CHALLENGES FACED BY FEMALE EMPLOYEES IN CAREER DEVELOPMENT AT KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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DEDICATION

To my devoted parents Mr. and Mrs. Joseph G. Gichohi for their unwavering support

throughout my studies and to my dear children Michelle, Anthony and Alex.

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ABBREVIATIONS

FDSE: Free Day Secondary School

FPE: Free Primary Education

MBA: Master of Business Administration

KICD: Kenya Institute of Curriculum Development

ABSTRACT

Women in organizations face more challenges than their male colleagues both in execution of their duties and in career development. The challenges unique to women include lack of training and development, gender stereotypes, being excluded from useful information shared in places that are not accessible to women due to their gender or due to their unique roles and responsibilities in the family. In this regard, the study sought to establish the challenges faced by women employees in career development at the Kenya Institute of Curriculum Development. The target population was the female employees at the Institute who are one hundred and eighty six in total. This data was been collected from the Kenya Institute of Curriculum Development Employee bio data, 2016.The target population was the female employees at the Institute who are one hundred and eighty six in total. Stratified random sampling technique was used to pick the sample. Descriptive and inferential statistics was employed in the analysis. The challenges encountered by women in career development entailed; gender stereotypes, resistance to women's leadership, limited access to informal interactions and training and development. The study also established that the women have to constantly prove themselves if they were to progress career wise. The study concludes that women employees are assessed on different individual disposition from that of their male colleagues. The study has established that career progression for women differs from that of men. The study recommended that organizations should use different parameters to measure performance of female employees and also inform career development patterns of female employees owing to their various roles that they undertake. In addition, their familial responsibilities should also be considered and their performance measured bearing in consideration their roles as care givers as well as employees, and the two roles played should be therefore recognized and appreciated. Organizations should also develop policies that help develop career growth of mothers with young families so as to help them balance and develop in their careers.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The role played by women in employment or any form of work that they perform in a society is a major indicator of a country's development in general. When there is no active contribution of women in domestic, official employment or any extra nationwide activities, the social, economic or political advancement of a country will deteriorate and become stagnant. Women have made great strides in the workplace, but inequality still persists as management has been thought of as a male domain, where role expectations are still largely male.

Employees face challenges in execution of their duties but women employees are more affected than their male colleagues since some of the challenges they face are gender specific. Employment in lower ranks in the civil service complicates their ability to rise to senior management positions. Women are also underprivileged in newer higher cadre fields that are emerging. They are left out in appointments to foreign and global management ranks. The absence of women in higher-ranking management positions to guide and support other younger and women in junior positions is one of most important concern negatively affecting women doing business (Baker &Mckenzie, 2001).

Ilagan - Bian (2004) suggests that women encountered many challenges affecting their upward mobility such as unsupportive bosses or workmates and sexual and male prejudice. To attain an equal status, the conditions set for women at the workplace are at a much higher standard, they are expected at the same time to put more effort, be more determined, more qualified and proficient as compared to male employees

performing similar duties. Nevertheless, they do not rise to positions of responsibility and authority with similar ease as male employees in similar positions, backgrounds and credentials as themselves (Bryce, 1989). Being dominated by men in the place of work has compelled the female employee to assume a more aggressive model.

This study is grounded on Super's Self-concept Theory of Career Development and Holland's Theory of Vocational Personalities in the working environment. Super (1969, 1980, 1990) concluded that a person's occupational preference and growth is actually a course of developing and implementing an individual's self-concept. Super (1990) considers self-concept is a creation of multifaceted interactions in the midst of a number of factors, which included physical and intellectual development, individual encounters, environmental characteristics and personal inspirations. Life and job contentment are continuous processes of implementing the developing self-concept in the course of work and various other roles in one's lifetime. According to Holland (1985, 1997), a person's career choice is an extension of an individual's character into the world of employment. People opt for jobs that will gratify their chosen individual aspirations and ideals. Holland came up six modal individual styles and six corresponding work environments: realistic, investigative, artistic, social, enterprising and conventional. An individual preference is usually towards a precise role that is demanded by work-related environment that is suitable to their needs. Individuals look for environments which enable them utilize of their competencies and capabilities, convey their attitudes as well as their values. An individual's conduct is hence influenced by the contact linking their character and characteristics of his or her environment.

The education sector in Kenya is dedicated to the provision of quality education, training and research for all Kenyans. The role of this sector is vital to the Kenyan economy with objective of developing human capital which is a resource for all other sectors of the country's economy. This sector is undergoing reforms which include realization of Free Primary Education (FPE), planning and funding education and training, implementation of Free Day Secondary Education (FDSE), Digital Literacy Programme and the Curriculum Reform Process (Education Sector Report, 2012). In a bid to meet the dictates of Vision 2030 the country has to embrace research, development and innovation through embracing science and technology in learning institutions. The education sector in Kenya is tasked with imparting the necessary skills and competencies to the learners so as to address the ever changing needs of the 21st Century and the era of globalization to compete with other world economies. The future of the country relies heavily in a competently educated workforce so as build the capacity of the country's human capital to enable the country evolve to a middle income economy. The sector is charged with responsibility of producing global citizens who can compete globally. The education sector is therefore vital for the country's economy.

1.1.1 Career Development

Career development is the continuous attainment or improvement of competencies and understanding, as well as job familiarity and professional growth, coupled with career planning activities. Career development is a progressing and dynamic process and therefore employees should be encouraged and supported in reviewing regularly as well as re-assessing their goals and activities (Raymonds, 1991).

A career is a progression of occupational roles of a person, an activity that is carried out for a considerable time of a someone's existence and with opportunities for advancement. It also implies upward mobility and advancement in work roles (Torrington et-al, 2005). Career development includes advancement or growth and job enlargement, lateral moves and development of portfolio work. It is considered as an individual's property and therefore it is the responsibility of that individual to manage it. This includes identifying career goals, making plans and adopting strategies to achieve the goals identified. Waterman et al (1994) suggests that employees have to be conversant with market trends in the job market, be aware of skills and knowledge essential in a given profession and predict prospects of its growth, beware of their strengths and weaknesses, have a career growth plan and make career moves when a win-win situation is no longer possible with the current employer. Although career development has been identified as the responsibility of the person, the organization needs to offer a facilitating and supportive role.

1.1.2 Challenges of Career Development

The primary goal of career development is to fulfill the present and future requirements of the organization as well as an individual's work which means developing employability (Torrington et-al, 2005). Organizations' encounter various challenges in running particular career interventions and initiatives. Challenges to career development include identification of criteria to select a suitable combination of career-planning activities for employees, and that which will avail optimal amount of support to individual employees. Also an organization is tasked on deciding at what point in time, in an employee′s career, specific careers interventions should be availed and also what target interventions to particular groups of employees. Organizations

are required to encourage career planning by carefully studying information available to employees and the training consequences for personnel and line managers (Jackson 1991).

Women employees in general and specifically those in senior ranks face various challenges in career development over and above the challenges encountered by their male colleagues. Some of these challenges are internal while others are external, from the work environment. The external challenges include; potential sexual aggravation, intense executive role expectations, domineering male bosses, oppressed and disheartened colleagues, suppressed promotion opportunities, inconsistency in remuneration, the glass ceiling, the queen bee syndrome and the wonder woman syndrome. The woman manager is excluded from important information shared through informal channels in places that are inaccessible for her for example the men's room or the locker room.

1.1.3 The Kenya Institute of Curriculum Development

The Kenya Institute of Curriculum Development is a body corporate established through the KICD Act No. 4 of 2013 of the laws of Kenya. It is a State Corporation domiciled in the Ministry of Education. The core function of Kenya Institute of Curriculum Development is to carry out research and develop curricular by all ranks of learning lower than the university. It also develops print and electronic curriculum support materials, conducts curriculum based research. It also organizes and carries in-service courses and orientation programmes for teachers and trainers. Another function is to evaluate, vet and approve curricular and curriculum support materials for use by basic and tertiary institutions. The Institute also has an Educational Media

Service which is responsible for the production of multimedia learning resources. This service is responsible for production of educational radio and television programmes that are used as a teaching resource. The Institute has modern radio and television studios for production of these programmes and a 24hr TV Channel, the Edu Channel.

1.2 Research Problem

Women in organizations face more challenges than their male colleagues both in execution of their duties and in career development. The challenges unique to women include being excluded from useful information shared in places that are not accessible to women owing to their gender and also due to their unique roles and responsibilities in the family. In addition to this, they face a conflict between their socialization and conflicting ideals which are found in the male domains or competitive organizational cultures or externally in the occupation surroundings (Burnes, 2004). The notion that women have been culturally socialized to adopt certain behaviours and traits leading them to fulfil assumed roles such as domestic responsibilities leaving men to fill the managerial positions is not real, especially in this era of gender equality.

Kenya Institute of Curriculum Development has a workforce of three hundred and seventy seven (377) employees of which 191 are men and 186 women (Kenya Institute of Curriculum Development Employee Bio data, 2016). The employees are graded in job groups which range from KICD Scale 1(one) to KICD Scale 16 (sixteen). The lower cadre is from scale 1(one) to scale seven (7). Middle management is from scale 8 to scale 11 who are graduates and diploma holders. Staff

in the management category are graded in scale 12 and 13 and senior management comprises of scale 14 to scale 16. A big population of employees fall in the lower cadre comprising of 168 or 44.5% of the staff. Out of this the majority 60% are women who form the large population of this group.

There are several studies that have been carried out about women in organizations and career development; Koech (2003) studied the association of career development and job satisfaction in commercial banks in Nairobi and established that all employees in the banks surveyed were satisfied with the career opportunities given to them by their organizations. Kiboro (2008) studied factors that affect professional growth of women working in microfinance organizations in Kenya and established that few women employees occupy executive positions in microfinance institutions in Kenya. These studies reveal that top management is dominated by men and therefore lacks gender balance.

However, inspite of this, women employees are concentrated in the lower cadres and in traditional occupations. No study has yet been done on the challenges that women employees at the Kenya Institute of Curriculum Development face in career development. Since women face unique challenges in career development due to their gender, this study seeks to find out those challenges which are unique to them in career development. Studies on women in management are few and far between. Few books address the issue of women in management and the challenges they encounter especially in career development. Therefore this study further sought to fill this gap by attempting to answer the research question, what challenges do female employees face in career develop at the Kenya Institute of Curriculum Development?

1.3 Research Objective

The objective of the study was to determine the challenges faced by women employees in career development at the Kenya Institute of Curriculum Development.

1.4 Value of the Study

The findings of this study will be useful to the management of the Institute as wells as the Government of Kenya in general in the development of human resources polices aimed at enhancing performance in Government institutions by following the principles of gender equity and equal opportunities for all. These results will enhance further understanding and appreciation of the concept of gender equity and how it enhances performance through job satisfaction. The study will inform implementation of 30% rule on gender parity and in compliance to the Kenya Constitution 2010. The findings and recommendations will also enhance effectiveness of policy decisions made by policy makers as such policy decisions are backed up by actual field research.

The study is important to the Human Resource Division and management of the Institute as well, as it presents an opportunity to appreciate the gender gap that needs to be addressed through appropriate policies and programs. It will help identify structural deficiencies that require to be revised so as to embrace the dynamics of an ever evolving workforce. In addition, the Management will be informed on the ideal approaches towards achieving job satisfaction in its workforce hence staff retention leading to sustainable growth and enhancing the organization's competitiveness. Currently, the knowledge economy calls for investments in organization's human capital so as to produce a work environment where employees excel at their jobs.

Through the study the management is able to make informed decisions. The study will provide information to women in organizations' supervisory positions, on what they need so as to succeed and hence be appointed to senior executive ranks in their organizations. It will also help women in senior positions nurture and mentor younger women starting their careers so that they excel and avoid hurdles that may slow their career growth.

The findings of this study will also be valuable to future researchers and scholars as the information will form a basis for their literature review, establishment of knowledge gaps and providing a guide towards a particular school of thought. The findings of the study will also add to the already existing literature and therefore a basis of further understanding and knowledge.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter literature related to career development is reviewed. A discussion on the theories underpinning the study is first done. It is then followed by a discussion on the various challenges faced in career development. It also reviews literature on women and career development.

2.2 Theories Underpinning the Study

Several theories have been used to explain career development. This study is anchored on two theories. These are Super's Self-concept Theory Career Development and Holland's Theory of Vocational Personalities in work environment.

2.2.1 Super's Self-Concept Theory Career Development

Super (1990) concludes that career option along with advancement is fundamentally a process of developing and implementing an individual's self-concept. Self-concept is a result of multifaceted relations amid various factors, together with physical and intellectual growth, individual encounters, and environmental characteristics and stimulation. Life and work contentment is a continuous course of action of undertaking growing of self-concept through occupation and additional lifetime roles. He further developed a developmental structure on the various life stages with phases as follows: growth, exploration, establishment, maintenance (or management), and disengagement. An individual within a particular phase should effectively deal with the occupational developmental roles associated to a specific social context and anticipated of people belonging to a particular age set of an age group. This model further demarcates the stages with both age bounds and task markers. Initially, he

saw the stages only as chronological, though afterwards he accepted an age-independent, task-centered outlook of the phases.   Consequently, the five phases extended across an individual's whole life span, or the 'maxi cycle' may be experienced as 'minicycle' in each one of the maxicycle phases.

2.2.2 Holland's Theory of Vocational Personalities in Work Environment

Holland (1985, 1997), considers the option of a vocation is as a result of a person's individuality into working world. People will opt for vocations that suit their ideal personalities. He came up with six modal individual styles and six corresponding vocation environments: realistic, investigative, artistic, social, enterprising and conventional. People are attracted vocations which are in occupational environments that match with their needs and personalities.   If an individual's personality is of social nature he will search for a work environment that will provide relations among other people. This may be an occupation in a hospital setting such as nursing. Holland further came up with various instruments (e.g. the Self-Directed Search) intended to aid in identification of individual personality traits and corresponding those traits to job-related groups. His theory study's each person in relation to several of the most outstanding behaviour types and matches each type with the environment aspects or potential careers.

2.3 Challenges of Career Development

Over the last few decades the employment scenario has undergone rapid changes owing to emerging technologies, changes in how jobs are organized and executed, varying requirements in employee knowledge and skilfulness, and a universal

oversupply of labour (Herr & Cramer, 1996). These changes and many others have had resulted in unexpected changes on the career development patterns of people in the course of their lives.

2.3.1 Gender Stereotypes

According to Shmuck (1995), the perception of roles associated with gender is a great deal more severe and inflexible in various cultures as compared to others. Nevertheless, in the society both genders are aware of their existing differences in responsibilities and positions. As a result, both genders develop self-images from their early years and internalise their role expectations. In learning institutions and homes, the female gender is recognized to undertake caring and supportive roles. The roles are also performed in tandem with roles associated with employment and therefore they execute both roles concurrently. They therefore tend to prefer careers undertaken jointly with family responsibilities and take up careers which may be monotonous and challenging as they have limited alternatives. In the African perspective, traditional values and cultural attitudes concerning responsibility and position of women in a social set up are up-to-date widespread. Most of the women are associated with this system and are therefore unable to disassociate from these cultural traditionals for fear of being ostracized (Kiamba, 2008). Therefore, inspite of e women being highly educated and their absorption into the working world, they are still perceived as homemakers.

Some women educators interviewed by Brown and Irby (1995) wished they attained more goals in life and had extra aspirations for themselves over and above their familial duties. They felt they were obligated to choose either a vocation or a family.

The women teachers concur that they would have gained more if they were aware that they had an option of taking up the two roles and performing them concurrently. Shmuck (1995) established that the consequence of a woman's family unit on her occupation is that she may endure a loss of career accomplishment owing to the obligations resulting from having a family. This is believed to be more significant in comparison to their work. In current settings too, some occupations in organizations are preferred to be assigned to men. Women are rarely promoted as frequently as men in some organizations. The studies highlighted above and the scholars in general seem to concur that gender disparities exist and are also manifested in a variety of ways within society. Women are also not considered being at par with men by different cultures in spite of the different roles undertaken by both cultures.

Super (1957) and Schein (1971) consider career as a life–long, continuous employment undertaking. It can be separated into precise phases of advancement, starting with early ideas of a vocation and coming to an end through retirement. It is noted the sequence of a woman's career advancement is regularly affected by family and employment commitments and responsibilities, as compared to male employees. Hence, Astin (1984) proposed career development theory that describes the woman's career should be different from the one that describe a man's career. To a great extent, a women's career conduct in the past has been viewed from a male outlook, even though initiatives have been made up with models or ideals that are more expressive of women's careers (Astin, 1984; Betz & Fitzgerald, 1987).

Astin's model is featured on four parameters which she believes profile women's pattern in career development. Astin (1984) proposed any theory of women's career

development should consider the following five aspects, Career grounding or how women are raised up to envision the thought of a life time career including if they aspire to be career women or not, accessibility to opportunities to attain the vision, and if they have equal opportunities for the women as compared to men. Matrimony is perceived as impartial for men but detrimental to a woman's career. Family expectations like pregnancy and bearing children are certainly a reason for women encounter some interruptions in terms of career break, timing and age. Career breaks and family relocations frequently imply that women's careers may not grow with similar sequential order when compared to careers of male employees.

2.3.2 Resistance to Women's Leadership

Executive positions are assumed to be a man's domain more than that of women. (Eagly & Carli, 2007) conclude that employees are more resistant to managers' exerting authority in particular to female bosses than male. Women in management positions must be viewed as likeable for them to be seen as reliable, significant for them to get the support of others. To increase the likelihood of a woman being perceived likeable, she should be able to blend dominance with empathy. This will enable her overcome resistance to leadership, particularly in situations which demand tough and unpopular decisions which are associated with positions of authority and responsibility. Positions of leadership are therefore more demanding for women, because they must be skilled at how to blend firmness with warmth for them considered as credible leaders.

Delinking oneself from an organizations culture, established status quo and stereotypes is usually more tolerable and an accepted norm for men unlike women.

The women employees are considered lowly as leaders when they assume more masculine styles of management, whereby men managers are supported whenever they exhibit control and assertiveness with more considerate tendencies which depict empathy. Lady employees in management ranks face tougher obstacles and less flexibility when they attempt to exercise the expected leadership behaviors (Eagly & Carli, 2007).

According to (Heilman, Block, & Martell, 1995) womens' abilities are questioned as they must constantly prove they are competent and up to task unlike men who do not face such hurdles. The ladies in management ranks are time and again obligated to take on 'one more assignment' so to exhibit their merit when it comes to opportunities for upward mobility. Even with added knowledge and expertise they are still subjected to stricter examination of their competencies. The decision-makers frequently ponder on whether: she will be able exercise self-control when under duress or whether she is either too soft, temperamental, emotional or too tough/rough? They also wonder of the woman executive ability in making difficult decisions, wrongly giving in to other people's demands or just conforming so as to avoid conflict. This in contrast, to their male counterparts often get promoted even when they are less experienced, and their abilities in similar areas are not put to test.

Phenomenal changes have taken place in the 21st century, and the significance of women as pertains to their career development has not been left behind. Societies are not departing from customs that condemn women to lesser echelons of society (The East Africa Standard, 2006). The Beijing conference (2000) observed that women are usually more occupied in greater burden and also unpaid work. Customary gender

roles restrict women's options in education and professional growth and obligate women to take up the household responsibility.

In most Kenyan organizations, women are still limited in representation in positions of authority and decision-making. More than 30 years after the 1985 UN women's conference in Nairobi, they still remain underprivileged in every sector of employment. This includes career development, promotion or being appointed to high ranking positions. Bushra (1998) established that women in Sub-Saharan Africa, are more marginalized in comparison to other worldwide regions by development plans. He observes that they perform mainly farm work while their possible participation and appointment to higher positions of development and in career opportunities go unconsidered. Four barriers to women seeking administrative positions as cited by Brown and Merchant (1993) include not having role models; absence of support from others; shortage of funding within and outside the organization and lack of social and supportive networks.

Gifted and capable women leaders can avoid pitfalls of de-selection factors by being aware of the how gender stereotypes and gender biases can have influence on their profession. This will guarantee that organizations' decisions in regard to women's development and advancement are made reasonably and impartially. Women employees are also required to exhibit a desire to lead, and more so to experience challenging situations that require difficult and tactful decisions. They are to required handle these situations without being regarded as excessively insistent or insensitive. Women are therefore obligated to walk a narrower path and are given less leeway in the range of leadership behaviors they are allowed to display (Catalyst, 2007).

According to (Eagly & Carli, 2007) not complying to the recognized organization culture and practices is more tolerable for men than for women. The women managers looked down upon as leaders when they assume a more masculine approach, whereby men are lauded when do not exhibit signs of dominance and toughness but express sensitive and empathic behaviors. Women are hence presented with more difficult challenges and less scope for flexibility in demonstrating the necessary leadership behaviors.

2.3.3 Limited Access to Informal Interactions

In the present day, both women and men equally form the labour force. However, the presence of women amidst the top ranks in organizations is uncommon. Among the top earners in the Fortune 500, only 5.2 per cent are women. In addition, merely 12.4 per cent of Fortune 500 Boards of Directors are women (Catalyst, 2002b). Women in organizational settings frequently experience inadequate or no access to informal interaction networks (O'leary and Ickovics, 1992). The consequence of this segregation is inadequate access to the helpful resources which are essential for one to be able to undertake their work effectively and career advancements that are associated to these informal networks. The interactions helps in creating connections, forming alliances, building support groups and forming friendship with people who possess similar professional interests, thereby providing an individual access to a wealth of knowledge, skills and experiences which are valuable. This medium of interaction also offers friendship and social support (Tichy, 1981). Therefore, for an individual experiencing difficulties in gaining access to these networks, the resultant effect include restricted knowledge of what is going on both in the organization and professional scenario. In addition they will experience difficulties in making alliances

which in turn may be linked to career advancement issues such as limited upward mobility and glass ceiling effect Davidson and Burke (2000).

One method which women can use to gain knowledge of corporate culture is by building relationships (Bierema, 1994, 1996, 1999). This is where they establish a variety of social networks as a way of setting up a community of support. The networks provide psychosocial and instrumental platform of linkages yet, it is well know that women are not included in the men's networks. Women require networks since they are not well integrated into men's networks (Catalyst, 2002a), do have access to top level management (Catalyst, 1999), and may be left out from career paths that lead to power. They are also often assessed on differently in terms of personal and temperamental criterion from that of men. The women's networks and areas of authority are likely to small at the decision-making level, which translates to having less political support inside the organization while seeking to attain top leadership and influential positions. They also required to have succession plan, while embracing talent improvement practices that boost the effectiveness of their executive development efforts, (Beeson, Valerio, 2012).

2.3.4 Training and Development

Training and development helps improve workers achievement and performance on the whole. Access to education, training and development initiatives are a main attribute towards women's development and involvement in managerial work. (Wirth, 2001b). This is corroborated by Burke (2002), who suggests that access to education, training and development are some of the challenges to support women's advancement in organizations. Particularly access to recognized management

programmes, appropriate and relevant training, tailoring training to the requirements of women, and training in gender equity are some factors that certainly affect women's development in organizations (Loufti, 2001).

Relevant and recognized training and development opportunities are vital to women's development in organizations because they equip women with the aptitudes, qualifications, understanding and knowledge required for them to be successful in their career growth. Tharenou (2001) established that training and development together with education and demanding assignments, offer chances of advancement only into the middle management. Human Resource Development (HRD) is important in career development of women in organizations as it helps streamline individual and organizational needs. At individual level, HRD can provide precise training and development chances adapted to women's wants. This can be compared to management training programs which are offered to management trainees for them to acquire managerial skills (Tharenou, 2001).

Research findings indicate that the inclusion of more women in leadership positions correlate with improved performance at the corporates (Catalyst, 2004a and McKinsey Consulting, 2011). In spite of this findings scores of companies, inspite of long service of committed assurance of diversity, now recognize that they did not support their capable women employees progress to the senior decision-making positions . This stagnation to top ranks in organizations occurs in spite of the advancement in women's educational attainment and employee contribution. It is observed that the disparity in career growth starts in the begining, as women usually delay more than men both in progression and reward from their very first post-MBA jobs.

According to Beeson & Valerio, 2012, career growth structure need to be clear and also equal opportunities need to be availed. This challenge of clarity is particularly pertinent to women, who may be prejudiced on various aspects.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher describes the methods used and how the study was conducted. This chapter contains research design, population, sample and sampling techniques, data collection methods and the methods in data analysis.

3.2 Research Design

This study adopted a descriptive survey design. Descriptive survey seeks to find out who, what, where and how of a occurrence which is the concern of the study. The research design has been used because of the study units are many and it describes the state of affairs as it is.

3.3 Population

The target population were all female employees of the Institute who are one hundred and eighty six in total. This data was collected from the Kenya Institute of Curriculum Development Employee biodata, 2016.

3.4 Sample and Sampling Design

The techniques use to pick the sample was stratified random sampling technique where the respondents who were drawn from the three departments. 50% of female employees in each department selected. The sample size comprised of ninety three respondents.

Table 3. 1 Sample Size

#	Departments	Population	50% Sample size
1.	Corporate Services	78	39
2.	Curriculum and Research Services	56	28
3.	Media and Extension Services	52	26
	Total	**186**	**93**

3.5 Data Collection

Primary data was used for this study. The data was collected using a semi structured questionnaire. It comprised of two parts A and B.   Part A of the questionnaire captured demographic details while Part B captured information on challenges facing women in career development. The respondents were female employees at the Institute. Questionnaires were administered using drop and pick method.

3.6 Data Analysis

The questionnaires were edited to ensure completeness and that they are consistence. The data collected were then tabulated, classified and coded. It was then analysed by use of descriptive and inferential statistics. These included frequency distributions and percentages which measure the challenges in career development. Measures of central tendency such as the mean, mode and standard deviation were used to average responses. The findings were presented using tables and graphs.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on the data analysis, interpretation and presentation of the findings. The main purpose of this study was to examine the challenges faced by female employees in career development at the Kenya Institute of Curriculum Development. The data was gathered exclusively using the questionnaire as the research instrument. The researcher has made use of descriptive and inferential statistics in the analysis and presented the results in tables and figures.

4.2 Response Rate

The researcher gave out ninety three (93) questionnaires and all of them were completed and returned. The response rate was 100%.

4.3 Background Information

4.3.1 Academic qualifications

Table 4. 2 Academic qualifications

	Frequency	Percentage
Certificate level	14	15.053%
Diploma level	11	11.83%
Bachelor's Degree	33	35.483%
Masters Degree	19	20.43%
Doctorate	16	17.204%
Total	**93**	**100%**

Source: Researcher 2016

Academic Background
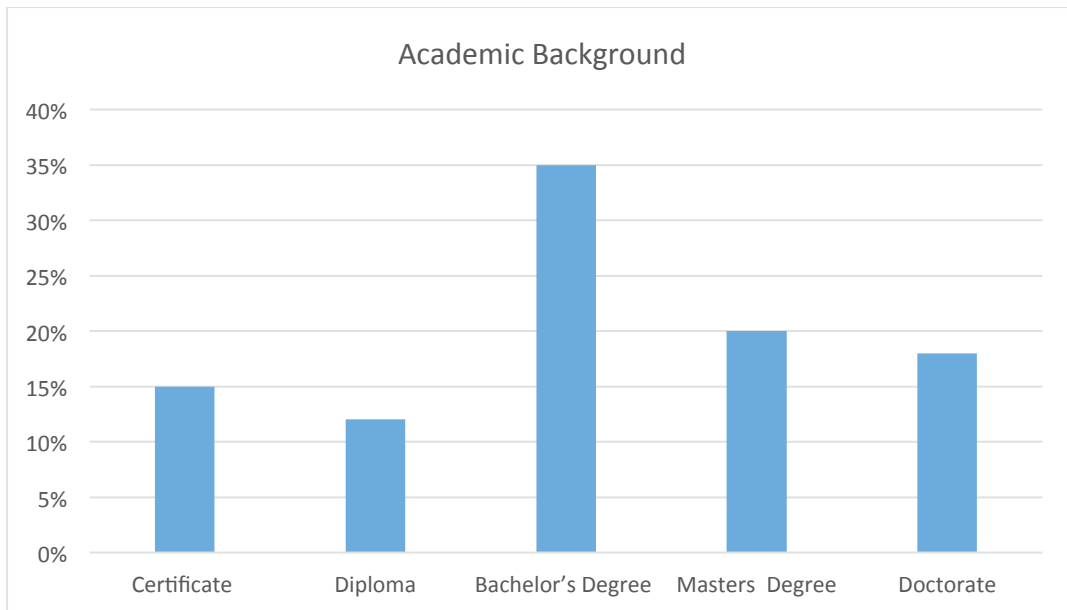
Source: Researcher 2016

Figure 4. 1 Academic qualifications

This sections aim was to find out the academic qualifications of the respondents. The results obtained are as depicted by Figure 4.1. As shown, 35% had Bachelor degrees, 20% had Master's degree, 18% had PHDs', 15% had certificates while 12% had Diploma's. This shows that the respondents were well educated and thus gave valid and accurate information.

4.3.2 Age of the Respondents

Table 4. 3 Age of the Respondents

	Frequency	Percentage
Less than 25	13	13.98%
Years25 – 30	22	23.66%
Years31 – 40	22	23.66%
Years41 - 50	31	33.33%
Years Over 50 Years	5	5.38%
Total	**93**	**100.00%**

Source: Researcher 2016
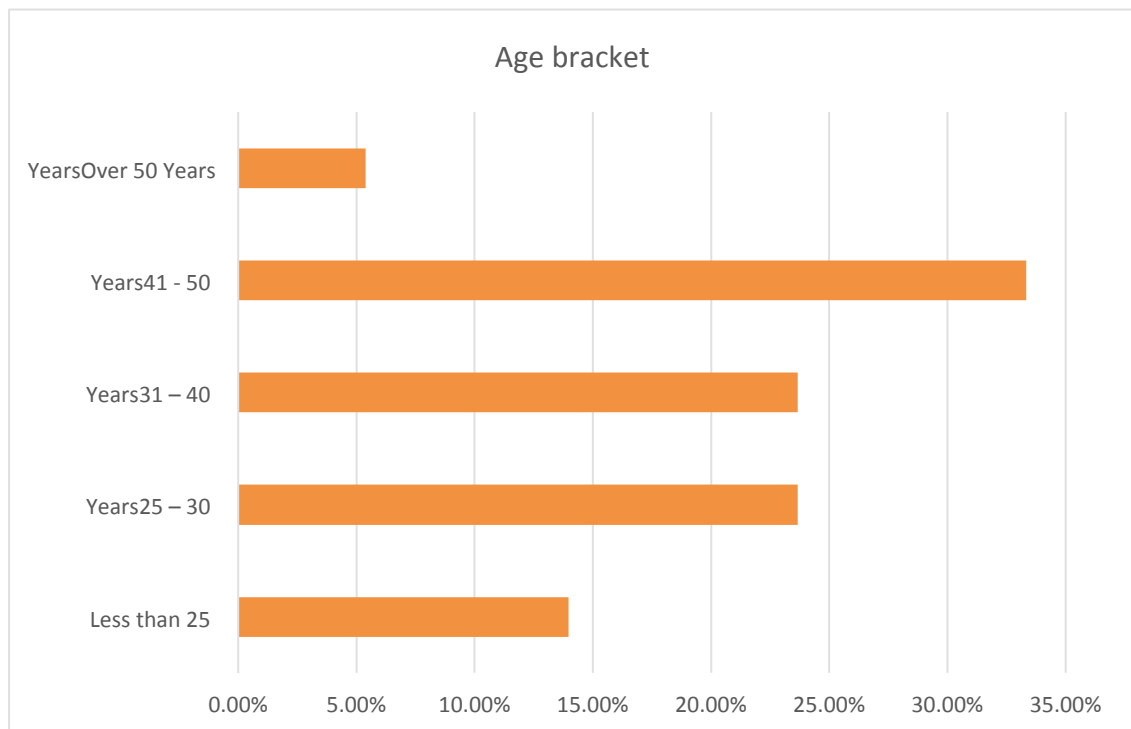
Source: Researcher 2016

Figure 4. 2 Age of the Respondents

This section sought to find out the age of the respondents. The results obtained are as shown by Figure 4.2. As presented, 5% were over 50, 33% were between the age bracket of 41-50 years, 24% each were between 31-40 years and 25-30 years and 14% were under 25 years. This shows most of the respondents were over 25 years and hence mature enough.

4.3.3 Marital Status

Table 4. 3 Marital Status

Marital Status	Frequency	Percentage
Single	27	29.03%
Married	45	48.39%
Widowed	12	12.90%
Divorced	7	7.53%
Separated	2	2.15%

Source: Researcher 2016

This section sought to establish the marital status of the respondents; the findings are as shown by Table 4.3. As presented, 48% were married, 29% were single, 13% were widowed, and 8% were divorced while 2% were separated. This shows diversity in marital status of the respondents of which the majority are married.

4.3.4 Years worked

Table 4. 4 Years worked

	Frequency	Percentage
Less than 5 years	19	20.43%
5 - 10 Years	27	29.03%
11 - 15 Years	31	33.33%
16 - 20 Years	10	10.75%
Over 20 Years	6	6.45%
Total	**93**	**100.00%**

Source: Researcher 2016

Source: Researcher 2016

Figure 4. 3 Years worked

This section sought to find out the duration in years that the respondents have been employed at KICD, as a measure of their experience. The results obtained as indicated

by Figure 4.3, show that 33% had worked for between 11-15 years, 29% for 5-10 years, 20% for less than 5 years, and 11% for 16-20 years while 6% had worked over 20 years. This show that they have been employed for a considerable duration in the organization and hence well knowledgeable of the practices.

4.3.5 Job Promotion

Table 4. 5 Job Promotion

	Frequency	Percentage
Less than 5 years ago	21	22.58%
6 - 10 Years ago	37	39.78%
Over 10 Years ago	17	18.28%
Not promoted at all	18	19.35%
Total	**93**	**100.00%**

Source: Researcher 2016

This section sought to establish when the respondents were last promoted. The results obtained are as shown by Table 4. 5. As presented, 40% had received promotion 6-10 years ago, 19% had not received promotion at all, and 18% had received promotion over 10 years ago while 23% had received promotion less than 5 years ago. This signifies that the majority of the respondents had received promotions more than 6 years ago while some having not being promoted at all. This raises concern onto why they were stuck in their current position.

4.4 Challenges of career development

This section sought to establish the various challenges faced during career development at the Kenya Institute of Curriculum Development by the women employees. The findings obtained are as presented by Table 4. 6.

Table 4. 6   Challenges of Career Development

Gender Stereotypes		Mean	Std Dev
1	Gender role stereotypes have an impact on evaluation and promotion procedures in my organization.	2.4086	0.2635
2	My success in management has led to negative consequences (e.g. unpopularity and loss of feminity)	2.2365	0.3883
3	I am held to higher standards of performance than men in a similar position.	2.0537	0.1752
4	I am different from a man in terms of personality, motivation and behavior.	1.9784	0.1895
	Mean Score	**2.1693**	**0.2541**
Resistance to Women's Leadership			
5	Women who are assertive are viewed negatively in the organization.	2.7741	0.3260
6	Being competent ensures that I will progress to a similar organizational rank as an equally competent man.	3.6666	0.6932
7	Employees in the organization often react negatively to women in management positions.	2.2903	0.3905

8	I face more hindrances to advancement at senior management level than I did at lower levels.	3.4946	0.6217
	Mean Score	**3.0564**	**0.50785**
Limited access to informal interactions			
9	Limited access to informal interaction networks in my organization has hindered my career growth.	3.2365	0.3885
10	It is difficult for me to form alliances with male managers in my organization.	2.1720	0.1617
11	Women employees do not have active social networks in the organization	2.0430	0.2064
	Mean Score	**2.4838**	**0.2522**
Training and Development			
12	Lack of funding for training and development has hindered my career progression	3.4731	0.7148
13	Training programmes offered are not relevant to my career growth	3.7849	1.1144
14	Lack of adequate training has negatively affected my career growth	3.4731	0.5199
15	Lack of time-off to access training courses has negatively affected my career growth	3.3368	0.6015
	Mean Score	**3.5169**	**0.73765**

Source: Researcher 2016

Based on the mean score obtained, the greatest challenge faced in career development among female employees is on training and development which had the highest mean.

4.4.1 Gender Stereotypes

The challenges under gender stereotypes obtained as shown by Table 4.6 include; Gender role stereotypes having an impact on evaluation and promotion procedures in my organization with a mean of 2.4086. On my success in management has led to negative consequences (e.g. unpopularity and loss of feminity) with a mean of 2.2365. On being held to higher standards of performance than men in a similar position the mean is 2.0537. On being different from a man in terms of personality, motivation and behavior had a mean of 1.9784. This shows that most gender stereotype challenge was gender role stereotypes having an impact on evaluation and promotion procedures in my organization while the least was being different from a man in terms of personality, motivation and behavior.

4.4.2 Resistance to Women's Leadership

The challenges under resistance to women leadership obtained as shown by Table 4.6 include; being competent ensures that I will progress to a similar rank in the organization ensures that I will progress to a similar rank in the organization as an equally capable male employee with a mean of 3.6666. On facing more hindrances to advancement at senior management level than I did at lower levels with a mean of 3.4946. On Women who are assertive being viewed negatively in the organization with a mean of 2.7741. On the employees in the organization often reacting negatively to women in management positions with a mean of 2.2903. This shows that the most experienced resistance to women leadership was on being competent ensures that I will progress to similar organizational rank as an equally competent man while the least was on the employees in the organization often reacting negatively to women in management positions.

4.4.3 Limited access to informal interactions

The challenges under limited access to informal interactions as shown by Table 4.6 include; Limited access to informal interaction networks in my organization hinders my career growth with a mean of 3.2365. Being difficult for me to form alliances with male managers in my organization had a mean of 2.1720. Women employees do not have active social networks in the organization with a mean of 2.0430. This shows that the challenges on limited access to informal interactions affected the women moderately, based on the obtained means with the most being on limited access to informal interaction networks in my organization hindering my career growth.

4.3.4 Training and Development

The challenges under training and development as shown by Table 4.6 include; lack of funding for training and development hindering the career progression with a mean of 3.4731. Training programmes offered are not relevant to my career growth with a mean of 3.7849. Lack of adequate training has negatively affected my career growth with a mean of 3.4731. Lack of time-off to access training courses negatively affecting the career growth with a mean of 3.3368. Based on the obtained means, the challenges on training and development were establish to affect women career development moderately. With the most being on the lack of funding for training and development hindering the career progression while the least being on lack of time-off to access training courses negatively affecting the career growth.

4.4 Discussion

The main objective of this study was to determine the challenges faced by female employees in career development at Kenya Institute of Curriculum Development.

The results of the study showed that there were notable challenges faced by the female employees.

All the respondents reported that they experienced challenges in their career development owing to factors associated to gender stereotypes. This is similar to a study by Kiamba (2008) about female employees being culturally looked down upon. Kiamba concludes that in spite of women being highly educated and skilled, they are still perceived mainly as homemakers. The results of this study will contribute to available body of knowledge by coming up policy that support female employees by offering them an opportunity to take up the both roles of employee and homemaker. This is collaborated by Brown and Irby (1995) who established that women teachers wished they had accomplished more goals in life and had more aspirations for themselves in addition to the family responsibilities.

The researcher established that the main challenge on training and development was lack of funding hence hampering career progression. Burke (2002) concurs that access to education training and development supports women advancement in organizations. It also positively influences a woman's career advancement in organizations. Theranou (2011) concurs that Human Resource and Development plays an important role in developing women's career needs and access to managerial skills. Catalyst (2004a) & Mckinsey Consulting (2011) argue that inclusion of women in management positions results in increased corporate performance.

The study also established that female employees experience challenges of limited interactions to informal networks. This poses a challenge because they lack social

support and have limited knowledge due to lack of valuable information available in informal social networks. The respondents reported that resistance to women leadership being challenge especially on being competent ensures that a woman will advance to the same position as an equally competent man. Early and Carly (2007) concur that women experience higher hurdles and less leeway as compared to men in demonstrating the required leadership behaviours and their competence is also questioned. Astin (1984) proposed that career development theory should describe women career development separately from that of men. Astin further observed that women career behavior have been previously interpreted using a male perspective which in essence is not correct. This is because of the different roles both genders perform. This further disadvantages female employees whose performance is rated equally to men, yet they undertake more responsibilities on top of their professional working life. The research found out that women employees constantly face challenges relating to their career development.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a discussion of key data findings, conclusions arrived at from the findings and recommendations made. The conclusions and recommendations made aimed at addressing the objective of this study.

5.2 Summary of Findings

The study sought to establish challenges faced by women employees in career development at Kenya Institute of Curriculum Development.

The challenges women face in the career development include; gender stereotypes, resistance to women's leadership, limited access to informal interactions and training and development. Particularly, most gender stereotype challenge was gender role stereotypes having an impact on evaluation and promotion procedures in my organization while the least was being different from a man in terms of personality, motivation and behavior. This is in line with Shmuck (1995) who concurs the effect of women's relations on their occupation is that they could experience a loss in professional achievement owing to her role in family which is deemed to be more significant than their professional.

On resistance to women leadership, the most experienced challenge was that being competent ensures that advancement to the same organizational level as an equally competent man while the least challenge experience was that employees in the organization often react negatively to women in management position. This is

because women are presented with more obstacles and less tolerance levels when carrying out the required leadership behaviors.

On limited access to informal interactions, the challenges affected the women moderately, based on the obtained means with the most being on limited access to informal interaction networks in my organization hindering my career growth. As a result for an individual experiencing difficulties in gaining access to these networks, the resultant effect include limited knowledge of what is happening in both the organization and professional scenario.

Whereas on training and development the most experienced challenge was on the lack of funding for training and development hindering the career progression while the least being on lack of time-off to access training courses negatively affecting the career growth. This concurs with Burke (2002) who established that access to learning; training and development play a big role in supporting women's progress in organizations. Overall, the most experienced challenge was on being competent ensures that the women progress to the similar organizational rank as an equally competent man. This shows that the women have to constantly prove themselves if they were to progress career wise.

5.3   Conclusions

Various conclusions are made from the findings of this study. To begin with, it concludes that gender stereotypes, resistance to women's leadership, limited access to informal interactions and training and development are the main challenges affecting women career development. As such, the study concludes that most gender stereotype challenge was gender role stereotypes having an impact on evaluation and promotion

procedures in my organization while the least was being different from a man in terms of personality, motivation and behavior. This is due to the patterns of women's career development being regularly influenced by family and work commitments and responsibilities, in contrast to men's career patters.

The study established that the most experienced challenge on resistance to women leadership was on being competent ensures that advancement to the same organizational level as an equally competent man while the least was on the employees in the organization often reacting negatively to women in management position. Hence the study concludes that knowing and understanding the impact of gender stereotypes and gender biases can help women in management positions avoid being a victim of de-selection factors.

The study established that on limited access to informal interactions, the challenges affected the women moderately. The study thus concludes that training and development initiatives are vital to women's development in employment as they equip them with the skills, competencies and knowledge required to be successful career wise. Finally, the study established that the women have to constantly prove themselves if they were to progress career wise. The study thus concludes that women are often assessed on different individual disposition from men.

5.4   Recommendations

The study established that career progression for women differs from that of men. Organizations should therefore use different parameters to measure performance of women employees and also inform career development patterns of women employees

owing to their various roles that they undertake. Their familial responsibilities should also be considered and their performance measured bearing in consideration their roles as care givers as well as employees. Organizations should also develop policies that help develop career growth of mothers with young families so as to help them balance and develop in their careers.

5.5   Limitations of the Study

This study experienced a number of challenges. To begin with, the study was only concentrated on one organization which was Kenya Institute of Curriculum Development. This was due to time and financial constraints and threfore the researcher was unable to consider more organizations. This therefore cannot be an equal depiction of other organizations. In addition, the respondents were unwilling to provide information requested for. This was due to confidentiality fears on the provided information. However, the researcher made efforts to reassure the respondents on discretion in use of information provided and that it was entirely for only academic use. Also due to strict internal policies on leadership and organization's profiles the researcher had to do follow ups and seek such permission from the top management. However, in spite of these limitations, the accuracy of the results obtained was not compromised.

5.6   Suggestions for Further Research

Despite the research objectives being met, there still remain areas that require further research. To begin with, the study only limited itself to one organization and this may not have been a representative of other organizations in the country. The study thus recommends a similar study to be conducted covering other organizations and

institutions to enable generalization of the results. The study was also limited to few challenges that affect women in career development. To enable more comprehensive result of the study's findings, more challenges should be incorporated in the future studies. This will enable more distinctive findings on what exactly undermines career development of women in organizations.

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APPENDICES

Appendix I: Introduction Letter to the Respondents

University of Nairobi

School of Business

P O Box 30197

NAIROBI

14th September, 2016

Dear Respondent,

RE: MBA RESEARCH QUESTIONNAIRE

I am a post graduate student at the School of Business, University of Nairobi. In fulfillment of the requirement award of Master of Business Administration degree, I am undertaking a study on challenges faced by female employees in career development at Kenya Institute of Curriculum Development.

This is therefore to request you to fill the attached questionnaire. The information provided will be used for academic purposes only and will be treated with confidentiality. Your assistance in this will be highly appreciated.

Yours faithfully,

ROSE W. GATHECHA

MBA STUDENT

UNIVERSITY OF NAIROBI

Appendix II: Questionnaire

Tick the appropriate box or fill in the spaces provided.

PART A: DEMOGRAPHIC DATA

1. Name (optional) _____

2. Designation (optional) _____

3. Highest Education Level Secondary School ( )   Certificate   ( )

   Diploma   ( )   Bachelor's Degree   ( )

   Masters Degree   ( )   Doctorate   ( )

4. Age bracket   Below 25 Years ( )   25 – 30 Years   ( )   31 – 40 Years ( )

   41 - 50 Years   ( )   Over 50 Years ( )

5. Marital Status   Single   ( )   Married   ( )   Widowed ( )

   Divorced ( )   Separated ( )

6. How long have your worked at Kenya Institute of Curriculum Development?

   Less than 5 years   ( )   5 - 10 Years ( )   11 - 15 Years   ( )

   16 - 20 Years ( )   Over 20 Years ( )

7. When was your last promotion?   Less than 5 years ago ( )

   6 - 10 Years ago ( )   Over 10 Years ago ( )   Not promoted at all   ( )

PART B: <u>CHALLENGES OF CAREER DEVELOPMENT</u>

PLEASE INDICATE BY USE OF A TICK (√) HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS.

Use a five point rating scale where: 1 – Strongly disagree, 2 – Disagree, 3 – Neutral,   4 – Agree, 5 – Strongly agree

#	Questions	1	2	3	4	5
Gender Stereotypes						
1.	Gender role stereotypes have an impact on evaluation and promotion procedures in my organization.					
2.	My success in management has led to negative consequences (e.g. unpopularity and loss of feminity)					
3.	I am held to higher standards of performance than men in a similar position.					
4.	I am different from a man in terms of personality, motivation and behavior.					
Resistance to Women's Leadership						
5.	Women who are assertive are viewed negatively in the organization.					
6.	Being competent ensures that I will progress to a similar rank in the organization as an equally capable male employee					
7.	Employees in the organization often react negatively to women in management positions.					
8.	I face more hindrances to advancement at senior management level than I did at lower levels.					
Limited access to informal interactions						
9.	Limited access to informal interaction networks in my organization has hindered my career growth.					

#	Questions	1	2	3	4	5
10.	It is difficult for me to form alliances with male managers in my organization.					
11.	Women employees do not have active social networks in the organization					
Training and Development						
12.	Lack of funding for training and development has hindered my career progression					
13.	Training programmes offered are not relevant to my career growth					
14.	Lack of adequate training has negatively affected my career growth					
15.	Lack of time-off to access training courses has negatively affected my career growth					