

**IMPLEMENTATION OF ONE THIRD GENDER RULE IN EMPLOYMENT OF
NON - TEACHING STAFF IN THE UNIVERSITY OF NAIROBI**

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OF NAIROBI**

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DECLARATION

This project is my original work and has not been submitted to any other College or University for the purpose of examination or otherwise.

Signature Date.....

JANE NDUNGE KYALO

This project has been submitted for examination with my approval as the University Supervisor.

Signature **DATE:**

DR. JARED MAAKA SISO

DEDICATION

My parents, brothers and sister, I dedicate this project to you for the much support in terms of encouragements, financial and even prayers during the long period of this project. My friends especially Charles Kiplangat taught me a lot of formatting features in Microsoft office may God bless you.

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ABBREVIATIONS

CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CHSS	College of Humanities and Social Sciences
CHS	College of Health Sciences
CEES	College of Education and External Studies
CAE	College of Architecture and Engineering
CBPS	College of Biological and Physical Sciences
CAVS	College of Agriculture and Veterinary Sciences
FAWE	Forum for African Women Educationalists
FGD	Focused Group Discussions
HRM	Human Resource Management
NGOs	Non-Governmental Organizations
SPSS	Statistical Package for Social Science
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoN	University of Nairobi
NACOSTI	National Council for Science and Technology
VC	Vice Chancellor

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Lastly I thank Joel Kyalo (Dad), Philomena Ndila (Mum), my siblings Charles, Mary and Timothy for the moral, physical and emotional support.

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ABSTRACT

The framers of Kenya's new Constitution provides an affirmative action where the state is required to take legislative and other measures to ensure that no more than two-thirds of the members of elective or appointive bodies are of the same gender. State agencies and private institutions are working towards implementing what has come to be referred to as a third gender rule. The Ministry of Education, Science and Technology signed a Performance contract with University of Nairobi requiring them to provide information regarding appointments, promotion and employment of staff for the purpose of benchmarking on compliance level of the a third gender rule of at the Institution. This study will be helpful to academicians and other stakeholders by providing literature on gender and equality and employment of staff in University of Nairobi. The objectives of the study were: (i) evaluate the extent to which the third gender rule has been implemented in the employment of non-teaching staff in The University of Nairobi (ii) determine the effect of implementation of the a third gender rule in the University of Nairobi and (iii) establish the perceptions and practices of employees with regard to implementation of a third gender rule in employment of staff in the University of Nairobi. This study utilized a descriptive research design which primarily utilized qualitative research methods and was complemented by semi structured questionnaire. A total of 65 semi structured interviews was conducted, four (4) Focus group discussion, nine (9) Key Informant interview guide, and secondary sources were used to gather information. This yielded both qualitative and quantitative data. Quantitative data was analyzed using SPSS that yielded frequency tables while qualitative narratives were analyzed using content analysis. The study findings indicated that a third gender rule was not being implemented to the later in the University despite that there is high level of awareness among non-teaching staff and administrators, this has not been translated to effective implementation of a third gender rule. This has been attributed to nepotism, male chauvinism, culture and inadequate finances acted as the hindrance to the implementation of the gender rule. The study concludes that new policies and procedures needed to be formulated to fill the loopholes where redundancies in the implementation of a third gender rule have been observed.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

Global studies on women's representation has noted the significant increase in women's representation over the last two decades and have attributed it to gender quotas, electoral systems, and democratic status (Tripp and Kang, 2012). The positive impact of gender quotas on women's representation is now widely accepted (Dahlerup, 2006; Tripp and Kang, 2012). Legislative quotas either in the form of reserved seats, voluntary party quotas, or compulsory quotas through legislation, have impacted on the gender composition in employment worldwide (Bauer, 2004).

Women representation in the formal sector all over the world has been low due to either patriarchy or cultural factors. According to Tripp (2012), study conducted in Latin America, Eastern Europe and Africa on women's representation, indicates that democratization outcomes have not benefited women in any particular way and may even be negatively correlated with women's representation. Elsewhere studies have found that democracy does not influence levels of women's representation but it does influence the growth of women's representation over time (Paxton, *et.al*, 2010). Expanding civil liberties, in particular, fuels growth of women's legislative representation, suggesting that the increased political space allows for women's mobilization for representation. This has certainly been the case in most African countries since the return to multi-partyism in the 1990s.

The framers of Kenya's new Constitution, 2010 in Article 27 (8) provides an affirmative action where the state is required to take legislative and other measures to ensure that no more than

two-thirds of the members of elective or appointive bodies are of the same gender. Article 81 further reiterates that the same rule should be applicable in elective public bodies. According to Article 81(b) “*not more than two-thirds of the members of elective public bodies shall be of the same gender.*” As a result many state agencies and private institutions are working towards implementing what has come to be referred to as a third gender rule. For instance, the Ministry of Education, Science and Technology which is in charge of Higher Education matters in Kenya signed a Performance contract with University of Nairobi requiring them to provide information regarding appointments, promotion and employment of staff for the purpose of benchmarking on compliance level of the a third gender rule of at the Institution (2014).

By enacting the a third gender rule, Kenya is merely following a trail already beaten by over 26 countries around the world, including most of its Eastern African neighbors led by Rwanda that also leads in the world with 56.3% parliamentary representation of women; South Africa with 42.3% standing at position 8 globally; Tanzania at position 18 with 36.0 %; Uganda in position 19 with 35.0 %, and Burundi at position 29 with 30.5 %, while Kenya trails at position 113, with 9.8%. It is in light of this background that the proposed study seeks to examine the implementation and effects of a third gender rule in employment of the non- teaching staff in the University of Nairobi.

1.1 Statement of the Problem

It is a fact that the gender debate in the world, Kenya not being an exception, has largely focused on the status and challenges of women is participation and representation in politics and general governance. The argument has been that women have not been given their rightful place in Kenyan society and this has been a part of the Kenyan discourse from the advent of independence

in 1963 and which has not fundamentally been altered in the intervening period between 1963 and 2013.

The gendered and patriarchal nature of power relations between men and women best manifests itself in the persisting marginality of women in formal politics, government institutions and key power centers. It also manifests itself in the continuing and fierce resistance to democratization political rules of engagement to facilitate the equitable and fair participation of both genders and special interest groups.

The Constitution of Kenya, 2010 was in part responding to this gendered power relations, by providing for affirmative action, through measures that would ensure greater participation, representation and influence of women in all governance institutions, including political parties, and government institutions. In article 27(3), the Constitution states that men and women have the right to equal treatment including the right to equal opportunities in the economic, social, political and cultural spheres. It is from this background that the Constitution of Kenya, 2010 states in article 100, that all public appointments including legislative elective posts must meet a third gender rule. The proposed study seeks to fill the existing gender employment gap by examining the implementation and effect of a third gender rule in employment of non- teaching staff in the University of Nairobi.

This study therefore sought to answer the following research questions:

1. To what extent has the University of Nairobi implemented the third gender rule in the employment of its non-teaching staff?
2. What is the effect of implementation of the third gender rule in the University of Nairobi?

3. What are the perceptions and practices of employees with regard to implementation of the third gender rule in employment of staff in the University of Nairobi?

1.2 Objectives of the Study

1.2.1 General Objective

To examine the implementation and effect of the third gender rule in employment of non - teaching staff in the University of Nairobi.

1.2.2 Specific Objectives

1. To evaluate the extent to which the third gender rule has been implemented in the employment of non –teaching staff in the University of Nairobi.
2. To determine the effect of implementation of the third gender rule in the University of Nairobi.
3. To establish the perceptions and practices of employees with regard to implementation of the third gender rule in employment of staff in the University of Nairobi.

1.3 Assumptions of the Study

- (i) The third gender rule has been implemented in the employment of non –teaching staff in the University of Nairobi.
- (ii) The implementation of the third gender rule in the employment of non - teaching staff in the University of Nairobi has effects.
- (iii) Employees have perceptions and practices regarding the implementation of a third gender rule in the University of Nairobi.

1.4 Rationale of the Study

The study results will be useful to the management of University of Nairobi for they may draw some lessons and benchmark on compliance level with the Institution and the Ministry of Education, Science and Technology in matters of Performance Contract.

The finding of the study would be of valuable importance to academicians and other stake holders of higher education in Africa by providing literature on gender and equality and employment of staff in University of Nairobi.

The findings of the research and recommendations will be shared with the decision makers and policy makers in Government of Kenya, as they would understand the effects of implementation of a third gender rule based on the strength of the evidence of information collected from this research, hence develop strategies for the implementation of a third gender rule in employing workers as it would help them to understand the implementation and effects of a third gender rule in employment of staff in University of Nairobi.

1.5 Scope and limitations of the Study

The study was conducted in six campuses of the University of Nairobi located within Nairobi County, and targeted, 4,874 employees working within these six campuses. The study sought to examine the implementation and effects of a third gender rule in employment of non-teaching staff in the University of Nairobi. The main focus of the study was to evaluate the extent to which a third gender rule been implemented in the employment of non - teaching staff in the University of Nairobi as well as to determine the level of awareness and challenges facing the

implementation of a third gender rule in employment of non- teaching staff in the University of Nairobi.

During the study most respondents who were approached were reluctant in giving information fearing that the information sought might be used to intimidate them or paint a negative image of them or the University. The study tried to overcome the problem by explaining to them the main objectives of the study and assuring them that the information they give would be treated confidentially and it would be used purely for academic purposes.

1.6 Definition of Terms

Affirmative action: In this study affirmative action means the action of the state in the legislative and other measures to ensure that not more than two-thirds of the members of elective or appointive bodies are of the same gender in all public institutions.

Empowerment: Empowerment means the process by which individual women or groups of women with little or no power gain the power and ability to make choices that affect their lives and increase their access to key resources and activities.

Third gender rule: in this study a third gender rule means that not more than two-thirds of the members of public institutions shall be of the same gender.

Non-Academic staff: means any person who has been appointed to carry out administrative duties and other support functions of the University other than academic duties.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews the existing literature on topics related to the research problem and research objectives. The section also presents the theoretical framework used to interpret the study context.

2.1 Gender and Employment Issues in Kenya

Gender disparities in employment opportunities and economic investment patterns in Kenya have continued to widen across all sectors of the economy and at various levels of development intervention. This trend has led to increased unemployment, under-employment, poverty and powerlessness among many Kenyan women. Part of the reason for the persistent inequity is the slow process of mainstreaming gender into employment creation and poverty eradication policies, programmes and strategies in a coordinated, multi sectoral and crosscutting way (Brettell and Sargent, 2003). The other reason relates to the existence of social, cultural and structural barriers to effective female participation in the labour force. These and other factors have jointly contributed to the low pay and productivity of women's labour and to their continued under-representation in senior management positions within the public and private sectors (FAWE, 2001).

Although Kenyan women have joined the labour force in large and increasing numbers over the last two decades due to increased access to education, the majority of them are still concentrated in traditional "female occupations" and the informal sector. The urban labour force participation

rate for women in Kenya has increased from 30% in the early eighties to 56% in 1995 (UNESCO, 1998). Despite their growing participation in the workforce, there are still very few women in the top echelons of public decision and policy making positions in Kenya. Most women in Kenya are concentrated in low paying, low status occupations with poor fringe benefits and carried out under poor working conditions and therefore hold very little prospect for poverty reduction and upward mobility. On the other hand, the majority of the women in the rural areas spend a great deal of time on low productivity work which has created major income disparities between men and women (Gachukia, 2002). The reasons for gender disparities in employment opportunities include segregation in the labour market, social attitudes towards women, inadequate capacity on the part of women in terms of their knowledge and skills and lack of gender responsive policies and programmes (Gachukia, 2002).

2.2 Women's Participation in Key Sectoral Activities in Kenya

The level of gender participation in various sectors of the national economy varies considerably depending on the sector at hand (UNESCO, 1999). Data from the 1995-1999 Economic Surveys indicate that men are more heavily involved than women in almost all the key sectoral activities. These data also show that between 1996 and 1998 there was insignificant change in the participation of women in the labour force. The level of female wage employment in most sectors remained at around 25% except in the domestic and education sectors where women constituted about 40% of the total labour force. These two are among the sectors which are traditionally considered as female domains. Women's heavy involvement in domestic work and other forms of non-market production often limits their participation in wage sector employment. This is

primarily due to the incompatibility between female reproduction roles and modern wage employment (Gold, Morley and Unterhalter, 2001).

Female labour force participation increased marginally from 28.7% in 1997 to 29.3% in 1998 due largely to the ongoing economic reforms and slight improvements in female access to education (Republic of Kenya 1999). Despite this modest increase, the proportion of female employees in the traditionally male dominated industries remained disproportionately lower than that of men. For example, the proportion of women employed in building and construction industry declined from 8% in 1996 to 6.3% in 2000 while male participation in this sector increased from 92% to 93.7% over the same period. These are traditionally male dominated sectors where female entry has been fairly restricted (GoK, 2000).

Rural women in Kenya are among the poorest segments of the national population both in terms of their structural positions in the household and in the market place. In addition to their inadequate access to income earning opportunities and control over productive resources like land, technology, labour and capital, women are also constrained by cultural barriers and stereotypes as well as being overburdened by multiple roles (Jacobs, 1994).

Examples of cultural barriers and stereotypes which impede women's involvement in wage employment and other economic activities abound. They include teenage pregnancy, early marriage and female circumcision which lead to high drop-out rates among girls. Such interruptions in girls' education which are also linked to the preference in some cultures to educate boys rather than girls have adversely affected female labour force participation. Women's overall lower level of education, lack of skills, heavy domestic workload and cultural stereotypes has tended to limit women's participation in the modern wage sector (Kanake, 1997).

Although a large number of women have entered the labour force over the last two decades they are mainly concentrated in low-status, low paying occupations such as teaching, nursing, secretarial work and domestic services. Some of the jobs held by women are viewed as extensions of their traditional roles. These perceptions about the suitability of men and women for particular types of jobs restrict or exclude most women from entering higher-status, more lucrative fields of employment as well as senior political and management positions (Karim, 1995).

The prevalence of gender segregation in the labour market has created a major barrier to the expansion of women's employment opportunities leading to a skewed employment pattern in which women are under-represented in the modern wage sector with decreasing incomes. Gender stereotyping of jobs is another major barrier to the expansion of women's employment opportunities leading to gender segmentation of the labour market (Suda, 1991; Anker and Knowles, 1986).

Allowing women wider occupational choices would not only put to productive use the talent and potential of half the nation's population but would also help Kenyan women become more fulfilled and self-sufficient. From an efficiency standpoint, the full participation of women in the labour market is good for social and economic development. Women's heavy involvement in domestic work and other forms of non-market production often limits their participation in the modern sector employment primarily because of the incompatibility between reproductive roles at home and wage employment outside the home (UNDP, 1999).

One of the ways to overcome some of these cultural constraints facing women in the modern sector employment, particularly working mothers, is to put in place programmes which can

enable them to reconcile their family responsibilities with market work. The provision of quality and affordable childcare services would be one line of intervention. Employers can provide decent child care services such as day care centers within their organizations to mothers who need them. Another area of policy action would be for the Government to encourage part-time work or flexible work schedules for female employees who are breast-feeding. In addition, there is need for fundamental attitudinal changes on the part of both men and women to allow men share domestic responsibilities with women. All these changes can be initiated through civic education and gender awareness campaigns jointly organized by public sector institutions, NGOs, women advocacy groups and other civil society organizations in an effort to challenge the existing stereotypes about women (Kenya Population Census, 2009).

2.3 Gender Representation in Formal Employment in Kenya

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 2005, for example, women held less than 10% of the senior positions in Job Group P and above compared to 24.3% of those in Job Groups A-G (Manya, 2000).

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. The situation is, however, changing gradually with the advent of the new constitution that guarantees equality for both genders (Manya, 2000).

There was clearly need for Affirmative Action to eliminate gender imbalance in the Kenyan Civil Service, particularly at the upper echelons of power and privilege hence why the drafters of the Kenyan constitution drafted the one third gender rule. 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 (Minas, 1993).

The limited participation of women in the public sector employment at top management levels is linked to a range of social, cultural, political and economic factors. These include women's limited opportunities such as illiteracy and low educational levels, their concentration in unpaid household work, the public's perception of women's management abilities, lack of the necessary skills required by the modern labour market and cultural ideologies which prescribe appropriate gender roles. The other factors associated with the prevailing gender bias in the formal sector employment are women's limited control over productive resources and limited participation in political and economic institutions (Beneria and Bisnath 1996). These limitations have led to growing gender inequalities in access to and distribution of employment opportunities, income and power. These cultural and institutional biases have, in fact, contributed to the prevalence of structural poverty among women.

It is therefore critical that gender sensitivity, poverty eradication strategies and policies should not only focus on increasing women's access to employment opportunities and their

representation in the labour market at various levels of the hierarchy but also address the twin issues of women's entitlements and capabilities as well as eradicate the institutional barriers and biases which are at the root of women's concentration in low-paying, low status jobs which the new constitution has attempted to address (Moletsane, 2004).

It is also essential that public policies focus on cultural and structural changes that can secure more equitable distribution of resources and employment opportunities between men and women to eradicate poverty. However, poverty eradication cannot be accomplished through anti-poverty investment programmes alone. It will also require democratic participation and fundamental changes in the political and economic management structures in order to ensure equitable access to resources and opportunities (UN, 1996; UNDP, 1997). The new constitution must be implemented to the letter when it comes to gender based issues.

2.4 Gender Related Issues in Employment

Gendered change in higher education has been implemented in many countries. The conditions that have driven this change have differed from one country to another. Some of the attempts to enhance gender equality have been linked to national strategies to include certain groups previously considered marginalized. Others have been linked to attempts to increase the quantity and quality of high level human resources and yet others have been associated with expanded programmes for social development (Moletsane, 2004).

International concerns about the situation of the world's women have enhanced campaigns for more equitable distribution of the world's resources between men and women. It has been noted, all over the world, that women are underrepresented and generally face discrimination and

marginalization on the basis of their gender (Karim, 1995). According to the UNESCO (1995), research showed a long-standing imbalance in participation in formal education by women. One consequence is that the literacy rate of the world's women (71.2 %) is significantly lower than that of men (83.6 %).

Various international conventions have been passed concerning women's access to education. They include: The Universal Declaration of Human Rights (1948), UNESCO Convention against Discrimination in Education (1962) and the 1981 UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). However, these conventions have seldom been implemented at national levels. Moreover, in spite of laws banning discrimination, it has often been difficult to distinguish discrimination on the grounds of sex from discrimination on other grounds, such as social class, regional difference, race, language or disability. These forms of discrimination exacerbate gender discrimination and cannot be ignored (Okumu, 1999).

2.5 Gains for Kenyan Women after the promulgation of the new Constitution, 2010

The 2010 constitution of Kenya has been lauded by gender activists as one that adequately addressed matters relating to gender equity, most of which was based on patriarchal, cultural and social systems that validated discrimination against women. Some of these inequalities were even entrenched in law among them laws relating to citizenship, ownership and inheritance of property, marriage among others which the new constitution addressed thereby giving women a voice. Some of the beneficial provisions cover the following areas:

The recognition of the equal rights of women and men as expressed in the new constitution in areas of citizenship (women can take out citizenship for their foreign husbands), equal rights to

own property including land, rights to inheritance are just a few among the many benefits that women stand to gain in the implementation of the new constitution (Olum, 1999).

The constitutional dispensation has entrenched national values and principles of governance that include democracy and participation of the people, human dignity, equality, social justice, inclusiveness and equality (Onsongo, 2000).

The Bill of Rights guarantees social, economic and cultural rights while recognition of the cultural practices that are harmful to women as being unlawful is big gain for women. The sovereignty of the people of Kenya and the supremacy of the constitution is guaranteed thereby giving it overall authority over other laws like customary laws which usually discriminate against women. In addition women discriminated against on any grounds can challenge it in court or complain to the National Human Rights and Equality Commission. Such cases will not be subjected to court fees, making access to justice much easier for all, especially women (Onsongo, 2002).

The Constitution of Kenya, 2010 has set aside seats for women representatives in every county which has led to an increase in the level of women representation in parliament as well as increased participation in public offices (senior and middle level policy formulation and implementation process, both within the local and national governance structures). Granting women one-third of the seats in parliament has opened avenues for politically engendered processes and also offers an avenue for promoting the respect of women's human rights through different provisions in the constitution (Onsongo, 2004).

2.6 Theoretical Framework

This study will be guided by the women empowerment framework. The women's empowerment (Longwe) framework was developed by Sara Hlupekile Longwe (1994), a consultant on gender and development based in Lusaka, Zambia. The aim of the framework was to help planners question what women's empowerment and equality means in practice, from this point to assess critically to what extent a development intervention is supporting this empowerment. Longwe defines women's empowerment as enabling women to take an equal place with men and to participate equally in the development process in order to achieve control over the factors of production on an equal basis with men (Suda, 1991).

Longwe argues that much of the development literature examines to what extent equality between women and men has been achieved according to the conventional sectors of economy and society: equality in education, employment, and so on. This system of analyzing equality by sectors concentrates on separate areas of social life, rather than on women's equality in the development process. In the Longwe framework, development means enabling people to take charge of their own lives, and escape from poverty; poverty is seen as arising not from lack of productivity, but from oppression and exploitation (Women's Bureau, 1999).

Longwe's framework is based on the notion of five different 'levels of equality'. The extent to which these are present in any area of social or economic life determines the level of women's empowerment. The Longwe framework also enables gender and development workers to analyze development organization's degree of commitment to women's equality and empowerment. They do this first by identifying which 'levels of equality' are addressed by a particular intervention, and second by assessing which 'levels of recognition' of women's issues exist in the project objectives. It is also possible to produce a profile of an entire development programme,

categorizing its projects in terms of the levels of equality which they address, and their level of recognition of women's issues. This might be part of an exercise undertaken by a large development organization which wishes to assess its entire country programme from a gender perspective.

The Longwe framework centers on the concept of five 'levels of equality', which indicate the extent to which women are equal with men, and have achieved empowerment. The levels of equality can be used to assess the likelihood of particular development interventions promoting equality and women's empowerment. The levels of equality are: control, participation, conscientisation, access and welfare. This framework is relevant to this study because it looks at gender empowerment and in particular, the empowerment of women from a holistic perspective. This framework will aid this research in examining issues of gender equality from an employment perspective.

From Longwe's approach, the study will major on the appointments and recruitments of staff in the University of Nairobi. Does the University comply with the third gender rule? Are women given the same opportunity as men? The study will also find if in the top level management, women are represented and if they are empowered to take up positions at the top level. Since the enactment of the new constitution in 2010, what is the percentage of women recruited compared to men and to what position? During the policy making, are women's ideas considered or are seen as irrelevant. Longwe's approach was relevant to this study research since the framework was to help the researcher in coming up with questions on women's empowerment, equality and to assess critically to what extent a development intervention was supporting this empowerment regarding the implementation of the third gender rule in employment of non-teaching staff in University of Nairobi.

CHAPTER THREE

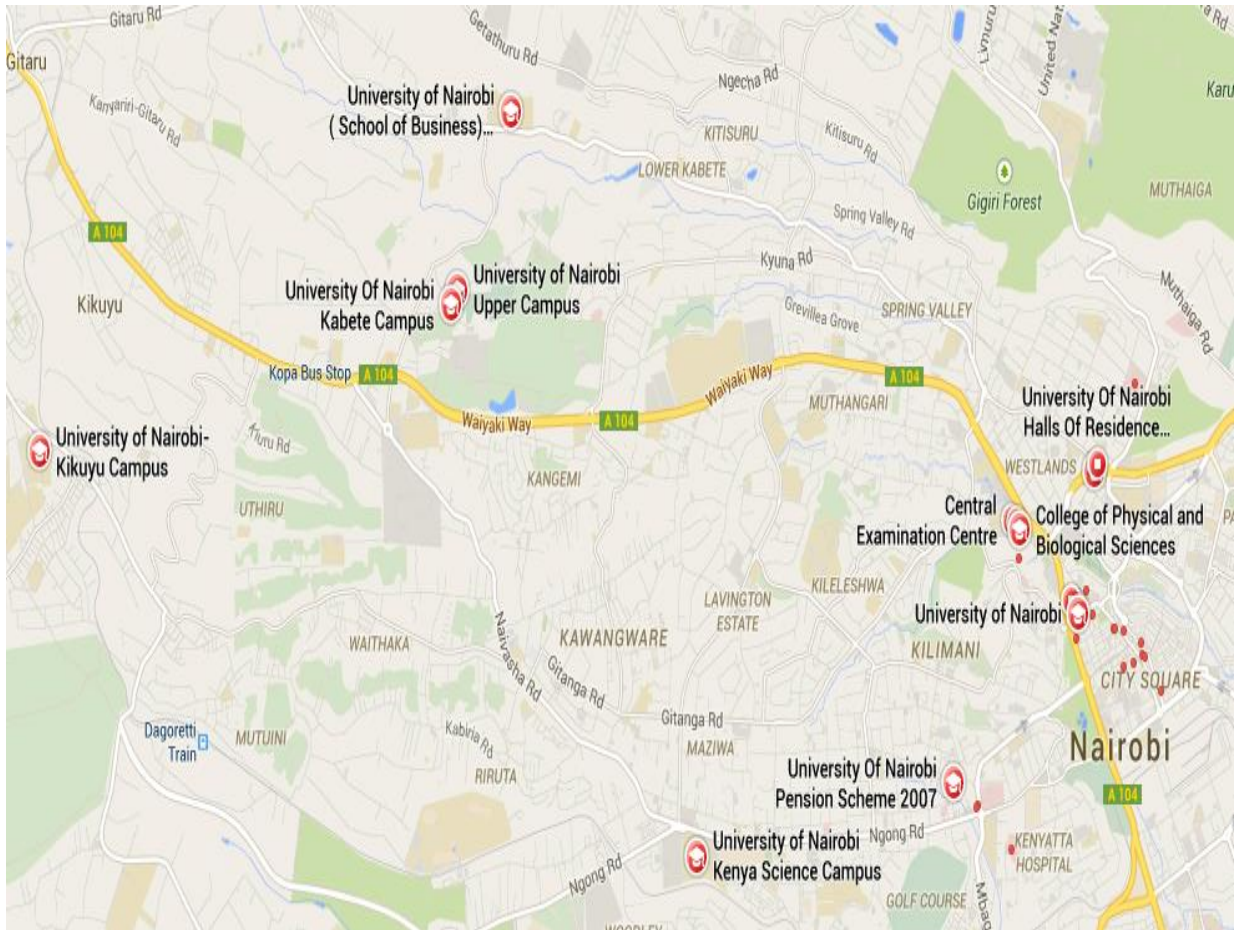
METHODOLOGY

3.0 Introduction

This section presents information on research design, sample population and sample procedure. It describes the methods used for data collection and data management as well as the target population, data analysis and ethical considerations.

3.1 Study Site

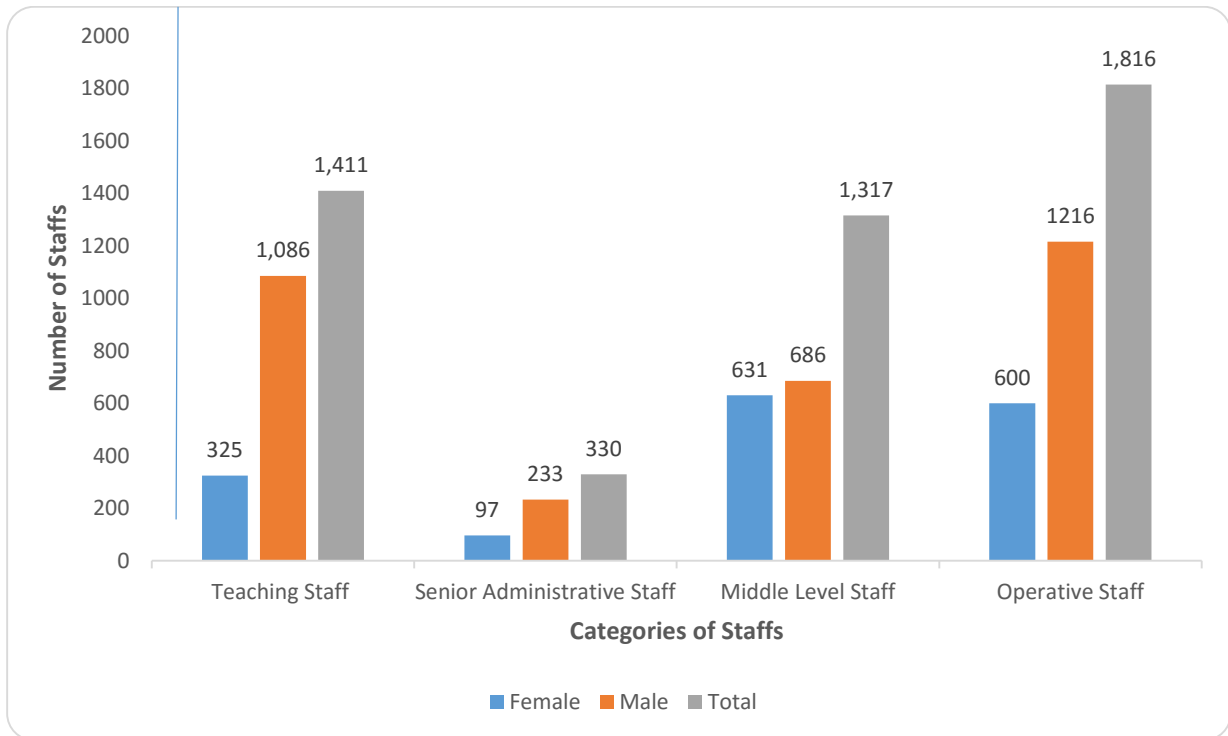
This study was conducted at the University of Nairobi. University of Nairobi is Kenya's oldest and premier University. It is one of the twenty two (22) public Universities that are funded by the Government of Kenya, Specifically; the study was carried out in the six (6) Colleges of UoN that are located in different places within the city of Nairobi. The Colleges are: College of Physical and Biological Sciences (CBPS), College of Humanities and Social Sciences (CHSS), College of Agriculture and Veterinary Sciences (CAVS), College of Architecture and Engineering (CAE), College of Education and External Studies (CEES), College of Health Sciences (CHS), (Map 3.1, UoN, 2014).



Map 3.1 University Nairobi: (Source Google Maps 2009)

The University has 4,874 total number of staff population 1,411 teaching staff and 3,463 non-teaching staff with a student population of over 70,000 by 2014, (Table 3.1, UoN, HRM, 2014).

Table: 3.1: Categories of Staff at University of Nairobi



Source: UoN, Human Resource Department (2014)

A review of Human Resource Management records of the University of Nairobi revealed that across all cadres of non-teaching staff there is a presence of male dominance in employment with male staff comprising of 61.7 % while women staff comprising of 38.3%. This results already indicates that the University is yet to meet the constitutional requirement that a third gender rule in employment of non-teaching staff in the University of Nairobi.

3.2 Research Design

This study utilized a descriptive research design which primarily utilized qualitative research methods. According to Mugenda and Mugenda (2003) descriptive research is used to obtain information concerning the current status of the phenomena to describe the most recent information in relation to the implementation and effects of a third gender rule in employment

of non - teaching staff in the University of Nairobi. The study took three (3) months from July to September, 2014.

3.3 Study Population

The study population consisted of all the University of Nairobi staff 4,874 (UoN, HRM, 2014).

The target population was all the 3,463 University of Nairobi non-teaching staff.

3.4 Sample Population and Sampling Procedure

The survey respondents were recruited through convenient sampling. The inclusion criteria took into consideration the following factors: (i) the respondents must have worked for at least 5 years and above. (ii) The Job designation of respondents. (iii) The college of work (iv) Gender. Focused Group Discussions and Key Informants were purposively recruited into the study.

3.5 Data Collection Methods

The study used mixed method approach. Quantitative data was sought through: Survey questionnaire and secondary sources while qualitative data was sought through Key Informants and Focused Group Discussion methods.

3.5.1 Secondary sources

The study also utilized information from secondary data. The secondary sources included review of literature on information related to the study objectives. These secondary data sources included published books, journals, internet sources and the Constitution of Kenya 2010 and Statistical Information from Human Resource Department.

3.5.2 Survey

A total of 65 respondents were recruited for this study. The questionnaire was administered through drop and pick method. This involved a physical delivery of the questionnaire by the researcher. The questionnaire had closed-ended questions covering the main thematic areas of the study (Appendix II). The closed -ended questions were designed to match the research objectives, so as to provide more structured responses for easy analysis.

3.5.3 Key Informant Interviews

A total of nine (9) key informants were purposively recruited for this study. Key informants are people with specialized/privileged opinion on the subject study. The key informant's respondents were drawn from the three (3) levels of the University management. These are: Administrative division (3), Human resource division (3) and Departmental heads (3). The interviews followed a pre-prepared interview guide (Appendix III) and lasted about 30-45 minutes.

3.5.3 Focus Group Discussions

A total of 4FGD'swere conducted for this study. Focused group discussions are usually composed of 6-12 persons, and bring together individuals who share particular characteristics, which are relevant to the study. Both men and women from the same cadre were purposively recruited into the study. FGD's are important in this study since they are fast in obtaining data bringing out the normative information quickly. A pre-prepared interview guide (Appendix IV), was used to collect the data. The FGD's sessions were facilitated by a moderator and notes were taken by a note taker. The notes were recorded verbatim. The interview sessions lasted about 45 minutes to about an hour.

3.6 Data Processing and analysis

This study yielded both qualitative and quantitative data. The qualitative data obtained was from key informant interviews and focus group discussions. Data from qualitative sources yielded rich verbal narratives. These narratives were analyzed using content analysis method. Content analysis refers to any technique for making inferences by objectively and systematically identifying specified characteristics of messages (Lasswell, 1948). The data was first categorized into various thematic areas of the study objectives. This requires sampling of the units of analysis in a source, codification of the units and finally classification of the units to reveal their manifest and latent content. Quantitative data collected from survey questionnaire and secondary data sources was analyzed using a computer software package called SPSS (version 20). These yielded statistics which were descriptive and presented in form of mean, standard deviation and frequencies.

3.7 Ethical Considerations

Before commencement of the field work the study was sent to Kenyatta National Hospital and University of Nairobi Ethics Research Review Committee for ethical approval as well as to the National Council for Science and Technology for research permit reference number NACOSTI/P/14/9569/3095. Despite the fact that the study did not subject people to any physical or emotional disturbances ethical review was observed throughout the study. A verbal and written consent was sought before any interview was done and the respondents were assured of the confidentiality of the information they were to give during and after the field work (Appendix I). The results of the study were shared with the management of the University of Nairobi and other stakeholders like Ministry of Higher Education and NACOSTI.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter covers data analysis, presentation, interpretation and discussion.

4.1 Social Demographic Characteristics of Survey Respondents.

The respondent's socio-demographic characteristics included the following: Gender, Length of service, Job designation and the College of work as presented in the table 4.1 below.

Table 4.1: Social Demographic Characteristics of Respondents.

	Frequency	Percentage
1(a) Gender		
Male	38	58.5
Female	27	41.5
1(b) Length of service.		
5 - 10 Years	19	29.3
11 Years and Above	46	70.7
1(c) Job category		
Top management	10	15.4
Middle level management	15	23.1
Operative staff	40	61.5
1(d) College of deployment		
CAVS	11	17.0
CAE	10	15.4
CBPS	9	13.8
CEES	18	27.7
CHS	9	13.8
CHSS	8	12.3

The studies revealed that majority of the respondents were male (58.5%). Most of the survey respondents had served in the University for a period of 11 years and above (70.7%). This was particularly useful to the study since most of the respondents had worked in the University before and after the promulgation of the new constitution, thus in position to tell the change they have experienced in the University in terms of appointments.

The study findings further showed that the highest number of the respondents 61.5% were from operative staff job group (Grade 2-5) who were represented from all the six (6) colleges and were accessible for the interview due to their nature of work.

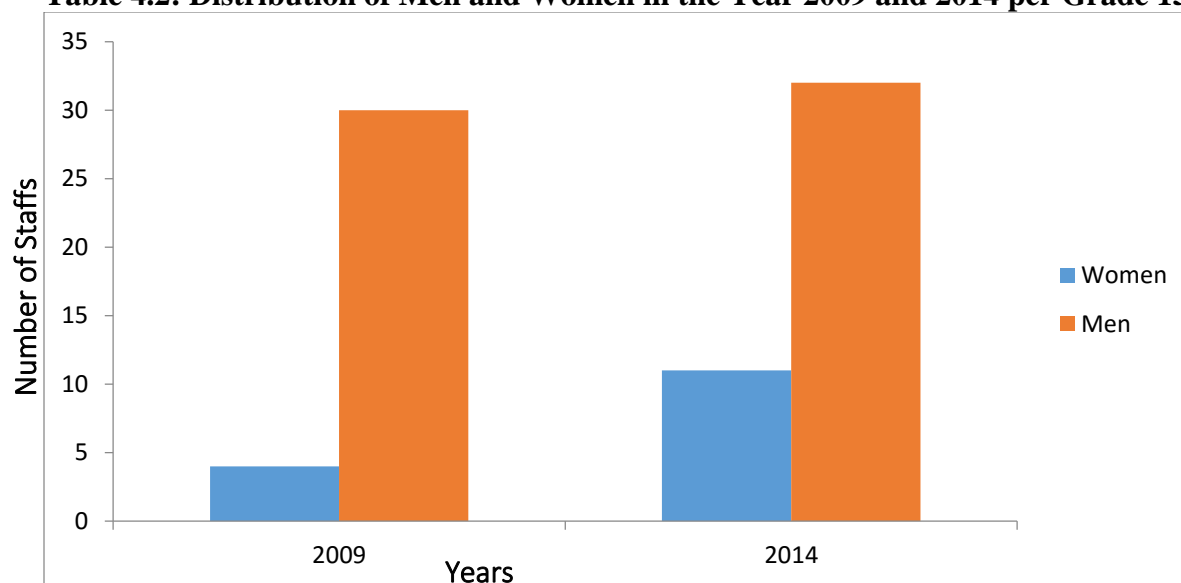
4.2 Implementation of the one third gender rule in the employment of non-teaching staff in the University of Nairobi.

The University as a public institution is obliged to implement the constitutional requirement following the promulgation of the new constitution of Kenya in 2010, Article 81(b) states that; *“not more than two-thirds of the members of elective public bodies shall be of the same gender.”*As a result the University is working towards implementing what has come to be referred to as the one third gender rule.

4.2.1 Gender Composition of Non- Academic Staff

A review of Human Resource Management records of the University of Nairobi revealed that in the year 2009, the University male staff constituted of 72.1% while female employees were 27.9%, as illustrated in the table 4.2 below (UON, HRM, 2014)

Table 4.2: Distribution of Men and Women in the Year 2009 and 2014 per Grade 15-18.



Source: (UoN, Human Resource Department, 2014)

The study findings showed that in the year 2014, four years after the promulgation of the new constitution the number of men employed by the University decreased by 13.8 % compared to that of women which increased by 9.8%. Furthermore, in the year 2014, despite the increase in employment of women still a third gender rule was not implemented.

This shows that even after the enactment of the new constitution the University has not been able to employ more women employees so as to achieve the required threshold. This is contrary to Article 81(b) which states that; *“not more than two-thirds of the members of elective public bodies shall be of the same gender.”*

The gender disparity of hiring staff at University was collaborated when survey respondents were asked whether the University applied the one third gender rule in employment of staff.

This was clearly captured by one interviewing Key Informant from Human Resource who said that;

“The management is fully implementing the one third gender rule and in every recruitment exercises we do a background check of the members of staff in the department and these helps us in making decision in the panel. In fact, women are advantaged in a way since in most departments men are dominant and we are forced to employ a women to comply with the one third gender rule (Key Informant, ” (Male 002-CHS, Campus).

These denial by the University management respondents attributed to the fact that since they are the University officials and therefore responsible for implementation of the one third gender rule it can be criminating to say the centrally.

Given the fact in the UoN is a Public institution and it is fully funded by the government to enhance her effective running of its operations. It is ironical that one could have expected that it will take the lead in the implementation of these constitutional requirements.

4.2.2 Women in Leadership at the University

The highest ranked positions in the University management ranges from grade 15-18. These are the positions that are charged with the responsibility of making decisions. Currently the positions are male dominated. This consists of Registrars, Deans, Directors, Finance Officer, Librarian, Deputy Vice Chancellors and Vice Chancellor. These are contrary to the latter and spirits of the new constitution that require the one third gender rule is taken into the considerations.

When the survey respondents were asked whether the implementation of the third gender rule had led to an increase in the general representation of women in the University of Nairobi management, the study findings sought that (60.0%)of the respondents were of the opinion that the one third gender rule had not led to an increase in the general representation of women in the University of Nairobi administration.

When the survey respondents were further asked whether they were satisfied with the gender representation of women in the University of Nairobi management, the study findings showed that 47.7% of the respondents indicated to a little extent while 52.3% were dissatisfied with the state of women participation in Management University of Nairobi as shown in table 4.2above.

A review of table 4.2above, Grades 15-18 consists of Registrars, Deans, Directors, Finance Officer, Librarian, Deputy Vice Chancellors and Vice Chancellor. The study revealed that the top-management posts which are mostly involved in the decision making are dominated by men with 88.2% since the establishment of the UoN Colleges in 1983. Even after implementation of the new constitution in the year 2010 all the appointments which took place, men were still being considered for appointments more than the women as shown by a percentage of 74.4%. This implies that a third gender rule was not applied and yet UoN has a gender policy which gives guideline in recruitment of staff.

In the year 2014 the appointment of women was still less than a third; In fact it was 26.3% which is less than the required minimum by the law (Constitution, 2010). For instance since the University began the position of the Vice chancellor has been headed by men likewise since the establishment of the 6 (six) University Colleges in the year 1983, all appointed principals were men in the following campuses CHSS, CHS, CEES, CAE and CBPS to date apart from CAVS which was headed by a woman from 2006 to date hence an indication that a third gender rule was not being implemented in employment of staff in the University of Nairobi.

This survey found out that men are more at the top management positions that is from Grade 15 and above than women this confirms the study undertaken by Onsongo, 2004 on Factors Affecting Women's Participation in University Management in Kenya.

The study sought to determine the extent to which employer promotes women to top level management. Majority of the respondents as show by 50.8% indicated to a little extent, 23.1% of the respondents indicated to a moderate extent, 15.3% of the respondents indicated to great extent whereas 10.8% of the respondents indicate to a very great extent. This implies that the management rarely promotes women to top level management.

4.2.3 Challenges in the implementation of the third gender rule in the University

Study results from qualitative data sources indicated that the implementation of the third gender rule faced a number of challenges like tribalism/nepotism, discrimination, political affiliation and corruption as summarized below:

a) Tribalism

Data from qualitative sources indicated that tribalism is one source of hindrance in implementation of one third gender rule. Tribalism is significant in employment of staff as captured in the Focused Group Discussions findings one of members indicated that the implementation of the one third gender rule in employment of staff had faced some hick ups, this is what she had to say;

“I highly doubt if merit is exercised in recruitment and promotion of women. Since now the institution is implementing the third gender rule, women are being given jobs even if they do not qualify since it is a requirement by the Constitution thus

nepotism, tribalism, political affiliation as well as male chauvinism takes a upper hand,”(Key Informant, Female-CHSS, Campus).

When the study respondents were asked the extent to which the University applied a third gender rule in employment of non-academic staff, the study results indicated that 61.7% to a great extent that a third gender rule was not exercised in the new appointment and employment of staff within the University. Data from Key Informant Interviews and focused Group Discussions revealed that nepotism and tribalism is exercised during appointments as one of the Key Informant interviewee asserted that;

“Very little extent is applied because mostly men dominate the top positions and if it’s the woman, then it is because of either closeness to the person in the top management as a relative or cousin or because they come from the same tribe,” (Key Informant, Female– CAE Campus).

To emphasize the fact that tribalism is also a problem in other public universities in Kenya, in February 2015, students from the University of Eldoret went on rampage complaining of how tribalism and nepotism is exercised by the University management in terms of recruiting members of staff. Students claimed that only relatives of the people in management are employed at the expense of the locals who have the qualifications to do the job. Hence there was a need for the University management to reflect the face of Kenya, (Daily Nation 25th February 2015).

b) Cultural barriers

Cultural barriers are one source of hindrance in implementation of one third gender rule as evidenced from qualitative data sources. Data from Focused Group Discussion revealed that

decisions are made by those in the male power networks and in favour of those who dance to the tune. A female respondent asserted that:

“I can describe the University work environment as ‘indifferent’- nobody is ready to mentor you and appointments depend on ‘who knows who’ or ‘whose tune you sing’-not purely on merit. I have pulled myself up, my own effort, no one has helped me. It’s been 25 year of hard work in administration”, (FGD- Female 01, CEES Campus).

Secondary data collected from Human Resource Department revealed that across all cadres of non-teaching staff there is a presence of male dominance in employment with male staff comprising of 61.7% while women staff comprising of 38.3%. In fact stereotyped notions about women constitute major barriers, assertiveness is frequently interpreted as aggression male chauvinism is dominant in the University set up more so when it is a woman in position and more so if she has not been married as observed by Kiamba, (2008).

These findings agree with those of Kloot, (2004) who found that there is subtle discrimination in universities disguised in the requirements for promotion and appointments. These findings also concur with those of Brunner and Kim, (2010) who reported that some barriers that women thought were significant include: school boards prejudices against women administrators, school board members’ perception that women are not strong managers and their perception that women are unqualified to handle budgeting issues Ann (2008).

Kiamba, (2008) observed the same as women’s barrier to management positions. For instance, girls are trained to become good mothers, while boys are prepared for white collar jobs like administrators.

In this respect women find it difficult to exert authority over males since the society still suffer from the myth that women are too emotional and weak for senior management. When women share these stereotypes and accept them uncritically it leaves them marginalized and with limited career effectiveness. Culturally women who get into leadership are seen as trouble makers. More specifically strong and assertive women (Daily Nation, 2009).

The study findings revealed that women in management positions are given the role of ensuring that refreshment drinks are available to the members who are mostly men and the venue is ready by the time the meeting commences, she asserted that;

“Please organize for the members tea and lunch and water, you know women output in this area is excellent unlike men who know how to look for the food and do not know how to cook”, (Key Informant, Female, CBPS Campus).

This findings indicate that women despite being in leadership patriarchy plays a dominant role in decision making as well as the way activities are conducted in the University.

c) Inadequate finances

Data from the qualitative sources revealed that the some members are not aware of a third gender rule. When one survey respondent was asked whether the University applied a third gender rule in the employment of non-teaching staff in the University?

Here is what he had to say....

“A third gender rule applies in parliament as well as presidential appointments to ensure that women are given jobs equally to men. I do not think that it is applicable to the University because we have never been trained about it,” (FGD-Male 04, CHSS, and Campus).

The findings further revealed that the University had set aside an office of the director in charge of the Directorate for gender issues in the administration division. Upon interviewing one survey respondents on the effectiveness of the office in relation to the implementation of a third gender rule she asserted that....

“The office is a there for formality purposes, it is occupied by one person that is the director who does not have a secretary, it is like a walking office because if the director is not there the office is closed and there is no one to give service to people. Furthermore it does not have a vote, trainings and seminars are never conducted,” (FGD- Male 12, CBPS Campus).

4.3 Measures to enhance enactment of a third gender rule in the University of Nairobi.

Despite these results which showed disparity in gender employment in the University of Nairobi. The study results further indicated that the University is putting up measures that can create an enabling environment for effective implementation of the one third gender rule. They include Gender policy, Library, Institute of Anthropology, Gender and African Studies, Affirmative action as discussed below.

a) Gender policy

Ina review of the gender policy 2008 of the University, the management acknowledges that there is male dominance at the work place and the University wishes to create an enabling and empowering work environment in order to recruit and retain qualified staff at all levels. Specific measures needed to achieve gender balance in recruitment, training and promotion as listed below:

- (i) Use a competitive recruitment process at all levels in combination with an affirmative action strategy.
- (ii) Ensure a gender-balanced pool of applicants for every position.

(iii) Re-establish training programmes for academic and non -academic staff and ensure that men and women have equal opportunities to participate in these.

(iv) Use affirmative action to hire into positions where one gender is under-represented,

(v) Provide support in the form of scholarships, study leave, and other incentives to enable female academic staff members to complete postgraduate studies

However, despite the fact that UoN has not implemented third gender rule, when a Key Informants respondent from Human Resource Management was asked if the University was implementing the one third gender rule he acknowledged and said that,

“One can see that nothing is happening but measures are being put in place to enhance the implementation of the one third gender rule”, (Key Informant-Male, 01,-Main Campus).

There is existing gender policy in place which was implemented to provide guidance to the management when making key decisions in the University for example in employment of staff. The aim of the policy was to ensure that fairness is exercised in decision making to avoid being biased which when not taken care of will lead to de-motivation of some members of staff as well as unnecessary conflict among staff.

b) Establishment of a Gender library

Gender library has been established at the Jomo Kenyatta Memorial library, located in the third floor in the main Campus, which is stocked with books and Journal about Gender Studies so as to help learners gain knowledge and skills on gender studies. The library has infrastructure like computers and internet to assist students in accessing e-books and publications.

c) Development of Gender Based Programmes

At the moment the UoN has fully fledged Institute of Anthropology, Gender and African Studies offering Masters, Bachelors and Diploma programmes. Some of these gender related courses offered include: Gender and Education, gender and community development, law and society among others. Members of the institute are used to provide gender mainstreaming training sections to other departments. Furthermore other committees like College Based Gender Committee, Campus Based Gender Focal Points and Complaints Procedure Committee to deal with the gender issues in the University.

4.4 Perceptions of employees with regard to implementation of the third gender rule in employment of staff in the University of Nairobi.

a) Inefficiency

Table 4.4: Inefficiency various areas of UoN Departments

Statements	No extent	Little extent	Moderate great extent	great extent	Very great extent	Mean	Std deviation
Deployment of finance resources	0	7	7	38	13	3.88	0.86
Design of organization structure	5	4	7	35	14	3.75	1.10
Deployment of material	4	6	4	36	15	3.80	1.10
Planning	0	6	8	39	12	3.88	0.82
Staffing	4	5	7	37	12	3.74	1.05
Directing	3	6	6	36	14	3.80	1.03
Controlling activities	6	0	7	40	12	3.80	1.05
Coordination	3	6	6	38	12	3.77	1.01

The study sought to establish how the implementation of the one third gender rule led to inefficiency in the above areas of administration, from the research findings majority of the respondents were of the opinion that establish the implementation of the one third gender rule led to inefficiency to a great extent in the following areas which were previously male dominated: Deployment of finance resources, Deployment of material and Planning as shown by a mean of 3.88 in each case, Directing and Controlling activities as shown by a mean of 3.80, Design of organization structure has 3.75 mean and Coordination has a mean of 3.77. Staffing had a mean of 3.74.

A survey respondent from CAVS Campus when asked if the implementation of a third gender rule leads to improved staff performance in the University of Nairobi?. He acknowledged that:

“Women are not good managers and they have grudges within themselves hence cannot manage the institution nicely. They also wish to be on the same level rather than see her colleague who is a lady to be on a higher position than herself hence cannot support one another”, (FGD-Female 06-CAVS).

“Panelists are mostly conducted by a group of 5 to 6 members and not more than 2 are women, the rest are men. How do you expect a man to give preference to a woman while giving his remarks? Women are given deputies because of male chauvinism”, (FGD- Male 12 -CAVS).

The study sought to establish whether the perception of employee affected the implementation of the third gender rule in employment of staff in the University, majority of the respondents as shown by 61.5% agreed that the perception of employee affects the implementation of a third gender rule in employment of staff in the University of Nairobi whereas 38.5% of the respondents were of the contrary opinion. This implies that employee perception like tribalism/

nepotism and male chauvinisms affected the implementation of the one third gender rule in University.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

From the analysis and data collected, the following summary, conclusion and recommendations were made. The responses were based on the objectives of the study. This study sought to evaluate the extent to which a third gender rule has been implemented in the employment of non-teaching staff in the University of Nairobi, to determine the implementation and the effects of a third gender rule in the employment of non-teaching staff in the University of Nairobi.

5.2 Summary

From the findings, the study established that employees at the University of Nairobi were aware of a third gender rule, the committee supervising recruitments had failed to observe full implementation of a third gender rule policy in recruitment exercise, there was no fair representation of female gender in top management level in most of the University departments. The committee supervising recruitments had failed to observe a third gender rule policy in recruitment exercise, the University applied a third gender rule in employment of staff to a little extent, and the general representation of women in most of the organizational departments was not significant.

The study further indicated that the University of Nairobi did not apply a third gender rule to a great extent as they were not complying to this rule in their new appointment and employment within the University, as they did not design relevant human resource policies on a third gender rule and also they lack budget allocation in the implementation a third gender rule. The

implementation of a third gender rule has slightly led to increase in the general representation of women in governance in the University of Nairobi.

To enhance the implementation of a third gender rule in employment of staff in the University of Nairobi, it was suggested that the top management needed to enhance sensitization of a third gender rule through budget allocation to the implementation of a third gender rule as well as seek government support. The implementation of a third gender rule leads to improved staff performance in the University of Nairobi.

This study addressed the second objective in that, the study established that the management of University of Nairobi faced problems in implementation of a third gender rule to a great extent which includes; absence of qualified personnel relating to specific gender, gender imbalance and tribal imbalance, lack of commitment by the top management in the implementation of a third gender rule, absence of clear HR policies, nepotisms and lack of funds to implement a third gender rule requirement, the study further revealed that the implementation of a third gender rule led to inefficiencies in design of University structure, controlling of activities and deployment of finance resources. Planning and deployment of material, staffing, directing and in coordination of activities, the study further revealed that the management does not practice affirmative action in promotion of staff.

The study further showed that the University can achieve a third gender rule, through top management support, proper human resource policy on staff employment and promotion based on gender, sensitization of management staff on a third gender rule and involvement of all stakeholders in implementation of a third gender rule.

The study revealed that employee perception and practice affects the implementation of a third gender rule in University of Nairobi in the following areas: The implementation of the a third gender rule has led inefficiency in deployment of finance resources, deployment of material, planning and controlling activities, directing, design of organization structure and coordination and staffing, the management of University of Nairobi rarely promotes women to top level management.

The study sought to establish the extent to which implementation of the one third gender rule affects the organization in the above areas. From the research findings, it was revealed that implementation of the one third gender rule affects the areas mentioned above to a great extent; general policies, salaries and wages, corruption and promotions and job appraisals.

5.3 Conclusions

The findings of the study established that all non-teaching staffs and administrators at the University of Nairobi were aware of a third gender rule, however, the findings of the study from survey respondents showed that 52.3% were dissatisfied with the state of women participation in the management in the University of Nairobi. The degree of fairness in female gender representation in the top management level in most of the University departments was questionable, the committee supervising recruitments in the University had failed to fully observe the implementation of a third gender rule policy in recruitment exercises. Despite the increase in employment of women by 9.8% in the year 2004 still a third gender rule was not implemented.

The findings of the study indicate that a third gender rule was not being implemented to the later in the University this has been attributed the following factors:

Tribalism: the study findings indicated that 61.7% of the implementation of the third gender rule in the University had triggered the growth of tribalism within the University departments this being attributed to poor policies governing the overall implementation process which ultimately results to internal inefficiencies.

Cultural barriers: secondary data revealed that the composition of staff in the top management in the University of Nairobi is male dominated with men consisting of 61.7% and women consisting of 38.3%. This results already indicates that the University is yet to meet the constitutional requirement that a third gender rule in employment of non-teaching staff in the University of Nairobi.

Inadequate finances: the finding further revealed that the University has not sensitized staff members about a third gender rule since some of the respondents asserted that a third gender rule was only applicable to the parliamentarians but not to the University staff. In addition, the office of the Director does not have personnel to aid in service delivery to the staff as well as in purchase of the stationery to help implementation of a third gender rule.

The study concludes that implementation of the third gender rule in the University of Nairobi had failed to meet the set objective and instead deviated to lean to the negative side of the expectations of the constitution of Kenya.

5.4 Recommendations

From the study research findings, the following recommendations were:

- i) Formulate new policies and procedures that will fill the loopholes where redundancies in the implementation of a third gender rule have been observed.
- ii) Every recruitment exercise carried within the main campus and the all the University colleges, should be thorough audited. This will help to eliminate malpractices which impedes the realization of the implementation of a third gender rule. This was evident from the findings that there was nepotism, tribalism and corruption in the recruitment.
- iii) The study also recommends that there is need for sufficient budgetary allocation; this will enable the oversight committee to execute its operations with easy thereby enhancing efficiency as well as to organize training sessions to all personnel; this will help to educate the workers on a third gender rule thus eliminating dead locks emanating from illiteracies within employees.

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APPENDICES

Appendix I :Informed Consent Form

Part 1: Participants Information Guide

**STUDY TITLE: IMPLEMENTATION OF ONE THIRD GENDER RULE IN
EMPLOYMENT OF NON - TEACHING STAFF IN THE UNIVERSITY OF NAIROBI**

Investigator: JANE NDUNGE KYALO

The information in this part is meant to assist you understand this study with a view to enabling you give voluntary and informed consent to your child participation. Kindly read it carefully before signing the consent form

Dear participant,

You are invited to participate in a study that is currently carried out to explore the implementation and effect of the third gender rule in employment of staff in the University of Nairobi. This will help the ministry to understand and improve implementation of third gender rule at the University of Nairobi. Please read this information sheet carefully before you decide whether to participate. If you decide to participate, we thank you. If you decide not to take part, there will be no disadvantages to you of any kind and we thank you for considering our request. All the information you will provide will be kept strictly confidential. Remember your participation is voluntary and you are not obliged to answer any questions you do not want to, it is your choice and you are free to opt out of the interview at any point during the study without any consequences.

I have understood the purpose and content of the study that I have been requested to participate in. I have been given a written and verbal explanation of what is expected of me. In addition, I do hereby consent to freely take part in the study without any duress.

Below I append my signature/thumb print to show evidence of my willingness to freely participate in this study.

Participant number _____

Signature _____

Date: _____

WITNESS TO COMPLETE THIS SECTION

In my opinion, consent was given freely and with understanding.

Name of witness: _____

Signature: _____

Date: _____

*The witness should not be a study investigator and should preferably be a person concerned with the subject's welfare. This may be a relative, friend or guardian

Appendix II: Questionnaire

Dear Respondent,

I am Jane Kyalo a student at University of Nairobi pursuing **Master of Gender and Development**. I am carrying out a study on the **IMPLEMENTATION OF ONE THIRD GENDER RULE IN EMPLOYMENT OF NON - TEACHING STAFF IN THE UNIVERSITY OF NAIROBI**.

You are kindly requested to complete the attached questionnaire so as to enable me accomplish the study. Please, note that all the information given shall be treated purely and used for academic purposes and the information will not be used to intimidate you it shall be treated as confidential.

Thank you for taking your time to complete the questionnaire and for your time and cooperation.

We are using the random sampling technique to pick the respondent that is how we have arrived at you. The exercise is voluntary and have the right to participate or refuse.

If you agree please sign below as a sign of consent.

.....

.....

SIGNATURE

DATE

GENERAL INFORMATION

a) Gender of the respondent

Male Female

b) No. of years worked in the University

Below One Year 1- 5 Years 6-10 Years
11-15 Years Above 15 Years

c) What is your job category?

Top management

Middle level management

Low level staff

Teaching staff

d) Kindly indicate your college?

College of Agriculture & Veterinary Sciences

College of Architecture & Engineering

College of Biological & Physical Sciences

College of Education & External Studies

College of Health Sciences

College of Humanities and Social sciences

IMPLEMENTATION AND EFFECT OF A THIRD GENDER RULE IN EMPLOYMENT OF STAFF

1. Does the University apply a third gender rule in employment of staff in the University of Nairobi?

Yes No

2. To what extent does the University apply a third gender rule in employment of staff in the University of Nairobi?

Very great extent

Great extent

Moderate extent

Little extent

No extent

3. What is the proposition of women in top managers in your department?

Significant

Slightly significant

None

4. Does the implementation of a third gender rule lead to an increase in the general representation of women in governance in the University of Nairobi?

Yes No

5. To what extent does the implementation of a third gender rule lead to an increase in the general representation of women in governance in the University of Nairobi?

Very great extent

Great extent

Moderate extent

Little extent

No extent

6. Do you think a third gender rule in the University of Nairobi have been fully implemented?

Yes No

7. Does the perception of employee affect the implementation of one third gender rule in employment of staff in the University of Nairobi?

Yes No

8. To what extent do has the implementation of a third gender rule led to inefficiency in the following areas in your department? Use a scale of 1-5 where 5 Very great extent and 1 not at all

	1	2	3	4	5
Deployment of finance resources					
Design of organization structure					
Deployment of material					
Planning					
Staffing					
Directing					
Controlling activities					
Coordination					

10. To what extent does your employer promote women to top level management?

Very great extent

Great extent

Moderate extent

Little extent

No extent []

11. To what extent has the implementation of a third gender rule affected your organization in the following areas? Use a scale of 1-5 where 5 Very great extent and 1 not at all

	1	2	3	4	5
Salaries and wages					
Promotions and job appraisals					
Corruption					
General policies					

THANK YOU

Appendix III: Key Informants Interview Guide

Dear Respondent

I am Jane Kyalo; a student at University of Nairobi pursuing **Master of Gender and Development**. I am carrying out a study on the **IMPLEMENTATION OF ONE THIRD GENDER RULE IN EMPLOYMENT OF NON - TEACHING STAFF IN THE UNIVERSITY OF NAIROBI**

You are kindly requested to complete the attached questionnaire so as to enable me accomplish the study. Please, note that all the information given shall be treated purely and used for academic purposes and the information will not be used to intimidate you it shall be treated as confidential. Thank you for taking your time to complete the questionnaire and for your time and cooperation.

We are using the random sampling technique to pick the respondents that is how we have arrived at you. The exercise is voluntary and has the right to participate or refuse.

If you agree please sign below as a sign of consent.

.....

SIGNATURE

DATE

1. Tell me the kind of work you do in this University

Probe: Level of Education, Designation and duration of work at the University

2. Tell me your knowledge about the third gender rule in employment University

3. To what extent does the University apply a third gender rule in employment of staff in the University of Nairobi?

4. What do you think needs to be done to enhance the implementation a third gender rule in employment of staff in the University of Nairobi?
5. Does the implementation of a third gender rule lead to improved staff performance in the University of Nairobi?
6. To what extent does the implementation of the one third gender rule lead to improved staff performance in the University of Nairobi?
7. Does the implementation of the one third gender rule lead to an increase in the general representation of women in governance in the University of Nairobi?
8. To what extent does the implementation of the one third gender rule lead to an increase in the general representation of women in governance in the University of Nairobi?
9. Do you think one third gender rule in the University of Nairobi have been fully implemented?
10. Which are the factors influencing the implementation of a third gender rule in the University of Nairobi?
11. To what extent does the implementation of a third gender rule led to increased efficiency in employment practices in your department?

THANK YOU

Appendix IV: Focus Group Discussions Guide

Dear Respondent,

I am Jane Kyalo a student at University of Nairobi pursuing **Master of Gender and Development**. I am carrying out a study on the **IMPLEMENTATION OF ONE THIRD GENDER RULE IN EMPLOYMENT OF NON - TEACHING STAFF IN THE UNIVERSITY OF NAIROBI**

You are kindly requested to complete the attached questionnaire so as to enable me accomplish the study. Please, note that all the information given shall be treated purely and used for academic purposes and the information will not be used to intimidate you it shall be treated as confidential. Thank you for taking your time to complete the questionnaire and for your time and cooperation.

We are using the random sampling technique to pick the respondent that is how we have arrived at you. The exercise is voluntary and has the right to participate or refuse.

If you agree please sign below as a sign of consent.

.....

SIGNATURE

DATE

1. One third gender rule application in employment of staff in the University of Nairobi.
2. Extent to which University apply a third gender rule in employment of staff
3. Ways to enhance the implementation of a third gender rule in employment of staff in the University of Nairobi
4. Effects of implementation of a third gender rule on staff performance.
5. Opinion on women in top leadership with the department

6. Impact of a third gender rule implementation on representation of women in governance of the University of Nairobi
7. Challenges facing implementation of a third gender rule in the University of Nairobi
Probe: Levels of Implementation
8. Factors influencing the implementation a third gender rules in the University of Nairobi
9. Effects of implementation of a third gender rule led on efficiency

THANK YOU