CHALLENGES OF CAREER DEVELOPMENT FACED BY WOMEN IN SENIOR MANAGEMENT IN THE CIVIL SERVICE IN KENYA
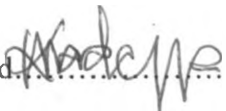
BY

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DECLARATION

This management project is my original work and has not been presented for a degree in any other university.

Signed................................ Date.07|11|11.................

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D61/P/7108/2005

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

Signed......................... Date.....8|11/2011....

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DEDICATION

This research project is dedicated to my mother Catherine Munyuli Madegwa, with much

love and thanks.

ABSTRACT

This was a cross sectional survey targeting women in senior management in the civil service in Kenya. The study sought to investigate the challenges that women in senior management faced in career development. The data was collected using self administered questionnaires which were given to women in senior management in the civil service, where senior management included those in job group P and above. Two questionnaires were filled per ministry and government department. The findings of the study are that few women are in senior management positions in the civil service in Kenya.

It was found that limited access to informal networks, gender role stereotypes, blocked promotions due to the glass ceiling effect, fear of success and inadequate education and training were impediments to career development for women in the civil service. It was found that the women in senior management positions had stayed in several positions longer than necessary even when they had already qualified to move to the next level. Some had actually stayed in one position for ten years after they had qualified for a promotion.

From the foregoing it is evident that the civil service may need to address their work and promotion policies as relates to women to minimize the gender specific challenges that women faced in career development.

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CHAPTER ONE: INTRODUCTION

1.1 Background

Management has hitherto been thought of as a male domain, where role expectations are still largely male and mobile. Managers face challenges in execution of their duties, yet women managers are more affected than their male colleagues since some of the challenges they face are gender specific. In a study reported by Hynes et al (1980) carried out by the National Heart Lung and Blood institute in the U.S.A, it was found that the coronary heart disease rate for married working women was rising rapidly.

In 1970 only 15% of all managers were women, by 1989 this figure had risen up to40% by 1995 women made up about 63% of total work force, however, only 6% of women are classified as mid-level managers in U.S.A. Although it seems easy for women to gain employment at lower ranks in civil service, it is proving difficult for them to reach senior management positions. Women in the world, and more so in developing world, work under difficult positions. The higher up one climbs, the harder it gets Adler and Izraeli (1998). Women have only recently begun to join the rank of managers in large numbers.

1.1.1 Career Development

A career can be identified as a sequence of work roles of an individual, an occupation undertaken for a significant period of a person's life and with opportunities for progress. It can also imply upward mobility and advancement in work roles Torrington et al (2005). Career development includes advancement or growth and extension within the job itself, lateral moves and development of portfolio work. It can also be looked at as the

individual's development in learning and work throughout life (Collin and Watts 1996) and thus includes voluntary work and life experiences. If we consider a career as an individual's property, then 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. In reality, however, most men and women managers drift into positions created through coincidences as discovered by Harlan and Weiss (1982).

The primary goal of career development is to meet the current and future needs of the organization and the individuals work which means developing employability Torrington et al (2005). Waterman et al (1994) suggest that individuals need to make themselves knowledgeable about market trends, understand skills and knowledge needed in the area and anticipate future needs, beware of their strengths and weaknesses, have a plan for increasing their employability and move from their current employer when a win-win situation is no longer possible. Although career development has been identified as the responsibility of the individual, the organization needs to play a facilitating and supporting role. This is because career development has benefits for both the individual and the organization. It makes an organization attractive to potential recruits and encourages employee commitment, motivation and job performance as they see possible progress in their work.

1.1.2 Women in Senior Management

Adler and Izraeli(1998) note that although women constitute over half of the world's population, the proportion of women holding managerial positions falls short of that of

men; even though no systematic evidence exists to prove that women are ineffective as managers. Under representation of women in management roles has been a concern worldwide leading to several initiatives for example the east African community protocol on gender equality (2009). According to a study by the British Academy of management (2000) work-family conflicts still prevent many female managers from progressing to senior management positions.

Senior international career move is developed along the male model of career progression, a development which together with gender disparity both in organizations and family responsibility prevents female employees from reaching senior management positions. More and more organizations are actively looking for women to join their senior management ranks. There are two main reasons to hire, promote and retain talented women. The first reason is the demographic changes due to a continuously dropping birth rate and the second is the growing need for diversity Davidson and Burke (2000). Furthermore women are currently called 'the managers of the twenty first century Rosen et al (1989).

1.1.3 Challenges faced by Women in Senior Management in Kenya

Women in management in general and specifically senior management face various challenges in career development. In addition to the challenges faced by their male counterparts, some of these challenges are internal to the woman herself while others are external, from the work environment. Carr-Ruffino (1987) identifies the conflict between socialized values of caring for the family, self limiting beliefs, possessing conflicting

beliefs, and not being aggressive versus the harder values found in the male dominated competitive organizational cultures, where the role expectations are still largely male and mobile. The external challenges include; possible sexual harassment, heavy executive role expectations, patron male bosses, threatened colleagues, blocked promotions, pay disparity, 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.

1.1.4 Civil Service in Kenya

Kenya at independence inherited a small work force of about 60,000 people but as the days went by the size of the civil service increased, by June 2011 the civil service had a work force of 217,069. The job groups in the civil service range from job group A which is the lowest cadre to job group V which is the highest (head of public service), all graduates and diploma holders' fall above job group H and 74% of women in Kenya's civil service are in job group H and below. Senior management, which ranges from job group P to V includes deputy directors and above of these only 16% are women. Gender representation in the Kenyan civil service also shows gross under-representation of women in top management and policy-making positions Collette (2002). Although Kenyan women are gradually joining the civil service and making significant strides to develop careers in the previously male-dominated professions, they are still grossly under- represented in senior management and public decision-making positions.

In 1995, for example, women held less than 6% of the senior positions in Job Group P and above compared to 24.3% of those in Job Groups A-G. Available data also show that male representation in top management and policy-making positions in the civil service is disproportionately higher than that of females in almost all the ranks. This trend has changed little over the years and the pattern that has emerged is one in which the higher one looks at the civil service hierarchy, the fewer women one sees. In 1998, for example, Kenya had only four women permanent secretaries out of a total of thirty, representing only 13.3% of the total establishment. In the same year, there were 38 women Assistant Secretaries Grade III compared to 60 of their male counterparts. Overall, women comprise less than 25% of the Senior Civil Servants in Kenya. This under-representation underlines their minority status in policy-making management positions. This gender disparity is pervasive in all the other sectors within the civil service, including the Judiciary. Women judges are a distinct minority in Kenya. Over 30% of women in the judiciary are magistrates.

The Public Service Commission of Kenya is a body created under Chapter VIII of the Constitution of Kenya. The constitution empowers the Commission to appoint persons to hold or act in offices in the civil service and in the service of local authorities, the power to exercise disciplinary control over persons holding or acting in those offices, the power to promote and power to remove those persons from office. The Public Service commission monitors the activities and duties of civil servants.

1.2 Statement of the Problem

It has been established by Carr-Ruffino (1987) that women in management 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 due to their gender or due to their unique roles and responsibilities in the family. In addition to this women face a conflict between their socialization and harder values found in the male dominated competitive organizational cultures or external from the work environment.

Despite all the effort of the Kenya government to put gender concerns on policy documents, the female gender feels that they have been let down as far as representation in the top civil service decision-making is concerned. Out of 217,069 civil servants in Kenya only 60,779 are women. The fact that women make about 51% of the population, a fair representation in the top decision making arena is demanded Bunyi (2004). Currently there are less than 19% women in the posts of Deputy Director and above. According to Kenya's new constitution, at least a third of the public service jobs should not be held by any one gender. This has however, not been implemented yet because going by the report released by Dalmas Otieno the Public Service Minister in June 2011, only 28% of all civil servants in Kenya are women. And only four out of the forty eight ministries have employed more women than men, public health (55%), medical services (51%), state law office (58%) and public service commission (59%).

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There are several studies that have been carried out about women in management and career development; Mathenge (2001) studied the characteristics possessed by women who advance in management positions in the banking sector in Nairobi and concluded that banks need to have a work life and family friendly policies to help women rise up to management positions. Koech (2003) conducted a study on the relationship between 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 the factors that influence upward mobility of women in the microfinance institutions in Kenya and found that few women are in top management positions in microfinance institutions in Kenya. Cary and Marilyn (1983) examined the pressures and the challenges that female managers face. All these studies are industry specific, to the best of my knowledge no study has yet been done on the challenges that women in senior management positions in the civil service in Kenya face in career development. Since women face unique challenges in career development due to their gender, this study seeks to examine those challenges which are unique to women in senior management in career development. Studies on women in management are few and far between, in fact very few books tackle the issue of Women in Management and the challenges that they face especially in career development. Therefore this study seeks to fill this gap by giving providing the stated information.

1.3 Objective of the Study

The objective of this study is to determine the challenges of career development faced by women in senior management in the civil service in Kenya.

1.4 Importance of the Study

The results of this study will be important to Human Resources Departments as they will enable them document challenges faced by women in senior management and develop strategies to address them.

This study will give interested parties opportunity to appreciate the 'gender gap' that needs to be addressed through appropriate policies and programs as well as identify structural deficiencies that require modification.

The study will avail information to women in management and supervisory positions, on what they need to succeed in occupying senior management positions in their organizations. While students of management will be provided with further information in the area of study 'women in management'.

CHAPTER TWO: LITERATURE REVIEW

2.1 Career Development

A career, in this study, refers to a person's structured occupation and involves steady progressive advancements which include the manner in which an individual's work life develops over time and how it is perceived by that person Schein (1990). Herriot (1992) viewed the concept of career as important because it tackles the three major issues of our time. First, the career is about time because it compares the past with the present situations faced by individuals and organizations, as well as the projected future plans. Secondly, organizational careers are relationships over time between individuals and there organizations. The third feature is the distinction between internal and external or the subjective and objective career. He termed this as 'career in the head', the external or objective career is seen through the positions that that employees hold. While the internal or subjective career is hidden as it is in the 'heads' of the employees. This aspect is the most important to understand as the employees perceptions of their career opportunities and progress in the organization, and the way the organization values career development will have an impact on the maintenance of valued and skilled employees (Herriot, 1992).

Career development has been defined as an organized and planned effort comprised of structured activities or processes that result in mutual career effort between employees and the organization Gilley and Eggland (1989:48). It can also be defined as meaningful progression through a series of related jobs. Career development entails a linear upward movement from a position of relatively low status, responsibility and remuneration to a higher position White (1995). These definitions bring into focus the systematic

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development of professions up a ladder. It involves obtaining visibility within an organization, skills, and character development, compensation, competition among groups and individuals, emergence of leaders and risk taking. Therefore the effort to achieve the top position within the hierarchy requires systematic development over time, thus, career development Conger (2002).

The challenge that institutions face is when organizations fail to recognize or are ignorant of the fact that there exists new 'labor forces' each with different expectations, different needs and different characteristics. This is especially so due to the demographics of the new work force which comprises younger workers as individuals complete school at a much younger age than they did a decade ago. This group does not follow the traditional linear career development as they are likely move from one industry to another or from one job to another. Women have also joined the work force in large numbers and there are older people in the work force due to the raising of the retirement age from fifty five to sixty. In most organizations, however, human resource policies are based on the assumption of a homogenous work force. Training and development, performance appraisal, reward systems and other policies and career advancement programs are created to support each other in an effort to develop employees by a team of personnel, but seldom take into account an individual's perspective on how the program should be implemented Koech (2003).

According to Leibowitz, et al (1986) career development is an organized, formalized, planned effort to achieve a balance between the individual's career needs and the

organization's work force requirements. It integrates activities of the employees and managers with the policies and procedures of the organization. It is an ongoing program linked with the organization's human resource structures rather than a onetime event. It also serves to refine and develop present responsibilities to the employees, managers, the organization; offer them a variety of development options and form the link between current performance and future development which includes the notion of best 'fit' or 'match'. To find the best 'fit' employees must know their strengths and weaknesses and the necessary knowledge and skills that they should have in order to remain in the organization. These can be obtained through performance appraisal and information given by managers and supervisors. The dissemination of available career options or job openings within the organization will also help employees in determining their future development.

Career development has been tied to organizational commitments and therefore the issue of what constitutes career development has been based on two factors. First is the individualistic approach to careers which views career advancement as a function of background, education, ability, job experience ambition and timing. The second is the organizational approach, which takes the view that careers are structural issues. Therefore they are determined by internal labor market structures, vacancy chains and organizational policies Garavan (1996). A comprehensive career development system then would include individual career planning assistance and a developed system would include career planning assistance and a system for matching individuals' and organization's needs. As economic conditions shifted, organizations responded by

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eliminating layers of management and flattening structures which have resulted in fewer positions for promotion. Organizations have to think creatively about what growth and success really mean Koech (2003).

2.2 Women in Senior Management

Organizations and their environments change at a seemingly ever greater speed, the need to find a way to select, train and develop people who will contribute to attaining organizational goals becomes increasingly important. Traditional managerial roles and requirements for effective managerial behavior change along with the organization. As these changes occur, task oriented and hierarchical leadership of subordinates has to make way for managing high involvement work teams with emphasis on consensus, decision making and learning instead of control Bohl et al (1996). With or without open acknowledgement, management is described more and more in traditionally female terms Fondas (1997) such as sharing responsibility, helping and developing others and building a connected network of relationships. Both academics and people in organizations have uncovered this phenomenon which Fondas (1997) calls 'the feminization of management'. The question remains 'whether the feminization of management will lead to a larger proportion of women in management positions.

Gender differences in the level and type of formal education and participation in the labor force are rapidly disappearing; but the rate of advancement of women in higher positions in organizations is relatively slow Davidson and Burke (2000). The position of women in managerial jobs worldwide in the last decade has thus been described as improving but

women are still at a disadvantage when compared to men's positions Adler and Izraeli (1993) Generally speaking a growing number of women occupy management positions, but at top levels still few women are present. Some sources even indicate that the number of women in top management positions is currently declining, a trend observed in the United States and Europe including Netherlands Dwyer (1996).

2.3 Challenges in Career Development Faced by Women in Senior Management

Adler and Izraeli (1998) give reasons for the small number of women in management positions worldwide. These include: cultural sanctions, educational barriers, legal restrictions, corporate obstacles and women's disinterest in pursuing traditional male careers. Carr Ruffino (1987) cites internal conflicts brought about by socialized values, self limiting beliefs or not being aggressive versus harder values found in male dominated competitive organizational cultures or external environment, threatened male colleagues, blocked promotions, glass ceiling, queen bee syndrome, wonder woman syndrome, possible sexual harassment, heavy executive role expectations and pay disparity as some of the reasons for having few women in management. Carr Ruffino, Barack and Palletier (1990) established that the female manager is excluded from useful information exchanged in men's rooms, locker rooms, n the golf course and at the corner bar due to her gender and as a result of her responsibilities in the family. Politics is how things get done in the work place and in government. Women managers who are not involved in office politics are therefore not playing the game, and if one is not playing the game then they cannot possibly win.

2.3.1 Limited Access to Informal Interaction

One of the most frequently reported problem by women in organizational setting is the fact that they experience limited or indeed no access to informal interaction networks O'Leary and Ickovics (1992). An effect of this exclusion is limited access to the instrumental resources critical to one's job effectiveness and career advancements that are allocated by these networks. In addition, friendship and social support are often provided by this medium Tichy (1981). So for anyone experiencing difficulty in gaining access to these networks multiple disadvantages may result including restricted knowledge of what is going on in the organization and difficulty forming alliances which in turn may be linked to career advancement issues such as limited mobility and glass ceiling effect Davidson and Burke (2000). Brass (1985) found that women were not well integrated in male networks and vice versa. Networking means talking to anyone who might be useful in work and might benefit from your expertise. It is making use of your contacts as a source for help and advice. It gives you a collective backing where you might have struggled on alone and a pool of experienced people at your disposal Bird (1996).

Networking has long been considered a crucial ingredient for success in any professional career due to its many advantages which include; information exchange, collaboration, career planning and strategy making as well as professional support and encouragement and access to visibility and career advancement Stern (1981). Ruderman and Ohlott (2002) Women expressed a need for close relationships with others; something they felt

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was often hampered by organizational life. Not only does time spent at work hurt the development of close relationships, but the competitive nature of organizations makes the development of close relationships at work difficult. Almost all of the women in the study reported feeling dissatisfied with the number of close relationships in their life. In addition, the researchers argue that "a sense of connection to other people is the central organizing force in women's development," meaning that women, often more so than men, need to feel connected to others in order to grow.

2.3.2 Gender Role Stereotypes

Gender role stereotypes have major impacts on selection and promotion procedures as well as evaluation of managerial performance. The typical good manager is still described in traditionally masculine terms Frank (1988). This bias (think manager, think male) can lead to differential treatment of women in more than one way; because they are expected to be less effective managers anyhow. They are expected to want a family and therefore will drop the career path; and because gender role incongruent behavior is generally evaluated more negatively than gender role congruent behavior Stratham (1987). Martin et al (1985) analyzed the main barriers to upward mobility faced by women in hierarchical bureaucratic organizations. These are stereotypes which see women as properly in the home rather than the office. Women in periphery functions removed from the core firm limits career opportunity for women. The education systems prepare women for female dominated jobs usually involving short career ladders, women lose out of the political nature of the internal promotion system in hierarchical

organizations. Lastly the primary responsibility for home and children affect the ability of women to relocate.

Ruderman and Ohlott (2002) identified agency as behaviors such as assertiveness and exerting power over others, it is typically associated with leadership. However, it is also typically associated with masculinity, which often leads to negative reactions towards women engaging in agentic behaviors. Learning to reconcile the need to engage in agentic behaviors while tempering the negative reactions of others is an important developmental challenge for women. In fact, Eagly and Carli (2007) argue that the key is learning to engage in agentic and communal (associated with nurturing and caring for others – associated with the need for connection) behaviors at the same time.

The structural barriers approach Kanter (1977) emphasizes that minority group members encounter difficulties in adjusting to and fitting in with the majority culture. When group membership is related to occupational status, it is harder for minority members to cross boundaries between occupational status groups. Minority members become 'tokens' their behavior is taken as their entire group's behavior and they are always in the spot light. Wirth identified organizational structure as a barrier to women's corporate advancement. These are constrains imposed upon women by society, the family, employers and women themselves. These are behavioral expectations regarding; women's role in the family and discrimination in form of organizational structures as well as policies Wirth (1997). Heilman (2001) did a study on how gender stereotypes prevented women's ascent up corporate ladder. The results from this study indicate that the scarcity of women at upper levels of organizations is a consequence of gender bias in evaluations. Heilman argues

that being competent did not ensure that a woman would advance to the same organizational level as a performing man.

2.3.3 Internal Conflicts

Slow progression of women in management has been blamed on factors internal to the female gender. This means that certain traits and behaviors exhibited by women are not conducive to being promoted. Ruderman and Ohlott (2002) Women reported struggling with being able to feel like themselves in leadership roles in which they might have felt like they had to act against deeply held values. For instance, women tend to value compassion more highly than do men, which can be in direct conflict with a highly competitive culture. Therefore, to be successful in that culture, women may have to act against their own deeply held values. As explained by Eagly and Carli (2007), men, more than women, can succeed merely by 'being themselves' because they match other people's concepts of what leaders are like. Women face more complexities because they initially don't seem as leader-like to others. They also have somewhat different values and attitudes than most of their male colleagues (p. 173).

Women expressed a need to understand others' reactions to them. While attaining accurate feedback is necessary for anyone working in an organization, it can feel particularly difficult to receive for women due to the stereotypes and role expectations they often face in organizations. There is extensive research showing that women are often held to different (arguably higher) standards of performance than men. For instance, research shows that women who are promoted often have higher performance ratings than men who are promoted Lyness and Heilman (2005). Other research shows that

women are penalized in their performance evaluations when they do not perform behaviors that are considered "above and beyond" for their male colleagues (for example staying after hours to help a colleague reach his or her deadline).

People in organizations also often react negatively to women who are in management positions, because they see their assertive behavior as being counter to their social roles as women (according to society, women are supposed to be caring and supportive of others). Thus, women not only have trouble determining what is expected of them in their roles, but they also have difficulty determining what feedback they receive is biased and what feedback they receive is accurate. This makes it very difficult for women to develop a clear sense of their strengths and weaknesses Ruderman and Ohlott (2002). The research also suggests that achieving a "whole" life, or a life characterized by a balance between work and non-work roles, was a significant theme for the managers in the study. The business world makes balancing both work and non-work roles difficult, and as women tend to carry more care giving responsibilities, this tends to be more of an issue for women than for men. It is important to remember that leadership development takes place within this context.

Tharenou (1999) studied gender differences on advancing to the top and presented two explanations for the slow mobility of women up the corporate ladder. One concerned gender differences in investment in human capital which results in rewards, payment or job status. Because women make fewer investments than men they get fewer rewards. Individual differences as the main reason for the paucity of the advancement of women

into management looks into the question of whether the stereotypes illustrated above are real. Are women different from men in terms of personality, motivation and behavior? If women and men are essentially similar they should have equal rights to organizational roles. If they are essentially different then women can make a complementary contribution to organizations Adler (1985).

2.3.4 The Glass Ceiling

The concept of the ``glass ceiling" has by now achieved the status of a well enshrined phenomenon, supported by conclusive evidence which asserts that women managers' careers are blocked more often than men's Davidson and Cooper (1992), Adler (1993) Cassell and Walsh, (1994). Recent figures indicate that women in the UK still represent only 18 per cent of all managers and the higher one goes up the hierarchy the fewer women one finds: 10 per cent of senior managers and a mere 3.6 per cent of directors are women (Social Focus, 1998). The glass ceiling is the barrier of negative attitudes and prejudices that prevent women from moving beyond certain levels in corporate hierarchy. Bihagen (2006) did a comparative analysis covering 1979-2000 on the association between hierarchical levels and differences between men's and women's career opportunities in terms of occupational transitions. The analysis of this study indicated that women faced the great hindrances to advancement at lower hierarchical levels. The results from this study contradicted the idea that problems for women accrue with increasing hierarchical levels. The findings of the study did not support that gender penalty was higher in the private sector as compared to the public sector.

2.3.5 Fear of Success

Horner (1968) found that the female who seeks success in achievement oriented situations worries not only about failure but also about success. If she succeeds she is not living up to the societal expectation about her female role and thus experiences negative consequences for example unpopularity and loss of femininity. This motive to avoid success; results in failure of women to succeed in professions which are typically filled by men such as management Brenner et al (1999). Good and Good (1973) females experience greater fear of success and greater fear of appearing incompetent than do males and that these constructs are positively correlated. Beliefs held by men and women have a direct bearing on the degree of success that women have in male dominated professions. Brenner et al (1999) The traditional stand point supports sex role stereotypes which outline behaviors as well as careers and job positions deemed fit for females and those which are appropriate for men, while the pro-feminist view point suggests that females should have the same basic freedom as do males with regard to both their careers and personal lives.

2.3.6 Education and Training

In Kenya education has gained recognition as a condition for social and economic development Erwee (1992). In order to eliminate pre-market discrimination, women should regard training at university or college level as a priority to gain competitive advantage. Female managers ought to identify both internal and external training programs to enable them develop their competencies. Although Kenya's education policy does not discriminate on the basis of gender, the education system is characterized by

significant gender disparities (Republic of Kenya 1999a). Boys and girls have almost achieved equal access to primary education in terms of enrolment although the completion rates show that slightly more boys than girls complete primary education. Although the enrolment of girls and women in secondary and tertiary education has increased considerably, the overall participation rates show that boys and men have consistently had more access to education at every level than their female counterparts. As a result, the female enrolment in institutions of higher learning has always been lower than that of men. The Government of Kenya has, in recent years, implemented some policy measures to increase women's access to education and narrow the existing gender gap in public universities. But gender disparities at the tertiary level still remain large despite such policy interventions. Gattiker (1988) lays emphasis on the fact that education and training for girls and women are key measures to improve women's social and economic status.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

A descriptive cross sectional survey was carried out. Survey method was considered to be particularly well suited to researches, which study the individual as a unit of analysis as an excellent vehicle in measuring for generalization (Borg and Gall, 1999). The purpose of this study therefore, justified the use of a cross sectional survey.

3.2 Population

The population of study consisted of women senior managers at job group P and above in all government ministries and departments in Kenya. According to the statistics released by the ministry of state for public service there are forty eight ministries and departments which contain four hundred and fifty nine women in job group P and above, (Min of State for Public Service, April 2007).

3.3 Sample

Given the population of four hundred and fifty nine female senior managers, it was less costly and more practical to use a sample. A representative sample of ninety six female senior managers, two from each of the forty eight ministries and departments was included in the study from the sampling frame. A random sampling method was adopted.

3.4 Data Collection

Primary data was used for this study. The data was be collected using a self administered drop and pick questionnaire that comprised of two parts A and B. Part A of the questionnaire captured demographic details while Part B will sought information on challenges encountered by women in senior management.

3.5 Data Analysis

The questionnaires were edited for completeness and consistency. The collected data was tabulated, classified and coded then analyzed using descriptive statistics. These included frequency distributions and percentages which measured the challenges to career development for women in senior management. Measures of central tendency such as the mean, mode and standard deviation were used to summarize the average responses.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter analyses the challenges to career development faced by women in senior management in the civil service in Kenya. The data collected from the respondents was analyzed to satisfy the objective of the study. The population of study consisted of ninety six women in senior management in the civil service, which consisted of women in job group P and above; out of which sixty nine responded. This represented a response rate of 71.8% which can be used reliably to make a valid conclusion.

4.2 Demographic Profile of Respondents

The demographic profile of respondents was analyzed based on the level of education, age, entry level job group and career progression.

4.2.1 Level of Education of Respondents

Table 4.2.1 Level of education of respondents

Level of Education	Number	Percentage
Diploma	10	14%
Professional Qualification	4	5%
One Degree	42	61%
Two Degrees	13	20%
Total	69	100%

Source: Research data

The respondents were asked to state their level of education and according to table 4.2.1 above majority of them (61%) had attained under graduate qualification, 20% with post graduate level, 14% with diplomas and 5% had professional qualifications. This conforms to the key guidelines of Kenya's Public Services Charter on promotions criteria. Promotions were based on the number of years in service and academic qualifications. However in some cases the number of years in service carried more weight than academic and professional qualifications.

4.2.2 Age

4.2.2 Age of women in senior management

Age Bracket (years)	Number	Percentage	Cumulative
31-40	0	0	0
41-45	04	6%	6%
45-49	30	43%	49%
50-55	18	26%	75%
Above 55	17	25%	100%

Source: Research data

The respondents were asked to give their age and from the table 4.2.2 above the average age bracket of respondents was 45-49 years, with only 6% of the respondents falling in the 41-45 age bracket and the 50-55 age brackets and the above 50 age bracket each receiving 26% and 25% of the respondents respectively.

4.2.3 Entry Level Job Group

Table 4.2.3 Entry Level Job Group

Entry level job group	Number	Percentage
H	12	17%
J	17	25%
K	36	52%
M	4	6%
Total	69	100%

Source: Research data

Most the respondents 52% joined the civil service at job group K, 25% joined at job group J, 17% joined at job group H while 6% joined at job group M. Those who had joined the service at lower job groups had attained promotions based on the number of years worked, while some had acquired additional training while in the civil service then attained promotion on that basis.

4.2.4 Career Progression

Table 4.2.4 Career Progression

Job Group	Average number of years
K	3
L	4
M	6
N	8
O	10

According to table 4.2.4 above the respondents had taken an average of three years to move from job group K to L, four years to move from job group L to M, six years to move from job group L to M, eight years to move from job group M to N and ten years to move from job group N to O.

4.3 Challenges of Career Development faced by Women in Senior Management in the civil service in Kenya

For the purposes of this study only the occupational career was considered, therefore career development includes advancement or progression in one's occupation. It involves the systematic movement up the career ladder to the highest level of decision making. It involves passing through designed job groups. In this section, respondents' opinions were sought on what they perceived as the main challenges unique to their gender in career development. The respondents were required to rate the perceived challenges. The challenges were scored on a likert scale from 1 to 5 where for the purposes of analysis 0.5-1.4 means to no extent at all, 1.5-2.4 means to a small extent, 2.5-3.4 means to a moderate extent, 3.5-4.4 means to a great extent while 4.5-5.4 means to a very great extent. Six factors were identified as the main challenges to career development for women in senior management.

Table 4.3 challenges of career development for women senior managers in the civil service

QUESTIONS	Mean	STdv
1.) Limited access to informal interaction networks in my organization has hindered my career growth.	3.83	0.42
2.) It is difficult for me to form alliances with male managers in my organization.	3.81	0.27
3.) Gender role stereotypes have an impact on evaluation and promotion procedures in my organization.	3.60	0.26
4.) Women who are assertive are viewed negatively in my organization.	3.56	0.04
5.) I fear appearing incompetent at my work.	3.37	0.10
6.) Being competent ensures that I will advance to the same organizational level as an equally competent man.	2.44	0.53
7.) I am held to higher standards of performance than men in a similar position.	4.07	0.57
8.) Employees in my organization often react negatively to women in management positions.	2.75	0.01
9.) I am different from a man in terms of personality, motivation and behavior	2.44	0.54
10.) I face greater hindrances to advancement at senior management level than I did at lower levels.	3.96	0.07
11.) My success in management has led to negative consequences (for example unpopularity and loss of femininity).	4.39	0.23
12.) My level of education has played an important role in influencing my career progression.	4.54	0.07
13.) The number of years worked should influence career progression.	3.26	0.59
14.) Gender role stereotypes	3.60	0.26
15.) Internal conflicts (lack of assertiveness)	3.75	0.02
16.) The glass ceiling (blocked promotions)	4.38	0.17
17.) Fear of success	3.12	0.86

Source: Research data

From the analysis in table 4.3 above, the respondents indicated that their level of education had played an important role in influencing their career growth to a very great extent with a mean score of 4.54 however; the respondents also indicated that success in management had lead to negative consequences to a great extent with a mean score of 4.39. This means that women lost both their popularity and femininity as a result of being

successful managers in organizations. Thus the level of education played an important role in the career development of the respondents while success in management roles led to negative consequences and these are the factors that influenced the career development of the respondents to a very great extent. The standard deviation of both of these challenges falls below one hence it is insignificant.

The challenges which got a score that indicated that they affect women to a great extent include; the glass ceiling which got a means score of 4.38, and that women were held to higher standards of performance than men in the same organizations and in similar positions this challenge got a mean score of 4.07. The fact that women face greater hindrances to career development at higher levels of an organization than they do at lower levels was also a challenge to a great extent with a mean score of 3.96, likewise limited access to informal networks in organizations had hindered women's career growth got to a great extent and got a mean score of 3.83, which is closely followed by the challenge of forming networks with male members of the respondents' organizations which got a mean score of 3.81. The challenge internal conflict was given a mean score of 3.75 meaning that internal conflicts is a hindrance to a great extent in career development of women in senior management. The respondents indicated that gender role stereotypes had an impact on evaluation and promotion procedures to a great extent by giving it a mean score of 3.6 and that, women who were assertive were viewed negatively in their organizations to a great extent with a mean score of 3.56. Therefore the glass ceiling which includes blocked promotions and women being held to higher standards of performance than their male counterparts, limited access to informal

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networks, internal conflicts and gender role stereotypes were challenges to a great extent when it comes to career development of women. The standard deviation of these challenges is far below one therefore insignificant to the findings.

The respondents indicated that they feared appearing incompetent at their work to a moderate extent by giving it a mean score of 3.37 while the number of years worked should influence career progression to a moderate extent with a mean score of 3.26. The challenge fear of success got a mean score of 3.12. The respondents indicated that employees in their organizations often reacted negatively to women in management positions to a moderate extent by giving this challenge a mean score of 2.75. They also indicated that being competent ensured that a woman would be promoted to the same level as an equally competent man to a small extent and this challenge got a mean score of 2.44. The other constrains identified by most of the respondents were Patron male bosses and the queen bee syndrome. This means that fear of appearing incompetent, fear of success; employees reacting negatively to women in management were challenges to a moderate extent to the career development of women. The standard deviations of these challenges also fall below one and are therefore insignificant to the study.

CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings as they are presented in chapter four. Conclusion and recommendations have also been discussed in relation to the objective of the study which is to determine the challenges of career development faced by women in senior management in the civil service in Kenya.

5.2 Summary

The study sort to indentify the challenges to career development that women in senior management positions in the Kenyan civil service faced. The demographic profile of respondents indicated that most respondents had one degree with a few having two degrees, diplomas, and other professional qualifications. The respondents were women in senior management positions in the civil service. Most of the respondents were in the 45-49 years age bracket, and had entered the civil service at job group K which is the entry level for graduates in the civil service. The respondents had taken an average of eighteen years to get from the entry position to their current job group. In analysis of the findings of the study, the level of education played an important role in the career development of the respondents while success in management roles led to negative consequences and these are the factors that influenced the career development of the respondents to a very great extent. In addition to these; the glass ceiling which includes blocked promotions and women being held to higher standards of performance than their male counterparts, limited access to informal networks, internal conflicts and gender role stereotypes were

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challenges to a great extent when it comes to career development of women. On the other hand; fear of appearing incompetent, fear of success and employees reacting negatively to women in management were challenges to a moderate extent to the career development of women.

5.3 Conclusions

In conclusion, women in senior management in Kenya face challenges which are unique from those faced by their male counterparts. These challenges hinder their career development and they include; limited interaction to informal networks in the workplace, gender role stereotyping, internal conflicts, fear of success, blocked promotions and inadequate education and training.

5.4 Recommendations

The job environment in Kenya is very competitive and with the rising literacy levels women occupy more senior management positions in the civil service. There is need for policies and programs that deal with sensitizing employees against gender role stereotypes and blocked promotions which are still the norm in the civil service. Women should be encouraged to pursue management as a career by availing in service training and opportunities for women to further their education. Women should be given special training on how to deal with the challenges that are unique to their gender so that they can develop their careers and rise to management levels and to the levels of senior management. Campaigns over gender and affirmative action should sensitize women on the need to join management. Women should in turn ensure that they take advantage of

opportunities that come their way to go back to school and attend in service training on how to be good managers without losing their femininity.

5.5 Recommendation for further research

There is need to carry out research on how women can overcome the challenges that they face in career development in the civil service and even in public service. The focus should be on women in top management and how they have been able to overcome the challenges to career development and occupy such positions.

5.6 Limitations of the study

The non response of 28% may have an impact on the study. The fact that the respondents were women in senior management means they may not have represented the views of women at lower levels in the civil service, and some of them have occupied the senior management positions for a while and may not be up to date on the challenges that women at lower levels are facing currently.

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APPENDIX 1

Introduction Letter to the Respondents

University of Nairobi
School of Business
P.O. Box 30197
Nairobi

1st September 2011

The Human Resources Manager
....
....
Nairobi

Dear respondent,

RE: MBA RESEARCH QUESTIONNAIRE

I am a post graduate student at the School of Business, University of Nairobi. In fulfillment of the requirements of the Master of Business Administration degree, I am currently undertaking a study on the challenges of career development for women in senior management in the civil service in Kenya.

I therefore request your assistance by availing the attached questionnaires to two women in job group P and above in your ministry or department. The information provided will be used for academic purposes and at no instance will your name or that of your ministry be named in the report. Your assistance will be highly appreciated.

Yours faithfully,

MADEGWA LINDAH
MBA STUDENT
UNIVERSITY OF NAIROBI

PART B: CHALLENGES OF CAREER DEVELOPMENT

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

Use a five point rating scale where   1=no extent at all   5=very great extent

QUESTIONS	1	2	3	4	5
1.) Limited access to informal interaction networks in my organization has hindered my career growth.					
2.) It is difficult for me to form alliances with male managers in my organization.					
3.) Gender role stereotypes have an impact on evaluation and promotion procedures in my organization.					
4.) Women who are assertive are viewed negatively in my organization.					
5.) I fear appearing incompetent at my work.					
6.) Being competent ensures that I will advance to the same organizational level as an equally competent man.					
7.) I am held to higher standards of performance than men in a similar position.					
8.) Employees in my organization often react negatively to women in management positions.					
9.) I am different from a man in terms of personality, motivation and behavior					
10.) I face greater hindrances to advancement at senior management level than I did at lower levels.					
11.) My success in management has led to negative consequences (for example unpopularity and loss of femininity).					
12.) My level of education has played an important role in influencing my career progression.					
13.) The number of years worked should influence career progression.					

PLEASE INDICATE TO WHAT EXTENT THE FOLLOWING ARE CHALLENGES IN CAREER GROWTH FOR WOMEN

Use a five point scale where 1=no extent at all   5=very great extent

Questions	1	2	3	4	5
1.) Gender Role Stereotypes					
2.) Internal Conflicts (lack of assertiveness)					
3.) The Glass Ceiling (blocked promotions)					
4.) Fear of Success					

5.) Other challenges (please specify)...

TABLE 1 Job Group P and above by Gender

Job group	Male	Percentage	Female	Percentage	Total
P	738	77%	222	23%	960
Q	330	78%	91	22%	421
R	127	76%	41	24%	168
S	105	72%	40	28%	145
T	71	83%	15	17%	86
U	46	84%	09	16%	55
V	3	100%	00	00	3

Source: MCS Min of State for Public Service, April 2007(Kenya)