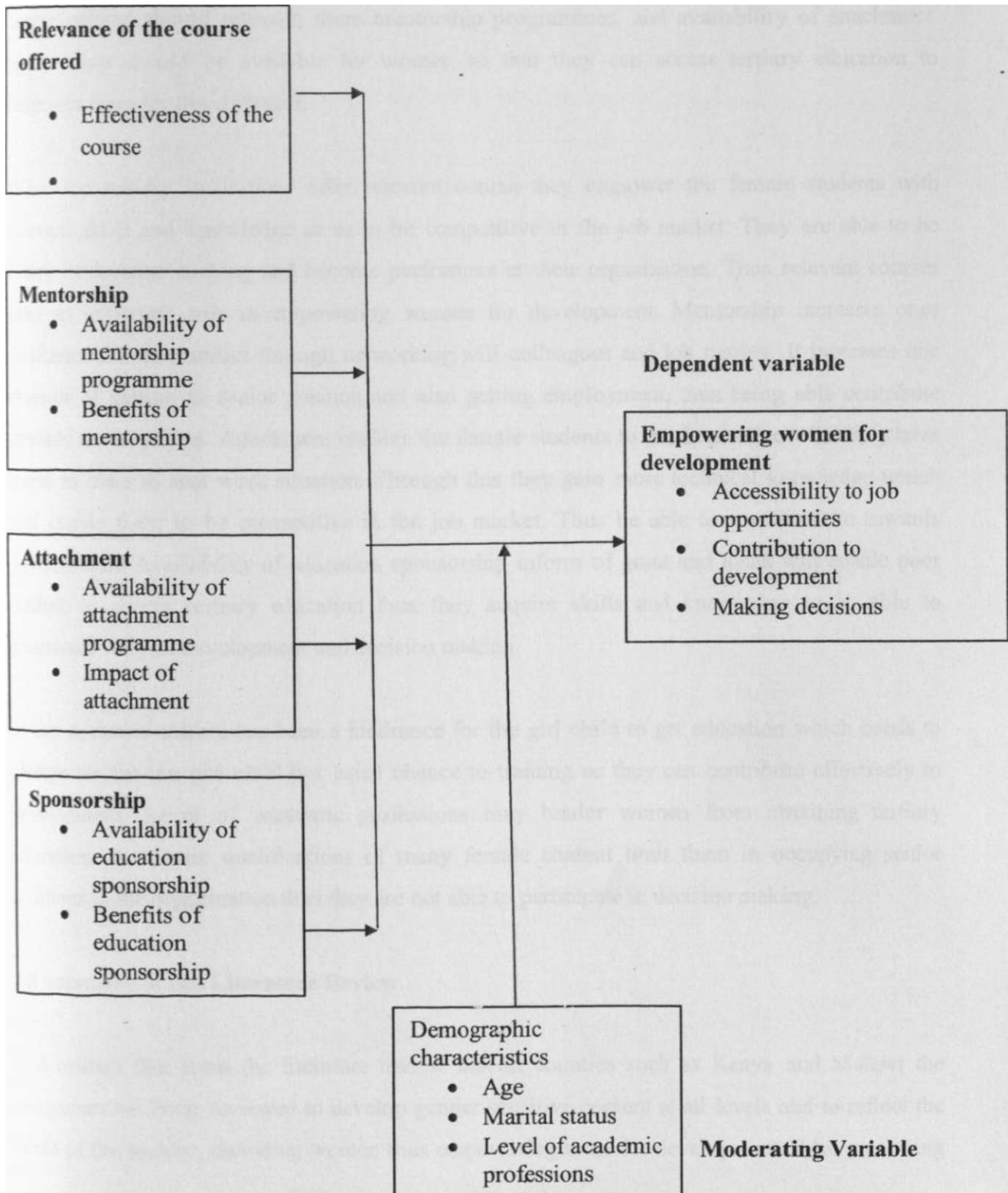
comes to repayments, people with poor earnings will have their balance of loan written off after 25 years. In the case of teachers of shortage subjects, a 10 percent of the loan will be written off. There is also the scholarship for students from poor background with outreach programs to school children to improve information availability. The end result is that affordability and accessibility is made available to all, contributing to the efficient resource allocation and redistribution while improving competition and fair play, (Barr 2005).

Alternative channels for education are being utilized apart from scholarship with some measure of success. Non-formal education, offering more flexible hours and using a more flexible approach has encouraged participation although its impact on improving the education of girls and women has been intractable. In Pakistan, Nepal and Yemen the number of female teachers is being increased through teacher training programmes for female students. Some countries have quota policies which favour the recruitment of female teachers. Other approaches include the award of scholarships, stipends, free meals, the establishment of sensitive creches and pre-school programmes, and the production of gender-sensitive learning materials and the involvement of parents in promotion of girls' education, (World Survey 1994).

In agreement the education sector interventions aim at promoting girl child participation in education are through provision of scholarships and bursaries; expansion and improvement of physical infrastructure in schools including sanitary facilities; construction of boarding schools in Arid and Semi-Arid Lands (ASALs); provision of water and sanitation facilities to create conducive and gender responsive environments in schools particularly in ASALs. There are also specific interventions such as establishment of Starehe Girls Centre (targeting marginalized girls), Keriri University and targeted cash transfers. However, although some of these interventions have led to impressive access gains, gender disparities both in participation, progression and performance in some regions at primary education level still persist. There are also glaring gender disparities at post primary levels especially in technical and science oriented courses at tertiary level, (GOK 2005),

2.7 The conceptual framework

Independent variable



Tertiary education has been essential in empowering women for development especially in the economy and household. To enhance training so as to empower women for development the course offered should be relevant, there mentorship programmes, and availability of attachment. Sponsorship should be available for women so that they can access tertiary education to empower them for development.

When the tertiary institutions offer relevant course they empower the female students with relevant skills and knowledge so as to be competitive in the job market. They are able to be active in decision making and become performers at their organization. Thus relevant courses play an important role in empowering women for development. Mentorship increases ones professional opportunities through networking with colleagues and job market. It increases one chances of getting to senior position and also getting employment, thus being able contribute towards development. Attachment enables the female students to put in practice what they have learnt in class to real work situation. Through this they gain more technical knowledge which will enable them to be competitive in the job market. Thus be able to contribute to towards development. Availability of education sponsorship in form of grant and loans will enable poor student to access tertiary education thus they acquire skills and knowledge to be able to participate fully in development and decision making.

In our societies culture has been a hindrance for the girl child to get education which needs to change so that the girl child has equal chance to training so they can contribute effectively to development. Level of academic professions may hinder women from obtaining tertiary education. Academic qualifications of many female student limit them in occupying senior positions in the organization thus they are not able to participate in decision making.

2.8 Summary of the Literature Review

It is evident that from the literature review that in countries such as Kenya and Malawi the curriculum has been reviewed to develop gender sensitive content at all levels and to reflect the needs of the society, including women thus empowering them for development. Also mentoring

is viewed as a fundamental aid to women's development. The mentoring scheme has been used in tertiary education to emphasize the development and recording of experiences pertaining to employability skills. Students who have undergone mentorship programme are easily absorbed in organization because they already have the employability skills.

Attachment enables students to apply what they have learnt in organization. This exposes a student to really live experiences of what happens in organization. Attachment helps students to get job placement. Education scholarship assists poor students' especially female students to access education which empowers them for development. The majority of Public Service Departments in Malaysia sponsor students so that they are able access education to be able to contribute to development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter elaborates the research methodology of the study. The research design gives the structure of the research, to clearly show how the major parts of research data were compiled and all the methods for data collection including observations and questionnaires. This also shows the scope of the research procedures, the target population, sampling technique and method of analyzing the data.

3.2 Research Design

This study adopted descriptive research design so as to carry out in depth investigation on whether the tertiary education is empowering women for development. Descriptive research determines and reports the way things are. It attempted to describe such things as possible behavior, attitudes, values and characteristics. The study critically examines the variables and find out the relationship between them. (Mugenda, 2003)

3.3 Target population

The target populations of the study were female students of the Kenya Institute of Management. The researcher targeted students from Mombasa Branch. Mombasa branch has a total of 1,100 students and three quarters of the total numbers are female students thus the target number was **825** female students. (KIM Student database, 2011)

3.4 Sampling size and Sampling procedure

This involves the procedure applied to get the representative sample from the target population. The Kenya Institute of Management has branches all over the country. The study targeted female students from Mombasa Branch. Stratified random sampling was used to identify the strata within the population. The strata were according to the course the students are undertaking at the Institute. From each stratum female students were selected randomly to fill the questionnaire so to achieve desired representation from various strata. The sampling size was achieved by

getting percentage of each stratum such as 33% of the Certificate course and 40% of the Diploma course.

Table 3.1 Sample Size

COURSE	TARGET POPULATION	SAMPLE SIZE	PERCENTAGE
Certificate course	600	200	33
Diploma course	225	90	40
TOTAL	825	290	35

Source: Student registry database - KIM

3.5 Data Collection Instruments

The study used both primary and secondary data. Primary data was collected through semi-structured questionnaires administered through the drop and pick later method. The questionnaires were administered in Mombasa Branch. Follow-ups were done through telephone calls, emails and personal interviews to ensure a viable response rate for the study. The secondary data was obtained from textbooks, e-resources and records of the previous students who underwent training at the Institute and are now working. The research instruments were tested for validity and reliability

3.5.1 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or **data** after repeated trials. (Mugenda, 2003) This involves pre-testing of the questionnaire in **order to** test the reliability of research instruments, suitability, dependability and predictability. **Reliability** analysis investigates the degree of consistency in any measuring instrument. In other **words**, reliability analysis measures the degree to which an experiment could produce the same **results** should the experiment be repeated.

35.2 Validity of Research Instruments

Validity is the measures of correctness. Validity is the accuracy and meaningfulness of inferences, which are based on the research results. That is, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. (Mugenda 2003) The questionnaires were randomly administered to students at the Kenya Institute of Management, Mombasa Branch to determine its validity. This was to facilitate any necessary revision and modification of the instrument thereby enhancing validity.

3.6 Data Analysis Techniques

Kerlinger (1986) defines data analysis as categorizing orderly, manipulating and summarizing of data to obtain answers to research questions.

The data was analyzed quantitatively and qualitatively using descriptive statistics. The descriptive statistics was employed to analyze quantitative data in terms of averages and frequency distribution. The data was summarized and presented in tables, line graphs and pie charts. The analysis was done according to the categories arising from the research questions. The data was analyze using excel spreadsheets.

Five - point Likert scale was used to evaluate and analyze data using statistical package for Social Scientists (SPSS) as a tool. The degree of favoritism to specific thoughts and opinion of the respondents was presented with a series of choices ranging from "strongly disagree", "disagree", "neutral", "agree" and "strongly agree" which was coded the value 1 to 5 respectively. The percentage of respondents for every question was calculated with the purpose of determining the average (mean) intensity and degree of dispersion (standard deviation).

3.7 Ethical Considerations

The study participants were informed of the aims of the study. Participation of the respondents was on voluntary consent and they were willing to participate. Also respondents were assured of confidentiality, privacy and anonymity. The responses given were for academic reasons only.

3.8 Operational Definition of Variables

Table 3.2 Operational definitions of variables

OBJECTIVES	INDEPENDENT VARIABLES	INDICATORS	MEASUREMENT	SCALE	TOOLS OF ANALYSIS
To establish the extent to which relevance of the course offered by the Kenya Institute of Management empower women for development.	Relevance of the course	Courses covered at the Institute	Number of female students	Ordinal	Correlation Regression Measure of tendency
To analyze the extent to which mentorship at the Kenya Institute of Management empower women for development.	Mentorship	Availability at the Institute	Number of female students	Ordinal	Correlation Regression Measure of tendency
To establish the effectiveness of the attachment policy at the Kenya Institute of Management towards empowering women for development.	Attachment	Availability of attachment	Number of female students	Ordinal	Correlation Regression Measure of tendency

To determine how sponsorship is at the Kenya Institute of Management sponsorship towards empowering women for development

Sponsorship

Availability of funds

Amount in figures

Ordinal

Correlation Regression

Measure' tendency

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 introduction

This chapter deals with presentation, analysis and interpretation of the study findings. The study used descriptive research design and the findings analyzed by use of SPSS and presented using descriptive statistics in the form of frequency tables, mean, cross tabulations, pie charts and bar graphs. The chapter is comprised of five major sections, dealing with the response rate, demographic characteristics and four thematic areas;

4.2 Response rate

Response rate refers to the percentage of subjects respondents who responded to the questionnaire (Mugenda, 2003). Out of the 290 questionnaires given out 215 filled questionnaires were received which accounts for 74 % response rate. A response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and a response rate of 70% and over is very good (Mugenda, 2003). Thus the questionnaires received were adequate for analysis and reporting.

4.3 Demographic profile of respondents

The following are demographic characteristics of the respondents;

4.3.1 Ages of the Respondents in years

The age of the respondents in years as indicated in the table below;

Table 4.1 Ages of the Respondents

Age of the Respondents in years	Frequency	Percent
Below 20	22	10.2
20-25	149	69.3
25-30	25	11.6
30-35	10	4.7
35 -40	5	2.3
Above 40	4	1.9
Total	215	100

From the respondents in above table 4.1, at the Kenya Institute of Management the bigger population of women lies between 20 - 25 years which accounts for 69.3% and the least are of age between 30 -35 years, 35 - 40 years and above 40 years which accounts for 4.7%, 2.3 and 1.9% respectively.

This implies that bigger populations of the female students pursuing the course at the Kenya Institute of Management are those who have just completed their Secondary education. It concludes that at the age between 20 - 25 years that's when most students are clearing their secondary education.

4.3.2 Marital status

This shows the marital status of the respondents

Table 4.2 Marital status of respondents
The table below indicates the marital status of the respondents;

Marital status of the respondents	Frequency	Percent
Single	178	82.8
Married	37	17.2
Total	215	100

From the respondents in table 4.2, there are more single women than married women who accounts for 82.8% and 17.2% respectively. Thus the bigger populations of the respondents are single women. This implies that married women are not aggressive in getting tertiary education.

4.3J Educational level of Respondents

This indicates the level of education of the respondents they are currently holding.

Table 4J Educational level of Respondents

The table below shows the education qualification of the respondents;

Educational level of the respondents	Frequency	Percent
Certificate	94	43.7
Diploma	115	53.5
Degree	6	2.8
Total	215	100

From the respondents in table 4.3, the percentage of female of women holding Certificate in Management is 43.7%, Diploma in Management is 53.5% and Degree is 2.8%. This implies that many students are pursuing Diploma course.

4.3.4 Position held by Respondents at their organization

This indicates the position the respondents hold in their organization and whether they are working.

Table 4.4 Position Held by Respondent in their organization

The following table shows the position held by the respondents;

Position held by the respondents	Frequency	Percent
Not Applicable	183	85.1
Human Resource	2	0.9
Procurement	2	0.9
Accounts Administration	5	2.3
Operations	7	3.3
Marketing	8	3.7
Security	7	3.3
Total	215	100

From the respondents in table 4.4, a bigger population is of female students who are not working which accounts for **85.1%**. Most of the students pursuing Certificate course are those who are fresh from secondary school. This implies that the bigger populations of the respondents are not working and are studying towards being competitive in the job market.

43.5 Entry level of study by the respondent at KIM

This indicates the level of studies where the respondents began with at the Kenya Institute of Management.

Table 4.5 Entry level of studies by the Respondents

The table below shows the starting level of studies of the respondents;

Entry level of studies by Respondents -	Frequency	Percent
Certificate	161	74.9
Diploma	54	25.1
Total	215	100

From the respondents in table 4.5, the percentage of students who began from Certificate and Diploma level is 74.9% and 25.1% respectively. This implies that a bigger population of the respondents began their studies at certificate level and will progress to the Diploma level.

4.3.6 The course respondents are currently pursuing at KIM.

This shows the course the respondents are currently pursuing at the Kenya Institute of Management.

Table 4.6 The course respondents are currently pursuing.

The table below shows the course the respondents are currently pursuing.

The course the respondents are currently pursuing	Frequency	Percent
Certificate	43	20
Diploma	172	80
Total	215	100

From the respondents in table 4.6, the percentage of female students currently pursuing **Certificate** course is 20 % and those pursuing Diploma in Management is 80 %. This shows that **most** respondents are currently pursuing Diploma course in Management.

4.3.7 The Impact of training at KIM towards empowering women for development.

This shows the impact training at tertiary Institute has an impact in empowering women for development.

Table 4.7 The impact of training towards empowering women for development

The table below shows how the respondents feel about training in empowering women for development.

**Impact of training by
respondents towards
empowering for
development**

	<u>Frequency</u>	<u>Percent</u>
Strongly disagree	8	3.7
Disagree	7	3.3
Neutral	59	27.4
Agree	83	38.6
Strongly agree	58	27
Total	215	100

From the response of 215 female students in table 4.7, the percentage those who agree and strongly agree that the training at the Kenya Institute of Management empower them to hold the position they have in their organization is 38.6% and 27 % respectively. The percentage of those who disagree and strongly disagree is 3.3% and 3.7% respectively. Those who were neutral are 27.4%.

This implies that female students believe that the training they are getting at the Kenya Institute of **Management** will empower them to occupy high position in their organization and those who are not working believe after completion of the course they will get better employment. This shows that education is the key to in preparing women for job opportunities. Through training they acquire skills and knowledge to enable them to be competitive in the job market, to be competent in their job, be able to communicate effectively and participate in making decisions and policies for the development of the Nation. They are also able to face challenges and live a better life.

4.4 Data presentation and analysis as per the objectives

The following are analysis the respondent's answers as per the objectives in chapter one.

4.4.1 Relevance of courses offered by KIM towards empowering women for development.

This shows whether relevant courses offered by the Kenya Institute of Management are important towards empowering women for development.

Table 4.8 Relevance of courses offered towards empowering women for development

The table below shows the response on whether relevant courses are vital in empowering women for development.

Responses on how relevant courses empowers women for development

	Frequency	Percent
Strongly disagree	4	19
Disagree	1	0.5
Neutral	11	5.1
Agree	55	25.6
Strongly agree	144	67
Total	215	100

From the respondents in table 4.8, among the female students who were targeted to fill the questionnaire, the percentage of those who strongly agree and agree is 67.0% and 25.6% respectively. The percentage of those who strongly disagree, disagree and neutral is 1.9%, 0.5% and 5.1% respectively.

From the response the courses offered at the Kenya Institute of Management are relevant to empower female students towards development. Most student trust that the course taught will benefit them towards getting employment and occupying higher position in the organization. Thus courses offered at the Kenya Institute of Management are relevant in empowering women for development.

4.4.2 Awareness of Mentorship by KIM towards empowering women for development

This shows whether the respondents are aware of any mentorship activity carried out at the Kenya Institute of Management.

Table 4.9 Awareness of the mentorship activity by the respondents

The table below shows the percentage of respondents who are aware of the respondents and those who are not.

Awareness of mentorship activities	Frequency	Percent
Yes	42	19.5
No	173	80.5
Total	215	100

From the respondents in table 4.9, the percentages of female student female who were aware of mentorship activity at the Kenya Institute of Management is 19.5 % and those who are not aware is 80.5%.

This implies that many students are not aware of any mentorship activity carried out at the Kenya Institute of Management which could empower women for development. Thus the idea of mentorship might not have been clearly to the respondents or not there at all.

4.4.3 The Impact of mentorship at KIM towards empowering women for development

This shows the respondents view on mentorship towards empowering women for development.

Table 4.10 Impact of mentorship towards empowering women for development by the respondents

The table below shows the responses on the impact of mentorship towards empowering women for development.

Responses on the impact of mentorship activities	Frequency	Percent
Neutral	5	2.3
Agree	25	11.6
Strongly a & e e	12	5.6
Total	42	19.5
Missing System	173	80.5
<u>Total</u>	<u>215</u>	<u>100</u>

From the respondents in table 4.10, among the female students who said yes, the percentage of those who were neutral, agreed and strongly agreed on mentorship and empowerment is 2.3%, 11.6% and 5.6% respectively.

This implies that among the female students who are aware of the mentorship programme they agree that mentorship programme is more vital in empowering women for development. Through mentorship mentees is able to gain knowledge and skills which will enable them compete better in the job market. Thus the respondents feel mentorship does empower them for development.

4.4.4 Attachment programme towards empowering women for development

This shows how the responds on attachment programme towards empowering the respondents towards development.

Table 4.11 Impact of attachment towards empowering women for development by the respondents

The table below shows the responses on attachment towards empowering the respondents for the development.

Response on attachment towards empowering women	Frequency	Percent
Strongly disagree	10	4.7
Disagree	16	7.4
Neutral	83	38.6
Agree	66	30.7
Strongly agree	40	18.6
Total	215	100

From the respondents in table 4.11, the percentage of female student who strongly disagree about attachment empowering women for development is 4.7%, those who disagree are 7.4%, those who are neutral 38.6%, those who agreed are 30.7% and those who strongly agree are 18.6%.

From the response, most of the female students are not sure if the attachment programme offered by "the Kenya Institute of Management empowers them towards contributing to the development in their daily activities in their work place. This could because most of them are currently not working and are yet undergone attachment. Thus attachment programmes when implemented will empower the respondents towards development.

4.4.5 Awareness of any education sponsorship by the respondents

This shows the analysis of the respondents who are aware of any education sponsorship available at the Kenya Institute of Management.

Table 4.12 Awareness of Education sponsorship by the respondents

The table below shows the percentage respondents of those who are aware of education sponsorship and those who are not.

Respondents awareness of Education sponsorship	Frequency	Percent
Yes	25	11.6
No	190	88.4
Total	215	100

From the respondents in table 4.12, the percentage of female students who are aware of sponsorship in terms of funds and other training requirements offered by the Kenya Institute of Management is 11.6% and those who are not aware are 88.4%.

From the response a bigger percentage of female students are not aware of any education sponsorship offered at the Kenya Institute of Management in terms of funds and other training requirement such as printing and photocopying of reading materials.

4.4.6 Education sponsorship at KIM towards empowering women for development

This shows how the respondents felt about education sponsorship and its impacts towards empowering them for development.

Table 4.13 Impact of education sponsorship towards empowering women for development

The table below shows responses on the impact of education sponsorship towards empowering the respondents for development.

Respondents feedback on education sponsorship		Frequency	Percent
	Disagree	2	0.9
	Neutral	5	2.3
	Agree	13	6
	Strongly agree	6	2.8
	Total	26	12.1
Missing	System	189	87.9
Total		215	100

From the respondents in table 4.13, the female students who agreed on sponsorship 0.9% disagree on its impact towards empowering women for development, 2.3% were neutral, 6.0% agreed and 2.8% strongly agreed.

From the response, among the female students who are aware of the education sponsorship, most of them agree that education sponsorship equips them with the right skills and knowledge to be competitive in the job market. Sponsorship will assist female students to get equal opportunity to tertiary education which prepares them to be competent and get involved in making decisions toward development of the Nation. Also through sponsorship, tertiary education is made available to those who cannot access it. Thus the respondents agree that education sponsorship will assist in empowering them for development.

Table 4.14 Descriptive Statistics

The table below shows the descriptive analysis of all the responses according to the objectives in chapter one.

<u>Objectives</u>	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
Does the course offered by KIM relevant in empowering you for development?	215	1	5	4.55	0.777
Are you aware of any Mentorship activity carried out at KIM to empower women for development?	215	1	2	1.6	0.397
If yes, has mentorship programme at KIM empowered you for development?	42	3	5	4.17	0.621
Has the KIM attachment programme empower you towards contributing to development in your daily activities at your organization?	215	1	5	3.51	1.027
Are you aware of any education sponsorship in terms of funds or other training requirements offered by KIM towards empowering women for development?	215	1	2	1.88	0.321
If yes, has the education sponsorship at KIM empower you for development	26	2	5	3.8g	0.64
Valid N (listwise)	20				

From the respondents in table 4.14, in all the responses given the standard deviation is small that is the responses are close together, they do not deviate so much from the mean.

4.4.6 Comments on how training at KIM has empowered women for development

from the comments received from the respondents, female students feels the training at the Kenya Institute of Management will equip them with the required skills and knowledge to be

competitive in the job market. Tertiary education will enable them to compete effectively with **their male** counterparts and be able to occupy highest position in the organization thus **contributing** to the development of the Nation. The technical skills they acquire enable them to **perform their** job effectively and efficiently.

The respondents agreed that they will* get high standards of tertiary education at the Kenya Institute of Management which will enable them to obtain better careers and acquire new responsibilities. The knowledge and expertise they get enable them to be competent, responsible and accountable of their actions. They are able to participate effectively in making important decision toward development of the country. Education enables female students to embrace good working ethics such as avoiding corruption and discrimination.

According to the respondents the tertiary education makes them to be more innovative which broadens their thinking capacity, they become more self reliant, focused and more confident in whatever they do. The tertiary education enables the respondents to come up with business ideas, able to face challenges in the dynamic business world and be able to come with ways on how to participate in development.

Through tertiary education respondents acquires good communication skills and are able to **handle** conflicts well at their work place and even in the society where they stay. Respondents **acquire** leadership skills, they are able to think positively, they become more customer focused, **they ensure** the services they give are of high quality, they learn procurement and human **resource** practices, and they are able to manage time effectively. **All** these enable them to work **towards self** development and development of the nation. The respondents are motivated to work **with the** youths as their mentors to enable them to contribute towards development of the nation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of findings from the study, discussion to relate the study to **the** literature reviewed, conclusions, discussions, recommendations and offer suggestions for further research.

5.2 Summary of findings

The research study sought to investigate the role of tertiary education towards empowering women for development. The research specifically explored the research objectives provided in chapter one. The respondents have confidence in the training offered at the Kenya Institute of Management will equip them with necessary skills and knowledge to enable them to participate fully for development of the Nation. Training is a key to empowering women for development. Individual are equipped with the required skill and knowledge to enable them participate fully in decision making and able to occupy senior position in the organization. Education helps to improve individuals well - being and societies economic and social development.

The first objectives which was to establish the extent to which relevance of the course offered by **the Kenya** Institute of Management empower women for development, the respondents strongly **agree that** the course over are relevant to prepare them for employment. Relevant courses **provides** the required skills and professions to individuals which enable them in obtaining **employment** , entering the workforce in all sectors including the highly dominated sectors, **occupying** senior position and enables to participate in decision and policy making for development. The right contents in the curriculum in the course offered determines the relevancy **of the** tertiary education. The content need to be up to date and what is required in the job market.

The second objective was to analyze the extent to which mentorship at the Kenya Institute of **Management** empower women for development. The percentage of respondents are not aware of

mentorship is bigger than those who are aware of it. Those who are aware of mentorship agree that mentorship will empower them for development. They are certain that mentorship will increase their professional skills and knowledge and improve the chances of job opportunities. For them mentorship is vital to empowering women for development.

The third objective was to establish the effectiveness of the attachment policy at the Kenya Institute of Management towards empowering women for development. The respondents agree that attachment will empower them for development. Attachment exposes them to real working situation which they are able to apply what they have learnt in class. Through attachment the respondents are given chance to put in practice the skills and knowledge they have acquired in real work experiences. Attachment prepares the respondents for the economy world, able to meet challenges of work and have knowledge of organizational structures. Attachment prepares them business world, they are able to come up with business ideas and implement them. Thus they contribute to the development of the Nation.

The fourth objective was to determine how sponsorship is at the Kenya Institute of Management sponsorship towards empowering women for development. Although a bigger percentage of the respondents are not aware of education sponsorship offered at the Kenya Institute of Management, those who are aware agree that education sponsorship will empower women for development. Through sponsorship the less privileged women are able to access tertiary education which will equip them for development of the Nation.

5.3 Discussions of the study findings

In the first objective respondents agreed that relevant course will empower women for development. The response is similarly to what other author say on relevance of courses. Relevant courses offered at the tertiary Institution helps individuals in obtaining employment, as it is indicated that with an increased access and participation in tertiary education, a large number of women are entering the work-force in all sectors including the highly male dominated sectors like army, police, business. (Indiresan, 2002)

In the second objective 80.5 % of the respondents are not aware of any mentorship programme offered at KIM, mentorship is not yet understood although 19.5% who are aware of mentorship programme agree that mentorship will empower women for development. This is replicated to the findings of, Institutions of learning and the achievement of gender quality, a case of Makerere University, "the questions is whether mentoring as understood and presented today is not a western concept and thus call for the Africanisation of mentoring if it is to bear fruit in an African setting. This may necessitate research African traditional society so as to mainstream African values of sisterhood into the contemporary concept and practice of mentoring. It is also important to recognize the need for skills training and capacity building for women role models if they are to play their role effectively. This necessitates the development of networks where, among other things, we learn how to mentor and achieve empowerment among women". (Tibatemwa-Ekirikubinza, 2007)

The benefit of mentorship programme may include increased professional opportunities and collegial networks, access to power bases, growth of professional knowledge and skill development, career advancement and more effective, happier performers (Long, 1997). The respondents also agree with the author.

In objective three respondents all agreed that attachment empowers women for the development As stated it is stated that attachment It provides trainees with an opportunity to apply theoretical knowledge and develop social and communication skills through interaction with clients and staff of the organizations in which they are attached (Adipo, 2007). This helps them develop confidence, maturity and acquire decision making skills. In the course their attachment, employers may evaluate them which may results in future employment for them (Ngware, 2002). Trainees also get to examine and clarify their career goals and option when exposed to real work environment. This empowers women for development.

In the fourth objectives although 88.4% were not aware of education sponsorship offered at the Kenya Institute of Management, 11.6 % who were aware of education sponsorship agreed it empowered women for development. Such as they are alternative channels for education are

bang utilized apart from scholarship with some measure of success. Non-formal education, offering more flexible hours and using a more flexible approach has encouraged participation although its impact on improving the education of girls and women has been intractable. In Pakistan, Nepal and Yemen the number of female teachers is being increased through teacher training programmes for female students. Some countries have quota policies which favour the recruitment of female teachers. Other approaches include the award of scholarships, stipends, free meals, the establishment of sensitive creches and pre- school programmes, and the production of gender-sensitive learning materials and the involvement of parents in promotion of girls' education, (World Survey 1994).

5.4 Conclusions

For women to be competitive in the job market they need to strive to acquire the knowledge and skills needed to carry out diverse work which can be made possible through relevant courses offered by tertiary Institution. They are able to take position held by their male counterparts, be active decision makers and performers. The Institute curriculum also plays an important role in making sure the courses offered are relevant. Relevant courses are vital to empower women for development.

Mentorship increases ones professional opportunities and collegial network, growth of professional knowledge and skills development. Through this the female student is able to get career advancement and be able to perform their tasks effectively. Mentorship supports professional growth, prepares one for job market and be able to participate fully in development of the nation. Availability of mentorship programme will empower women for development.

Attachment enables students to put in practice what they have learnt in class in real work **situation**. Through attachment tertiary Institute and Industrial employers come together to ensure **the specific** and general skills and knowledge required in the market is produced. Also student's **minds** are opened up so that they are able to examine and clarify their career goals and option when exposed to real work environment. Students gain experience which enables them to be **competent in** their work. Attachment programmes will empower women for development.

Education sponsorship enables poor students to access tertiary education which is given in form of grant and loans to cover tuition or living costs. Education sponsorship can also be provided in form of learning materials, free meals, flexible learning hours and non formal education. This will enable equal accessibility of tertiary education. The female students are able to get skill and knowledge which will enable them to compete effectively with their male counterparts in the job market. Availability of education sponsorship will enable women to get education thus empower them for development.

5.5 Recommendations of the study

The course offered at the Kenya Institute of Management need to be constantly reviewed so that they are up to date to ensure their relevancy towards empowering women for development. Female staff can be encouraged to be role models and be trained to be mentors of female students so that they encourage them to gain skills and knowledge to enable them participate in development. Attachment policy at the Kenya Institute of Management need to be strengthened and communicated clearly to the students so that they are able to fully participate towards empowering them for development. There is need to educate female student on the availability of education sponsorship and mentorship so that they can have access of them so that they can increase their professional opportunities and growth of skills and knowledge for development. . The Institute should also provide education sponsorship in form of learning materials, flexible hours and grant so that the poor can also access education which will empower them for development.

5.6 Recommendations for further study

1. The study recommends that similar studies should be conducted to other tertiary Institution and Institutions of higher learning so as to see if the findings of the research can be replicated.
2. Future studies should be done to see whether women occupy the senior management position after acquiring the required skills and knowledge.

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APPENDIX I

LETTER OF TRANSMITTAL

VALENTINE E.MGHALU

NAIROBI UNIVERSITY,

MOMMBASA

THE MANAGER

KIM,

MOMBASA.

Dear Sir/ Madam,

**RE: OLESTIONNARE ON THE ROLE OF TERTIARY EDUCATION IN
EMPOWERING WOMEN FOR DEVELOPMENT**

I am a student of Nairobi University undertaking a course in the Degree of Masters of Arts in Project planning and Management.

I am carrying out a research study on the role of tertiary education in empowering women for development in The Kenya Institute of Management.

I hereby attach for you a questionnaire for you to complete as accurately as possible the questions herein.

The information given will be treated with utmost confidentiality and will be used strictly for academic purposes.

Your co-operation in this regard will be highly appreciated.

Thanking you in advance,

Valentine E. Mghalu.

APPENDIX II

Questionnaire

Please tick the appropriate space that best represent your answer or write the appropriate information where necessary.

1 - Strongly disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly agree

1. Age
2. Marital status-single () Married ()
3. Education qualification -certificate () Diploma () Degree ()
4. What is the Position held in your place of work i.e. organization/institution?
5. At what level did you start your studies at the Kenya Institute of Management;

Certificate in Management

Diploma in Management

Executive Masters in Business Administration

6. What course are you currently pursuing at the Kenya Institute of Management;

Certificate in Management

Diploma in Management

Executive Masters in Business Administration

7. Has the training at the Kenya Institute of Management empowered you to occupy the position you are currently holding?

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

8. Does the course offered by the Kenya Institute of Management relevant in empowering you for development?

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

9. a) Are you aware of the any mentorship activity carried out at the Kenya Institute of Management to empower women for development?

Yes

No

b) If yes, has mentorship programme at the Kenya Institute of Management empower you for development?

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

10. Has the Kenya Institute of Management attachment programme empower you towards contributing to development in your daily activities at your organization or not?

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

11. Are you aware of any education sponsorship in terms of funds or other training requirements offered by the Kenya Institute of Management towards empowering women for development?

Yes

No

b) If yes, has the education sponsorship at the Kenya Institute of Management empower you for development?

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

12. Comment on how training at the Kenya Institute of Management has empowered you toward development of the Nation.

*kuYu u Z NA! *<rn