RESEARCH PROJECT REPORT

"THE CHALLENGES OF MANAGING A WORKFORCE " A CASE OF WOMEN MANAGERS IN KILIFI DISTRICT.

BY

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D53/OL/1516/02

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENT OF MASTER OF BUSINESS EDUCATION OF KENYATTA UNIVERSITY

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DATE: AUGUST 2005
DECLARATION

This research project is my own original work and has not been presented for the award of a degree or diploma in any other University.

Signature: ____________________________ Date: 31/01/05

MARGARET W. GACHINU MASIBO

REGISTRATION NO. D53 / OL / 1516 / 02

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

Signature: ____________________________ Date: __________________

Dr. OTUBE KHAYOTA

UNIVERSITY SUPERVISOR

Signature: ____________________________ Date: __________________

Dr. GONGERA

CHAIRMAN BUSINESS ADMINISTRATION
DEDICATION

This work is dedicated to my late father, John B. Gachinu. The period of this study was most trying. Whenever I felt like giving up, the memories of your very encouraging letters "Dear daughter, work hard and pray harder, I have faith in you" brought me back to perspective and I moved on. Your zeal for women empowerment still guides me. I will always be indebted to you.
ACKNOWLEDGEMENT

I am greatly indebted to my employer, Catholic Archdiocese of Mombasa who gave financial, material and moral support to ensure the project is successfully undertaken. I also wish to thank the teaching staff at open learning Kenyatta University for the valuable knowledge imparted during the entire training.

Special thanks to Dr. Khayotta for advising me as I worked on this project. He put a lot of time and attention to ensure that I got the best guidance as I worked on the project.

I also recognize the great, untiring support and encouragement I got from my children - Linda 12, Carol 9 and Maryann 8. They sat up late with me as I worked on this project, always encouraging me to move on and to take things easy. They typed most of this project for me. May Our Good Lord bless you and guide you to be great and wonderful ladies. The support you gave helped me through very trying moments.

I thank my husband John Masibo for providing reading material and guidance. D.D.O. Kilifi, Catholic Archdiocese of Mombasa O.V.C and Human Rights Teams for assisting in the interview and data analysis.

Lastly I sincerely thank the Women Managers in Kilifi who dedicated their time to give us audience and provide the survey team with the most needs information.
ABSTRACT

In recent years nations – states in many parts of the world have been attempting to improve the status of women in their society. An important element in national policies is the improvement of women’s access to a wide range of jobs, including those at a managerial level. However, attitude towards the role of women as home makers and/or career people vary from one society to another.

In Kilifi, gender disparity is appalling. The district is very poor, ranked third poorest in Kenya. Many social institutions seem to favour men. The elderly face various problems in the community. Women suffer discrimination in terms of access to capital, assets such as land and livestock. They shoulder the greater part of household duties including building and thatching houses and are often victims of domestic violence.

Although school enrolment is generally appallingly for both boys and girls, the latter have lesser opportunities in education. Most girls drop out of school at primary level due to unplanned pregnancies or early prearranged marriages. As such, post-primary enrolment for girls in the region is below 10% of eligible girls. Customs and traditions of the community ‘Giriama’ retard development and discriminate against women.
The number of women managers is negligible and the few found in the area very few are local; most of the others are from other parts of the country and have only come to Kilifi to work. However, this study will focus on managers of both formal and informal workforce.

The purpose of the study will be to investigate challenges women manager face in managing a workforce in Kilifi. The proposed study will make use of survey method.

The data will be collected using an interview schedule consisting of both closed and open-ended items from 80 respondents and an observation checklist. Quantitative and qualitative data collected will be analyzed using the statistical package for social science (SPSS). It will be subjected to both descriptive and inferential statistics. Frequencies, means and percentages will be used to describe, summaries and organize data. ANOVA and the t-test and the person product moment correlation will be used to differentiate and relate data respectively (Sproull, 1988, Mugenda & Mugenda, 1999).

The data will be summarized, analyzed and the result obtained will be used to draw conclusions and make recommendations on the study.
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OPERATION DEFINITION OF VARIABLES

Social - economic practices

This will be considered as practices related to the control of income, and responsibilities regarding social and economic issues

Manager

A person in charge of a workforce be it formal or informal and having supervisory roles.

Office

This will be taken to mean a place of work or where the workers or manager performs her duties.

Culture

Way of life of a people and their beliefs and values.


**LIST OF ABBREVIATION**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDO</td>
<td>District Development Officer</td>
</tr>
<tr>
<td>HR</td>
<td>Human Rights</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>KDD</td>
<td>Kilifi Development Program</td>
</tr>
<tr>
<td>OVC</td>
<td>Orphans and vulnerable children</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.1 Background Information

Kilifi District

Kilifi District is in the coast province of Kenya. The district borders Taita Taveta to the west, Tana River to the North and North - West, and Mombasa and Kwale to the south. The area covered by the District is 12,483 square Kilometers, which include 109 square kilometers of the Indian Ocean water surface.

The population census revealed that there were 591,903 people in the district compared to 430,986 in 1979. This represents an inter-censal growth rate of 3.17%. The district's population was projected to be 865,877 by 2001 which implies additional pressure on potential land for agricultural activities. Concomitantly, increased demand for services in the area of health and education is evident. The structure is that of a population with predominantly young people. The dependency ratio of the district is 100:117, which implies that there were 1.17 dependants on every economically active person.

1.1.1 Population Distribution and Density

The distribution pattern of population is very much related to the agriculture potential indifferent parts of the district. Areas that were relatively rich agriculturally have attracted more settlement.
Table 1.1 Population Density by Division in Kilifi District

<table>
<thead>
<tr>
<th>Division</th>
<th>Area (Km²)</th>
<th>1989</th>
<th>1997</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahari</td>
<td>827</td>
<td>193</td>
<td>265</td>
<td>282</td>
</tr>
<tr>
<td>Kaloleni</td>
<td>914</td>
<td>163</td>
<td>217</td>
<td>246</td>
</tr>
<tr>
<td>Malindi</td>
<td>5,259</td>
<td>25</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>Magarini</td>
<td>729</td>
<td>-</td>
<td>80</td>
<td>91</td>
</tr>
<tr>
<td>Marafa</td>
<td>1,617</td>
<td>-</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Ganze</td>
<td>3,1317</td>
<td>28</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>12,482</td>
<td>47</td>
<td>61</td>
<td>69</td>
</tr>
</tbody>
</table>

Population Projection by Division

<table>
<thead>
<tr>
<th>Division</th>
<th>1989</th>
<th>1997</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahari</td>
<td>159,605</td>
<td>205,676</td>
<td>23,481</td>
</tr>
<tr>
<td>Kaloleni</td>
<td>15,571</td>
<td>197,900</td>
<td>224,654</td>
</tr>
<tr>
<td>Malindi</td>
<td>190,861</td>
<td>145,515</td>
<td>165,187</td>
</tr>
<tr>
<td>Magarini</td>
<td>-</td>
<td>58,362</td>
<td>66,252</td>
</tr>
<tr>
<td>Marafa</td>
<td>-</td>
<td>42,077</td>
<td>47,766</td>
</tr>
<tr>
<td>Ganze</td>
<td>87,651</td>
<td>112,952</td>
<td>128,222</td>
</tr>
<tr>
<td>Total</td>
<td>591,688</td>
<td>762,482</td>
<td>865,562</td>
</tr>
</tbody>
</table>

1.1.2 Infrastructure

The welfare of the people in any given area is greatly influenced by the availability, distribution and utilization of the social and economic infrastructure. These include education facilities, health facilities, water and roads among others.

1 Source: 1989 Kenya Population Census Report. Volume [Magarini and Marafa were part of Malindi Division by 1989]
**Education Facilities**

Kilifi District has 409 pre-primary schools with a total of 41,005 pupils, 22,367 of whom were boys and 18,638 were girls. Pre-primary education in the district has 385 teachers. Out of these 153 were trained while 232 were untrained.

Other education facilities that were found in Kilifi include primary schools and Secondary schools. The district has a total of 323 primary schools.

The teacher–student ratio in secondary schools in the district is 1:12, which is within the recommended ratio by the Ministry of Education. The proportion of the untrained secondary schools teachers in the district is 5.6%, with Magarini Division having 29% of the untrained teachers, which is relatively high.

**Secondary school enrolment.**

Table 1.3

<table>
<thead>
<tr>
<th>Division</th>
<th>No of schools</th>
<th>No of boys</th>
<th>No of Girls</th>
<th>No of teachers</th>
<th>Pupil/teacher ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaloleni</td>
<td>14</td>
<td>1,281</td>
<td>1,103</td>
<td>215</td>
<td>11:1</td>
</tr>
<tr>
<td>Bahari</td>
<td>10</td>
<td>940</td>
<td>575</td>
<td>106</td>
<td>14:1</td>
</tr>
<tr>
<td>Malindi</td>
<td>9</td>
<td>767</td>
<td>395</td>
<td>108</td>
<td>10:1</td>
</tr>
<tr>
<td>Magarini/marafa</td>
<td>2</td>
<td>178</td>
<td>57</td>
<td>22</td>
<td>10:1</td>
</tr>
<tr>
<td>Ganze</td>
<td>5</td>
<td>594</td>
<td>392</td>
<td>84</td>
<td>11:1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>3,760</strong></td>
<td><strong>2,522</strong></td>
<td><strong>535</strong></td>
<td><strong>12:1</strong></td>
</tr>
</tbody>
</table>

Other training institution in the district were Farmers Training Center in tape, Kilifi Institute of Agriculture and Family Life Training Center in Kilifi.

---

2 Source: Kilifi District Development Plan 1997-2001
town, and the Kilifi Institute of Agriculture which offers certificate courses in agriculture and sources its students countrywide. It is the only such institution in the country at the moment that offers certificate in Agriculture.

Health Facilities

The total number of health facilities both government and non-government in the district is 132. These include 6 hospitals, 11 health centers, 46 dispensaries, 5 nursing homes, and 64 private clinics.

Transport and Communication Network

The prevalent communication infrastructure available in Kilifi District is the road network. The district has a total of 1,645 kilometers of road network; of which 200 kilometers is bitumenised while Groveland earth roads cover about 680 kilometers and 765 km respectively. Other communication infrastructures found in the district include postal and telephone services.

Distribution of water facilities by Division

Table 1.4

<table>
<thead>
<tr>
<th>Division</th>
<th>Length of pipeline</th>
<th>Boreholes</th>
<th>Shallow Wells</th>
<th>Dam</th>
<th>Pans</th>
<th>Springs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaloleni</td>
<td>72</td>
<td>28</td>
<td>25</td>
<td>56</td>
<td>44</td>
<td>26</td>
</tr>
<tr>
<td>Bahari</td>
<td>278</td>
<td>124</td>
<td>513</td>
<td>8</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Malindi</td>
<td>155</td>
<td>22</td>
<td>484</td>
<td>8</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Magarin</td>
<td>64</td>
<td>22</td>
<td>156</td>
<td>25</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>i</td>
<td>99</td>
<td>19</td>
<td>0</td>
<td>21</td>
<td>318</td>
<td>1</td>
</tr>
</tbody>
</table>

3 Source: Kilifi District Development plan, 1997-2001
1.1.3 Gender issues

Gender imbalance in the form of oppression of women by men e.g. wife beating and early pre-arranged girl Child marriages is the greatest problem in Kilifi. This happens alongside child labor, neglect, and early pregnancies leading to high school dropout among girls, usually at stand 8. Preferences of the boy – child over the girl- child denies the latter access to education opportunities. A related problem is the commercialization of ‘MALU’, a fine imposed on adulterous men. Among the Giriama and Chonyi, women do virtually everything for the family while the men seems to have a special preference for leisure and liquor. Chronic poverty and hunger seems to have their origin in cultural traits that tend to condone idleness. Kilifi is rated among the poorest districts in Kenya. Gender mainstreaming is an intrinsic component of achieving sustainable, people-centered development.

1.1.4 Offices

Kilifi Town is the district headquarters of Kilifi district, which houses most of the offices in the district. Most Government and Non-governmental organizations were found here hence the reason for our focus. It was assumed therefore that in such an area it would be easy to sample out those that were managed by women.

1.1.5 Management
Management in this study was taken as a process by which managers create, direct, maintain and operate purposively organizations through coordinating human efforts. This definition implies that management is dynamic and does not contain a formula and fit patterns but it has principles that must be followed.

Management consists of planning, organizing, staffing, directing and controlling.

Planning entails making decisions, choosing objectives, setting programmes, policies and strategies for the particular organization. Organizing involves decisions on recourses and activities needed to accomplish plans for example, setting up work groups, organization structure, assigning responsibilities and authority.

Staffing on the other hand involves recruiting, selecting, Training, developing and orientation of needed employees.

Directing involves getting employees do the necessary and motivating them.

By controlling the manager measures performance against the set goals or objectives.

1.2 Statement of Problem

Gender mainstream is still far from being realized in Kilifi in all walks of life due to the community marginalizing women and the girl child. In such a set up and community deeply entrenched to its customs and tradition, the few women who may have made it to management positions face a lot of
challenges in managing a male chauvinist dominated workforce which itself is male dominated.

1.3 Objectives
The main objective of the study was to establish the kind of challenges most managers’ face, the causes and seek to establish how the challenges can be overcome.

1.3.1 The specific objectives was
1. To determine the challenges faced by managers [women].
2. To establish the influence of how such challenges can be overcome.
3. To determine the influence of culture to management style.

1.4 Significance of the study

Women
The study intended to investigate the challenges of management in a workforce. This study, has suggested strategies that can be applied to overcome the challenges, and how to improve gender equity in order to improve status of women in community.

Institutions and government
This study finding aimed at enhancing the capacity of women in management and ultimately improves their performance as managers as well as their social economic status in the region.

Researchers
The finding of the study also served as a contribution to research in the area of management and gender. It has also identified cultural practices
that impact on management and how to strengthen the good practices and at the same time discourage the negative ones.

1.6 Limitation of the Study

The study had the following limitations: -

Data in this study was collected at one point in time. This is a limitation because management challenges, cultural and gender issues may vary with time and among organizations.
CHAPTER TWO

2.0. LITERATURE REVIEW

2.1 Introduction.

The literature on Culture and Gender issues with reference to management is scarce. The main objective of this chapter was to review current theoretical and practical ideas on Culture, Gender and management in other parts of the world and its application to Kilifi District of Kenya. Literature was reviewed under the following sub-topics.

The concept of women in management worldwide and the challenges they face in managing a workforce.

2.2 An overview of women in management worldwide

Although women constitute over fifty percent of the world’s population, in no country do they represent even close to half of the corporate managers (Adler et al 1988). A worldwide comparison between women in management is problematic. The International Labor Organization (ILO) has two International Standard Classifications of Occupations (ISCO), one from 1968 and the other a revised version from 1988.

The ISCO – 1968 classifies administrative and managerial workers as belonging to group 2 but other types of managers were classified according to occupation. Sales managers, for instance, belong to a subgroup of group 4 which is “Sales Worker”, and government executive officials to a subgroup of group 3 which is “Clerical and Related workers. The ILO, however, publishes this type of data only according to groups, and not by
subgroups, therefore it is impossible to extract accurate data on women in management for countries who use the ISCO-1968.

The ISCO-1988 is classified differently; group 1 classifies managers in all sectors and occupations, unlike group 2 in the ISCO-1968, which only partly categorizes managerial occupations. It can therefore be assumed that data from countries, which use the ISCO-1988, is more accurate for purposes of identifying women in management. Table- 4.5 shows the percentage of women in management in countries that use ISCO-88 Government officials and others. In addition, it compared all countries to the United States assuming that the percentages in other occupations and sectors in these countries were similar to those in the United States, an assumption that might be uncorrected were below presents women in management for countries that use the ISCO-68.

**Table 2.1 women in management worldwide 1997 – isco – 88**

<table>
<thead>
<tr>
<th>Country</th>
<th>Women Managers as a percentage from Total Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>24%</td>
</tr>
<tr>
<td>Austria</td>
<td>25% (*)</td>
</tr>
<tr>
<td>Bolivia</td>
<td>25% (*)</td>
</tr>
<tr>
<td>Denmark</td>
<td>25%</td>
</tr>
<tr>
<td>Germany</td>
<td>27%</td>
</tr>
<tr>
<td>Greece</td>
<td>22%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>20%</td>
</tr>
<tr>
<td>Hungary</td>
<td>33%</td>
</tr>
<tr>
<td>Ireland</td>
<td>26%</td>
</tr>
<tr>
<td>Israel</td>
<td>21%</td>
</tr>
<tr>
<td>Country</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Korea</td>
<td>5%</td>
</tr>
<tr>
<td>Mexico</td>
<td>22%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>21%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>34%</td>
</tr>
<tr>
<td>Peru</td>
<td>20%</td>
</tr>
<tr>
<td>Poland</td>
<td>34%</td>
</tr>
<tr>
<td>Portugal</td>
<td>34%</td>
</tr>
<tr>
<td>Singapore</td>
<td>20%</td>
</tr>
<tr>
<td>Spain</td>
<td>31%</td>
</tr>
<tr>
<td>Sir Lanka</td>
<td>2% (*)</td>
</tr>
<tr>
<td>Sweden</td>
<td>23%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>33%</td>
</tr>
</tbody>
</table>

(*) Data from 1996  (*) Data from 1995

Adler and Israeli (1988) point out that any understanding of barriers to advancement faced by women managers round the world must take into consideration four perspectives: individual differences, the organizational context, institutionalized discrimination and the influence of power: They conclude that cultural constraints on women’s identities as well as their role in family life, help explain the differences between the women managers experience in different countries. 4Muslim Syria law in Malaysia; the view of women as husband-class citizens in the Thai tradition; traditional family roles in Western Europe, the symbolic status of the non-working wife in


Japan; the ascendancy of Catholism in Poland, or male possessiveness and sexual harassment in Tanzania all these illuminate the influence of culture on women's experience. This influence seems to go well beyond the reductionism term "role" to include a deeper symbolic sense of what it means in any given culture to be a "good" woman – often the antithesis of a "good" manager.

2.3 Experience of women managers

Based on the material presented, the experience of women managers worldwide can be described in several generalized statements. First rapid economic expansion in some countries with an attendant need for an increased labor supply have opened up opportunities to women managers. However, in countries that have suffered economic hardship, women managers (as well as women workers in general) have been the first to go. Furthermore, situations that offer a supportive family policy may help mitigate conflicts for women managers between work and family, but they do not by any means remove them completely. Additionally, access to networks that traditionally lead to management positions in any given country may work differentially for women from different social classes and backgrounds. Finally in several countries where statistics show that women constitute a significant percentage of management they tend to be segmented in public and nonprofit areas.

Despite the fact that in 1995 women in the United States held 43 percent of all management positions – up from 32 percent in 1983 – there is a scarcity of women at the highest levels (Ban. 199 1993 survey of Fortune
1000 companies found that only a percent of executive vice presidents were women.) The number of women in the boardroom was also on the rise eighty-one percent of all Fortune 500 companies have at least one woman director, and some thirty percent have two or more.

The longest companies in Canada significantly lag behind US companies in appointing women to serve as company directors (New York Time January 28, 1999) 6.2 percent of the board seats in Canada’s 500 biggest firms were held by women, compared with 11.1 percent at the largest US companies.

A study conducted by the U.N. Development Program (UNDP) in preparation for the U.N. Conference on Women ranked Sweden highest on equality for women with salaries averaging only 70 percent of men’s salaries (Country Reports on Human Right practices for 1997).

In recent years nations — states in many parts of the world have been attempting to improve the status of women in their society. An important element in national policies is the improvement of women’s access to wide range of jobs, including those at a managerial level. In the UK, major efforts have been made over the past two decades to remove obstacles to women’s career development. Legislation such as the Sex Discrimination act, 1975, and Equal Pay Act, 1970, is aimed at encouraging greater fairness towards women at work. Other efforts to improve the lot of women employees include such developments as WISE (Women into Science and Engineering) and Opportunity 2000 – a programme launched in 1991 with the purpose of increasing the quality and quantity of women’s participation in the workforce
by the year 2000’. Since these various developments, but not necessarily because of them, women have begun to take a more active role in management. An official survey (1993)\(^5\) showed that women held about 33% of positions described as Manager or Administrator, but that many of these positions were in traditionally female occupations. In the most senior roles, as already mentioned, women lag far behind men, and well out of proportion even to their presence in middle management.

2.4 Kilifi situation

The situation at present is greatly in favor of men. Rights of women are violated in decision-making, domestic violence and lack of opportunities. According to the Institute of economic affairs report on public policy agenda in Kenya, the enrollment rate for the whole country at the primary level was almost the same for boys and girls in 1995 (79.6% versus 78.6%). For northeastern province it was 25.9% for boys and 12.7% for girls. At the Coast there was a 6% differential, reflecting a distinct disadvantage for girls.\(^6\) A survey by the Central Bureau of Statistics also shows that in the age category of 20-24 years in Coast Province 10,985 males and 32,920 female have never attended school. The great disparity reflects ignorance of the people on matters of education and discrimination against girls. The figures stand at 2,564 and 2,609 for boys and girls respectively.\(^7\) In the job market official report put women at only 23% of the total of 354,958 people

---


\(^7\) Central Bureau of Statistics, population census survey, 1999 vol I.
working for pay in Coast Province. In decision-making, women take the back seat. In fact they were never allowed to question men’s authority and if so when only dealing with fellow women. They weren’t permitted to face men in community meetings and were supposed to sit down facing away. This limits their ability to challenge issues in discussion.

A woman is bestowed with the responsibility of providing for the family among the Giriama, which also includes working on the farm. Today women undertake more stannous activities such as selling coconut, cassava, traditional vegetable and thatching material in urban centers so as to meet the families’ budgetary needs. Men’s responsibility lies in security to the homestead, haunting and wine tapping which only subsidizes the family income. This practice is said to have contributed to early marriages as formal education for the girl child is viewed as not being necessary for the tasks ahead. In addition the patriarchal system of inheritance has led to further down grading of women thereby subjecting them directly to the effects of poverty. Property ownership such as land has remained a pipe dream for most of them. Ignorance of women rights greatly contributed to the discrimination against women in education, employment, domestic work, property ownership and politics. Gender equity is a human rights and development goal. It is a necessary condition for achieving meaningful sustainable, people centered development

2.2 Conceptual framework

---

8 Central Bureau of Statistics, population census survey, 1999
9 Source: Researcher Margaret W. Gachinu Masibo 2005
This independent variables cause challenges in management, which is the dependent variable.

Table 2.2: Conceptual framework

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLES</th>
<th>DEPENDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of training</td>
<td></td>
</tr>
<tr>
<td>Marginarization of women</td>
<td></td>
</tr>
<tr>
<td>Lack of policies</td>
<td></td>
</tr>
<tr>
<td>Gender inequality</td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td></td>
</tr>
<tr>
<td>Assumption that management is not a profession</td>
<td></td>
</tr>
<tr>
<td>Ignorance of rights and responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

Challenged management
CHAPTER THREE

3.0 Methodology

This chapter covers techniques and procedures used in collecting data for this study. These included the research design, area of study, sample, and size techniques and data collection techniques, instruments and data analysis process.

3.1 Research Design

A survey approach was used to determine whether culture issues influence social economic trends of the area and the management style of women managers.

A sample frame was obtained from different offices where 32 women managers were picked using random sampling with the help of social workers in the area; offices managed by women were identified.

3.2 Study Area

A study was carried out in Kilifi town of Kilifi District, Bahari Division one of the nine divisions in Kilifi District. Kilifi was chosen because it is the main town in the district being the district headquarters. It has the largest workforce therefore majority of the women managers in the district were likely to be found here.

3.3 Study population

The target population was workforces managed by women in Kilifi town of Kilifi district. Workplaces were chosen because they were the best able to
reflect gender disparities and challenges women managers face in managing a workforce.

3.4 Target population selection criteria

The study group was 32 women managing a significant workforce.

3.5 Sample process

The process involved simple sampling techniques. The sampling frame was obtained from the main women managed workforces with the help of social workers for Kilifi orphan and vulnerable children program (OVC) of the Catholic Archdiocese of Mombasa. The sampling frame was expected to comply a list acquired from the district development officer, the business community and community based organizations.

The women managers were picked using simple sampling techniques, and then classified according to workforces involved.

The population in this area is heterogeneous and therefore stratified sampling was used where the population is divided into the following strata.

Table 3.1 Sampling technique

<table>
<thead>
<tr>
<th>GROUP</th>
<th>POPULATION</th>
<th>SAMPLE SIZE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired from DDO</td>
<td>30</td>
<td>20%</td>
<td>6</td>
</tr>
<tr>
<td>Business Community</td>
<td>80</td>
<td>20%</td>
<td>16</td>
</tr>
<tr>
<td>Community Based Organizations</td>
<td>50</td>
<td>20%</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Source: Field data
The researcher was introduced to the women managers that will have been randomly selected.

Kilifi was purposely sampled because within it is located the highest workforce in the district.

Secondly, the area is urban and majority of the people work to earn a living.

A sampling frame was drawn from a list of workforces managed by women obtained from the District Development Officer (DDO) out of which 32 offices was selected using simple random sampling. The number 32 represent 10% of the total women managed workforces.

3.6 Data collection.

The study employed structured interview schedules questionnaire but in some cases the research made observations of the respondents answers as interviews were carried out in the workplace. All the interviews were face to face thus allowing for more detailed and truthful response from the respondents. The researcher was able to verify the existence of a number of facts like type of workforce, level of management held by the woman, level of education and skills possessed.

3.7 Data analysis

Data collected was presented and analysed using descriptive statistics. The analysis was first aim at establishing bio data including age, marital status, level of education and skills possessed. The study went on to establish challenges women managers face in managing a workforce in an area where
traditionally men have looked down upon women and hence disadvantaged in terms of accessing basic education and opportunities for career development.
CHAPTER FOUR

4.1 Data analysis

Data collected was presented and analysed using descriptive statistics (SPSS package). The analysis first aimed at establishing information regarding the respondents including their tribe, age, level of education and occupation. Other issues were further established in the study related to women managers. Other issues were further established in the study

4.2 Level of education

Formal education is a basic asset if one is to effectively manage any business or work force. The higher one has gone in formal education, the easier it is for him or her to obtain further training on professional business management. In a sample of 32 respondents their level of education was varying. The level of education as recorded in table 1 below offered useful insights as to level of competence available.

4.3 Human rights issues

Although basic human rights are supposed to be enjoyed by all, where negative cultural practices thrive, these rights are a privilege. Domestic violence in any community deters victims of such erroneous act from enjoying such rights as they live in perpetual fear. All respondents interviewed as attested by table below were categorical that such acts were rampant in their community as they were witnesses either as victims or neighbours to victims. All women sampled agreed to have witnessed or experienced domestic violence in their daily lives.
Material wealth is a prerequisite to full enjoyment of some rights. Situations of object poverty deny one such right and at times become a privilege. One such item is property where ownership of such ensures one status and privileges. In this area women and girl child should take advantage that the community has changed and allowed them to be empowered financially in order to liberate themselves and their women flock.

**Table 4.2: Property ownership by women.¹²**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This will not only contribute in ensuring they don’t continue to live in perpetual poverty but also contribute positively to areas of the economy.

This role is further enhanced as now women hold leadership positions in the community. This puts them in a position to influence decisions and forge their

¹¹ source: field data  
¹² source: field data
interests and those of other marginalized members of the community.

Community aspirations are only achieved through sound leadership. The participation of women in this noble role cannot be over-emphasized.

**Table 4.3: leadership positions by women**  

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

This calls into question the kind of leadership positions these women hold judging from the level of education they posses as indicated subsequent analysis. This leaves room for manipulation of women in key position in society, as they are a minority against a harsh environment of discrimination.

This further explains why many prefer men manager to their own counterparts

**Table 4.4 Women management**

![Men managers compared to women](chart)

---

13 source: Field data
14 source: field data
4.4: MANAGERS' COMPETENCE

Formal education is a basic asset if one is to effectively manage any business or work force. The higher one has gone in formal education, the easier it is for him or her to obtain further training on professional business management. In a sample of 32 respondents their level of education was varying. The level of education as recorded in offered useful insights as to level of competence available.

**Table 4.5: Educational Background**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid None</td>
<td>3</td>
<td>9.4</td>
<td>9.4</td>
<td>9.4</td>
</tr>
<tr>
<td>Primary</td>
<td>9</td>
<td>28.1</td>
<td>28.1</td>
<td>37.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>8</td>
<td>25.0</td>
<td>25.0</td>
<td>62.5</td>
</tr>
<tr>
<td>College</td>
<td>12</td>
<td>37.5</td>
<td>37.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

It was evident that majority of Managers have no managerial skills as depicted by the level of education they possessed. In table below only 37.5% of those interviewed had College level education while 62.5% had Secondary, Primary education or none. In this 9.4% had no education at all meaning they could not read or write in this time and age.

source: field data
As clearly shown below people who had chances of upward mobility were a bare minimum. This offered a very dark and not bright future for the women managers, as their chances of expanding their horizons were limited.

**Table 4.6 level of education**

![Pie chart showing education levels of women managers]

<table>
<thead>
<tr>
<th>Education possessed by women managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>secondary and below</td>
</tr>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

| 37.5%                                 |
| 62.5%                                 |

This called into question the human and material resources managed by these managers. The big question remained as what did such organization set to achieve if there were any set goal or objectives in the first instance. This clearly demonstrated lack of focus or challenging tasks undertaken by such organizations or institutions. This could be in one way being attributed to the freedoms enjoyed specifically by women.

To emphasis the reasons that contributed to the low level of education among women, it was important to establish rights enjoyed freely by women. In essence these rights could culminate to better positions in society through prior preparations for future roles and responsibilities. The rights enjoyed by women without discrimination or interference were as indicated below.

---

16 Source: Field data
Table 4.6: Rights enjoyed by women

<table>
<thead>
<tr>
<th>Right enjoyed without interference</th>
<th>No of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association</td>
<td>28</td>
</tr>
<tr>
<td>Assembly</td>
<td>32</td>
</tr>
<tr>
<td>Travel</td>
<td>3</td>
</tr>
<tr>
<td>Expression</td>
<td>0</td>
</tr>
<tr>
<td>Think</td>
<td>0</td>
</tr>
<tr>
<td>Own property and live anywhere</td>
<td>2</td>
</tr>
<tr>
<td>Worship</td>
<td>3</td>
</tr>
</tbody>
</table>

Judging from the responses given it was clear that majority of women enjoyed rights that ensured them interaction among themselves but not with others. These rights enjoyed did not guarantee them safety nets in this competitive world for jobs, decisions and ideas.

17 Source: Field data
From figure above it was evident that rights of association and assembly scored highly. This showed the position associated with women in the society of just being seen and not heard. It reiterated the fact that men dominate over women as ownership of property and live anywhere scored poorly as shown in the table above.

Interestingly rights that could ensure women competed well with their male counterparts scored poorly. Right to think, expression and own property are very key or prerequisite for one to be competitive or wield power. The status quo was made more elaborate by the mere fact that there existed discriminative cultural practices, customs and traditions that placed women at disadvantage. For instance women were not allowed to own any property while their male counterparts owned everything apart from being the custodian of the customs and traditions.

It was also worth noting that others felt freedom of worship was enjoyed freely as this did not underscore the importance of an upright society based on sound morals. Further the situation was made more complicated as opportunities for girls and boys in accessing education varied. Accessing education for both boys and girls guaranteed better future devoid of dependency. In table shown below 21.9% of those interviewed felt that the boy was more favoured when accessing education further jeopardizing chances of women ascending into management positions in highly competitive organization or institutions. The discrepancy in accessing education for both sexes raises a fundamental question whether poverty levels in Kilifi will be lowered in the near future. This clearly showed that
Kilifi there were some segments of the society where girls did not access educational opportunities at all.

**Table 4.7: Accessing educational opportunities**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Boy</td>
<td>7</td>
<td>21.9</td>
<td>21.9</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>3</td>
<td>9.4</td>
<td>31.3</td>
</tr>
<tr>
<td></td>
<td>Both</td>
<td>22</td>
<td>68.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Institution/organizations in need of women managers had to fetch elsewhere to fill up the gaps. These were well explained by the number of managers from outside and were not indigenous of Kilifi or Coast Province. As shown below over 50% of managers were from outside Kilifi and Coast Province (Local – 46.9%, Outside – 53.9%)

**Table 4.8 Ethnicity**

![Ethnicity of managers](image)
Since rights enjoyed by women in the area say otherwise, one is left to conclude that bulk of the managers with college or university education comes from outside and are not indigenous of this area. This notwithstanding the picture painted here as shown above casts doubt on their capability as most of the institutions/organization offered basic services that needed local human resource.

Against this background it is important to note that structures such as women groups that could help alleviate the situation in women empowerment were viewed with suspicions or negatively. Only a handful felt they were useful while majority felt they had nothing to offer. On further enquiry, it was established that it was women group leaders that felt the groups are very useful while ordinary people felt otherwise This was in regard to a question on how they perceived women groups as captured in table

**Table 4.9 : Perception of women groups**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Useful</td>
<td>21</td>
<td>65.6</td>
<td>65.6</td>
</tr>
<tr>
<td></td>
<td>Useless</td>
<td>11</td>
<td>34.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

34.4% of the sample viewing negatively such an important structure in society casts a dark shadow in the future unless attitude and perceptions of women is changed in this regard. This is pertinent as the groups help to solidify the stand of women on issues, be a voice to the women, a bargaining power for the women and above all offer a platform for women to forge their

---

19 source : Field data
agendas. This then calls for an overhaul on how groups conduct themselves and carry out their activities.

**Table 4.10 Groups value**

![Bar chart showing useful vs useless]

**4.3: Managerial skills**

From information gathered it was clear that many organizations/institutions did not have managerial systems in place. Those that had were not functional or were never enforced.

As indicated in the table below most women (65.6%) knew their roles and responsibilities in their respective organization/institution with a few still struggling to understand what they were set out to do.

**Table 4.11: Clarity of Roles**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Clarity</td>
<td>21</td>
<td>65.6</td>
<td>65.6</td>
</tr>
<tr>
<td>Not clear</td>
<td>11</td>
<td>34.4</td>
<td>34.4</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

---

20 Source: Field data
21 Source: Field data
In some instances this could be attributed to lack of clear line of reporting thus lacking in place other measures pertinent to proper management of resources both human and material. This was well supported by answers to the question, “Is there a clear line of reporting in your institution”. Lack of clear chain of command leaves things in disarray. Issues and decisions are uncoordinated and to some extend affecting the performance and implementation of set activities or tasks.

Table 4.12: Clarity of chain of command

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>25</td>
<td>78.1</td>
<td>78.1</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>21.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In such a situation job description were hard to come up by. Many respondents working without clear job descriptions demonstrated this. Out of those interviewed 59.4% had no job descriptions. This was well over 50% indicating most of the employees could not be held accountable or account for work done. Many a times there was exploitation of the company by employees or vise verse.

Table 5.13: Job description

22 Source: Sield data
With a job description in place, an orientation package was necessary to induce employees to any institution or organization. This was lacking in a few organizations/institutions as information gathered from the interviews revealed.

**Table 4.14 Availability of orientation package**

<table>
<thead>
<tr>
<th>Availability of Orientation package</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
</tr>
<tr>
<td>Does not have</td>
</tr>
</tbody>
</table>

When properly oriented and having spelt out job description most of the employees including the managers could fully enjoy their work and fully exploit the resources available by adopting participatory approach to management. For instance delegation, where one was confident of others strengths and weakness. It was clear as indicated by table below that this was practiced (75%) even against such a poor working environment

---

23 Source : Field data
Table 4.15 Delegation of duties.\textsuperscript{24}

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>24</td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Further to delegation, employees were also involved in day to day planning, as it was all-inclusive process. When such planning sessions are well planned and thought out, other pertinent businesses of institution/organization are executed along side such like setting objectives and staff motivation packages.

Table 4.16 planning methods\textsuperscript{25}

An environment of trust creates confidence and self-actualisation. This could explain why most people enjoyed what they do. The zeal to excel against all odds was exhibited.

Table 4.17: Job satisfaction

\textsuperscript{24} Source: Field data
\textsuperscript{25} Field Data
This was further enhanced as most of them also felt motivated. Most of the people were moved by love of work but not monetary gain. It was evident that they loved what they did.

**Table 4.18 Cause for motivation to work**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>20</td>
<td>62.5</td>
<td>62.5</td>
<td>62.5</td>
</tr>
<tr>
<td>Monetary gain</td>
<td>6</td>
<td>18.8</td>
<td>18.8</td>
<td>81.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>6</td>
<td>18.8</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Against all these the picture displayed here was one in dear need of intervention. 43.8% of respondents said their institutions/organizations lacked vision that could guide the articulation of a mission statement to guide

---

26 Source: Field data
institutions/organizations achievement of set goal or target. This was key in articulating core business of any institution or organization.

**Table 4.19 Organization with mission**²⁷

<table>
<thead>
<tr>
<th></th>
<th>43.8%</th>
<th>56.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission of Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Is there and understood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual whims that did not necessarily project the aspiration of the entire institution or organization were left to take charge of day-to-day business of the institution/organization. This was as a result of direction taken depended on the creativity of the manager or influence of others if one was a team play. This also brought into focus the level of competence judging from their educational background. Existence of a strategic plan in an institution/organization was crucial for proper management of resources, realization of set objectives and goal. The information contained in table below shows the desperation and need to reverse trend if institutions/organization are to be run professionally. Many of respondents interviewed had not heard or seen a strategic plan. 46.9% were emphatic about lack of a strategic plan in their institution/organizations.

²⁷ Source: Field data
Table 4.20: Existence of a strategic plan.\(^{28}\)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>17</td>
<td>53.1</td>
<td>53.1</td>
</tr>
<tr>
<td>Have</td>
<td>15</td>
<td>46.9</td>
<td>46.9</td>
</tr>
<tr>
<td>strategic plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This demonstrated how business in such organization/institution were run without a comprehensive plan in place. This left most of activities undertaken lacking articulation and focus.

With no strategic plan in place other key activities in maintenance and upgrading the workforce were missing.

Table 4.21: Staff appraisal\(^{29}\)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not clear</td>
<td>22</td>
<td>68.8</td>
<td>68.8</td>
</tr>
<tr>
<td>Clear</td>
<td>10</td>
<td>31.3</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.22: Staff training

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
</table>

\(^{28}\) Source Field data
\(^{29}\) " Field data
<table>
<thead>
<tr>
<th>Valid</th>
<th>Carry out</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>31.3</td>
<td>31.3</td>
</tr>
<tr>
<td>Do not carry out staff training</td>
<td>22</td>
<td>68.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It was evident that a lot needed to be done to appraise and build the capacity to boost performance as well as allow employees reach their dreams.

**4.5: Interpretation**

It was clear after analysing the data that,

- When no proper guideline or no clear distinction of functions existed, staff supervision was impossible.
- When no clear line of authority exist, it becomes almost impossible to prepare distinct job descriptions for employees.
- Most institutions/organizations did not have in the first place a mission or a strategic plan. In this respect their future looked gloom.
- Since no job descriptions existed in these institutions/organizations they also did not have orientation packages for their employees as they were set for miracles.
- This also casts doubt on whether they ever carry out staff training and training needs assessment, as these are prerequisite requirements for a sound training policy.
CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

The findings of the study show that there are many challenges that face managers in their effort to manage a workforce. Most of these challenges due to the fact that unskilled personnel manage most organizations, they have no policies, no strategic plans or even well articulated mission/vision.

Women managers are faced with even more challenges due to there believe that men are better than them. This causes inferiority complex, which makes them resign to fate. Most of them are not well skilled, and due to tradition that undermines them, they are deprived opportunities for advancement.

This study also revealed that given chance and skills necessary for management positions, women make better manager due to there stickiness, concern for details and love for effectiveness and efficiency. These were the main motivations for most women. The study also revealed that many people assume management is not a profession and they take it for granted that anyone can manage a business or workforce regardless of whether the person is skilled or not.

The study therefore recommends that gender mainstream be ensured in all works of life. This will help women advance without felling inferior. Gender mainstream initiatives should be enhanced even in school where textbooks should also gender sensitive. Institution framework should be put in place to ensure women empowerment and to check on cases of women harassment.
There should be a policy in place to ensure legal redress for women who are unjustly harassed.

It is evident that women are so poorly represented at management level. The study gives the reason as the social attitudes towards the role of women as homemakers, wife and mother. Their attitudes are generally biased against women taking on anything other than relatively low-level, part-time work.

Education for women taking such circumstances tends to be geared towards these assumptions about a woman’s role. By comparison, the expectations of men as breadwinners are high, and thus social action is geared to the education, training and support of men in employment. In such a situation the chances of women being able to gain management positions are poor, except in occupations such as infant teaching, nursing and social work, where women are employed in professional capacity.

Lack of provision of crèche/nursery facilities for working mothers, the tradition structuring of work, which is based on men’s needs for full-time work and a career as principal breadwinners.

The need of many women for part-time or temporary work in order to juggle work with their domestic responsibilities-for children, when they are younger, and for elderly relatives when they are older.

In the face of such difficulties, women have to find coping strategies. Flanders (1994)\textsuperscript{14} identifies eight different working patterns adopted by women, ranging from continues full-time work with no career break, or with just short maternity breaks, through a wide variety of part-time forms of employment to

\textsuperscript{14} Flanders, breakthrough-Career women guide to shattering the glass ceiling, Paul Chapman (1994)
self-employment. As if these were not enough, her list does not include being a full-time homemaker! Her conclusion is that:

Women are therefore far more likely than men to require a job which allows them flexibility. Career breaks to have children or look after elderly relatives are an inevitable part of many women’s working lives. (p.5).

The clear implication here is that if women are to make greater progress in obtaining managerial posts, work must be restructured to allow for greater flexibility of working-including part-time work for managers, agreed career breaks, improved arrangements for the reintroduction of women managers hierarchy following a break, and other facilitating measures. Work structuring is not only problem for women. Male prejudice is another. As Flanders points out that, whilst past experience helps us to decide how to act in the present, it is nevertheless important to see if that experience is still valid. Men, particular, she argues, need to examine their current attitudes towards the employment of women managers, since these attitudes may not always be based on should evidence of woman’s performance. Typical myths, or prejudices, she identifies include the following:

- ‘Women dislike power, or are afraid of it’
- ‘Women lack leadership qualities, especially assertiveness’
- ‘Women are insufficiently ruthless in the workplace’

There is very little evidence to justify such prejudices, and they cannot be used fairly to discriminate against women in management. However, they do exist, and until they are overcome women will continue to be at a
considerable disadvantage in their search for a fairer share of management positions.

Given the nature of the male dominance over the workplace, for organization to achieve greater fairness for women and a better balance of the sexes in managerial roles

Possible steps that may be taken include:

- Going beyond merely supporting the often minimal requirement of legislation (e.g. in terms of sex discrimination)
- Increasing part-time opportunities or permanent staff
- Permitting flexible working hours, where this may be practicable, given the demands of the job.
- Enhancing training opportunities for potential managers, especially in such aspect of work as leadership skills, assertiveness and time management.
- Provide personal development opportunities in form of secondments, special projects and other opportunities to undertake new challenges and extend experience in managerial roles.
- Developing awareness training for senior management towards the benefits of women managers.
- Introducing career breaks
- Providing, or paying for, crèche facilities for employees with family responsibilities.
- Ensuring that individuals' accrued facilities rights (e.g. to person, holidays etc) are disadvantaged merely because the jobholder is a
part-time employee or has had gaps in their service with the organization.

Although many of the above steps focus on practical aspects of employment conditions, they are nevertheless sending powerful messages to the members of the organization as a whole. Effectively, what attention to the above implies is cultural change in the organization. McDougall & Briley (1994) point out that change in general, and change in equal opportunities in particular, requires a sound and accepted reason for initiating such change’ (p.22). They go on to suggest that there are increasing external pressures on organizations to reconsider women's roles in the workplace, which are likely to supply the sound and accepted reasons just referred to. The pressures are giving rise to a number of organizational imperatives, including; -

- The introduction of flatter organization structures requiring a broader range of skills from each employee
- The demand for managers in flatter organizations to encourage flexibility of working
- An increased dependence on team-working in organization—a situation which seems likely to favor women managers, since it requires participative leadership styles
- The move to increase individual employees discretion over their work (empowerment’) creates opportunities for more women to experience the exercise of authority.

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15 McDougall, M, and Briley, S Developing Women Managers HMSO (1993)
- The use of objective external standards in work (e.g. via NVQs/Investors) in people etc enables women to complete with men on equal terms in demonstrating their competence in the job.

- The career structures of the past are no longer available, as organizations change their job structures with increasing frequency within flatter overall structure, thus causing men as well as women to experience job changes, periods of employment, temporary work and the development of a portfolio of jobs as the progress through their working lives. Career breaks for women in such circumstances are less likely to be seen as an obstacle to women's employment and more a factor of life for everyone.

McDougall & Briley conclude that culture change in itself may not be enough. What is required is that the cultural change should contain an explicit commitment to equal opportunities. This clearly requires the support of top management, including statements to the effect that 'The specific contributions that the increased representation of women in management positions can make should be identified and communicated to all employees'.

It also requires the investment of sufficient resources to achieve the change programme, which should include training and education strategy for women trainees and line managers and most importantly, systems and structures to support the change (for example, including equal opportunities as a key result area for mangers).
The women need to make a deliberate effort to deliberate themselves from the yolk of oppression, seek education opportunities and asserts themselves in position of authority and be open to opportunities for advancement.
REFERENCES


Flanders, (1994) Breakthrough – Career women guide to shattering the glass ceiling, Paul Chapman


SCU 600: (2003) Research methods, Kenyatta University (Module) Institute of Open Learning

APPENDIX

QUESTIONNAIRE

KENYATTA UNIVERSITY INSTITUTE OF OPEN LEARNING

ACADEMIC YEAR: 2004/2005

Questionnaire No....

SECTION A: BIODATA

A.1 Questionnaire Number

A.2 Organization/Company/Ministry

A.3 Date of interview

A.4 Time of the interview (start)..............(End)

A.5 Respondent code no

A.6 Respondent's highest level of education
   0. None
   1. Primary
   2. Secondary
   3. College
   4. University

A.7 Respondent community

SECTION B; EDUCATION

B.1 Do all children go to school? (Both boys and girls.)
SECTION C. GENDER ISSUES

C.1 Describe the role of the following household members

1. Husband
2. Wife
3. Elder son
4. Elder daughter
5. Other Children

C.2 Do women own property such as land in your community?

C.4 Do women in your community hold leadership positions?

C.5 If yes what positions are these?

C.6 If not, what prevents women from holding leadership positions in your community?

C.7 What is your perception of women groups?

SECTION D. MANAGEMENT

D.1 What is your responsibility in this organization/company/office?

D.2 Who do you report to?

D.3 How many people report to you?

D.4 What is the mission of this organization?

D.5 Do you have a strategic plan?

D.6 Is it reviewed?

D.7 Do you have a job description?
D.8 Who prepares job description here..........................

D.9 Do you have an orientation package for new staff..............

D.10 How do you monitor staff performance......................

D.11 How do you appraise your staff.........................

D.12 Do you carry out staff training needs and how?..........

D.13 What motivate you to work?..............................

D.14 Are you a team player? ...Explain..........................

D.15 How is planning done here?............................

D.16 Do you set objectives /targets for yourself/staff.........

D.17 How do you ensure set objectives are attained...........

D.18 Are you satisfied with your work? Explain..................

D.19 Do you love your work................................

D.20 Are you satisfied with your pay.?...........Explain.

D.21 What would you say is you greatest achievement since you joined this organization/your present position?......................

D.22 What do you attribute to these achievements?................

D.23 What would you say is your most memorable moment since you joined the organization in your present position?................

D.24 Which is your darkest [one incident] moment in the same position?..........................................

D.25 Are there any frustrations you encounter in course of your duty?

.................. Explain.................................
D.26 If yes, how do you overcome them? Explain..............

D.27 Have you had any further training [Skills enhancement] since you joined your present position...

D.28 If yes,

1. What kind of training?..........................
2. Who organized the training?......................
3. How were you selected to attend? Explain.............
4. Did the training help you work better? Explain..............

D.29 Have you ever worked in another place? ......................

1. If yes where? ..................................
2. Why did you leave? ..........................

D.30 How did you join your present position?

1. Applied
2. Promotion
3. Appointment
4. Others. Explain

D.31 Do you attend to management meetings [functions] outside your workstation freely. Explain........................................