LEADERSHIP ASPIRATIONS AND PERCEIVED BARRIERS AMONG FEMALE LECTURERS: A SURVEY OF JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

BY

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2010
DECLARATION

This research project is my original work and has not been presented for any of the study programme in any university

.......................................................... .......................................................... 27-05-2010

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D53/OL/3381/2004

This research project has been submitted for examination with my approval as the university supervisor

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DEDICATION

The work is dedicated to God who formed me in my mothers’ womb for the sole purpose of serving, fearing and keeping His commandments. To all women who manage the numerous roles in society by the grace of God almighty and finally but not least, to my family for encouragement and standing with me throughout the entire study duration.
ACKNOWLEDGEMENTS

My acknowledgements go to my family for their support, my classmates at Parklands centre who were real buddies especially Salome Muriithi who tirelessly coordinated us for private tutorial in accounts units, qualitative techniques and managerial economics. Her dedication, concern and self sacrifice to fellow students is commendable.

To my supervisor for his encouragement, advice and patience with me for as you note, it took too long before i submitted the proposal due to exigencies of duty compounded by the internet virus that chewed up the initial work forcing me to start all over again.

Finally but not least, to each of those who have contributed to the project up to the level is in to the date of submission.

Thank you very much and may God almighty bless you richly.
ABSTRACT

Although women have been making professional inroads in the academic community, both in terms of numbers and positions, very few women can be found holding top leadership positions in higher education. This is the case with JKUAT, where, as earlier indicated, the proportion of women holding leadership positions has consistently been below 25%. A question that arises therefore is “what accounts for this low representation of women in higher education leadership?” Previous literature suggests that that there could be some form of gender discrimination in appointment of higher education management staff. Previous studies have also suggested that there are cultural scripts that identify feminine attributes as contributing to ineffective leadership, and thereby reducing the chances of women ascending the leadership ladder. These arguments, even if true, could lead to learned helplessness among potential women leaders, making them to shy away from applying for positions of leadership, in the belief that they will be discriminated against or will fail, in line with what they have read and heard all along.

This study therefore sought to find out whether there is a link between learned helplessness and low level of participation of women in higher education leadership. The general objective of the study was to examine the aspirations and perceived barriers to female lecturers’ access to leadership positions in institutions of higher learning with specific reference to Jomo Kenyatta University of Agriculture and Technology, Kenya. The specific objectives of the study were to: establish the leadership aspirations of female lecturers in JKUAT; find out the beliefs held by female lecturers about the ease of ascending to leadership positions; examine how the beliefs held by female lecturers about the ease of ascending to leadership positions influence their decisions to apply for leadership positions or not; and make suggestions on how more women can be attracted in higher education leadership in Kenya.

The study employed a descriptive survey design, targeting all the female lecturers at JKUAT. Stratified random sampling was employed to select 50 female lecturers representing all the academic departments in the university. Data was collected using a questionnaire. Qualitative and quantitative data analysis techniques were used to analyse
the data. The findings of the study are reported in summary form using percentages, means, frequency distribution tables, bar graphs and pie charts.

The study established that female lecturers have strong leadership aspirations. However, they have weak beliefs about the chances of ascending to leadership positions. This leads to the conclusion that for most female lecturers, despite having qualified for positions of higher education leadership, they fail to apply for such positions, with only 2(4.3%) having applied for leadership positions. The failure to apply for leadership positions despite having aspirations could be explained by negative beliefs formed based on past discriminatory practices, which are not existent today. Recommendations are given to encourage more women to pursue leadership positions in Universities and other sectors of the economy.
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDAW</td>
<td>Convention of Elimination of Discrimination against Women</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunities</td>
</tr>
<tr>
<td>GPF</td>
<td>Gender Policy Framework</td>
</tr>
<tr>
<td>JKUAT</td>
<td>Jomo Kenyatta University of Agriculture and Technology</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNIFEM</td>
<td>United Nations Development Fund for Women</td>
</tr>
</tbody>
</table>
DEFINITION OF TERMS

Affirmative Action: Is a set of procedures aimed at proactively addressing the disadvantages by a section of the community in the past.

Aspiration: This refers to the ambition, aim or desire of a person to achieve a certain goal, such as climbing to a certain level of leadership.

Attitude: A predisposition in an individual to make certain kinds of judgments about external events and other peoples behavior usually based on deeply held personal values.

Competence: A person’s ability to perform a task to an externally agreed standard whether set by the organization or some third party and is derived from job roles.

Equal Opportunities: Equal opportunities is a descriptive term for an approach intended to provide a certain social environment in which people are not excluded from the activities of the society such as education, employment or health care, on the basis of immutable traits.

Glass Ceiling: An invisible but unmistakable barrier on the career ladder that certain categories of employees (especially women) find they can see through but which they cannot progress beyond.

Learned helplessness: This is the tendency for individuals to learn that no matter what they do, their performance does not translate into the desired outcomes, leading to eventual termination of efforts to achieve a desired goal.

Management: Management is the act of managing, treating, directing, carrying on or using for a purpose.

Organizational Structure: A term used to describe the intangible networks of relationships between jobs, job holders, roles and organizational groupings by which organizations achieve coordination of human efforts to meet their strategic goals.

Policy: A statement of ideals adopted in which work activities are to be pursued, thus contributing to the development and implementation of a set of dominant values in an organization.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

According to United Nation’s Development Fund for Women’s publication, *Progress of the World’s Women 2002* (UNIFEM, 2002), which tracks and measures women’s progress towards gender equality worldwide, women have advanced relatively slowly in the areas of education, literacy and unemployment. Women make up less than five per cent of the world’s heads of state, heads of major corporations and top positions in international organisations. The above research suggests that although there has been some improvement over the past 20 years, women’s achievements still lag far behind those of men in terms of leadership, wealth, decision-making and opportunity.

Cubillo and Brown (2003) contend that the teaching profession in most countries of the world is predominated by women. However, a look at the statistics reveals that despite the large numbers of women in the profession, they are greatly under-represented in leadership positions. For this reason, the European Journal of Education (1996, Vol. 31 No. 4) devoted an issue to women in education management. Riley (1994, p. 88) notes that despite the variations in the pattern of representation of women in positions of educational leadership across the world, what is common is: that educational leaders are predominantly male; that women are under-represented at managerial levels in virtually all countries; and, that the proportion of women employed in teaching declines as the age of the students rises. This feature has implications not just for women and the advancement of their careers within the teaching profession, but also raises issues of equality and opportunity for those being taught, regardless of gender.
As Kenya progresses towards achieving gender parity in primary and secondary education, it is imperative that there be enough women holding positions of leadership in various sectors to act as role models to the girls who graduate from schools and universities. Kenya, like the rest of the world, has made significant achievements towards increasing the number of women in leadership positions in the society. A number of authors have noted that women are making a significant impact on national economies through their participation in organizations and their ownership of businesses. They have also noted that the increase in the number of women taking up significant roles in society is likely to continue into the twenty-first century (Davidhizar and Cramer, 2000; Stanford et al., 1995; Valentine and Godkin, 2000). However, the number of women holding positions of leadership in higher education is very low compared to that of men.

The low level of participation of women in higher education is despite the provision of legislative and infrastructure support for creating an enabling environment for women. Among legislative frameworks which create an enabling environment for women are:

a) the United Nations (1979) Convention on the Elimination of all Forms of Discrimination against Women which sets out in legally binding form internationally accepted principles and measures to achieve equal rights for women everywhere; and

b) the 1995 Commonwealth Plan of Action on Gender Development which provides a framework for Commonwealth governments and identifies for planners and implementers fifteen areas considered desirable components of gender equity.

Various explanations have been given by researchers and women rights crusaders on the reasons behind low levels of participation of women in higher education. For example, women's representation patterns have been explained by the homogeneity hypothesis,
which Shavlik and Touchton (1988) believe may be responsible for the perpetuation of
the same type of people in leadership positions. The homogeneity hypothesis assumes
that selection of people for managerial or leadership position is done on the basis of their
close resemblance to those in power in terms of, for instance, social group. Zulu (2003)
notes that since leadership in higher education and elsewhere is perceived as male
oriented; it follows that prominent leadership positions will be filled by males.

Other researchers such as Powell and Butterfield (1994) have used the ‘metaphor of the
glass ceiling’ to explain why few women attain leadership positions, why they do not
appear to move up the organizational hierarchy as rapidly as men, and why they tend to
be faced with more stringent promotion requirements than are their male counterparts.
The term ‘glass ceiling’ has been used to describe an invisible barrier that is transparent,
yet strong enough to stymie access to leadership for women and other minorities. Klenke
(1996) notes that, although the glass ceiling exists at different levels in different
organizations or industries the term is typically used to suggest a barrier to entry into
leadership positions.

Women’s under representation in leadership positions has also been explained in terms of
the socialisation patterns which occur in early childhood, namely primary socialization
patterns. Young girls and boys are taught at an early age to value what society perceives
as female and male characteristics. This kind of socialisation pattern, according to Zulu
(2003), results in girls and boys believing, for instance, that being modest, submissive,
affectionate, nurturing, people-orientated and emotionally expressive are female
characteristics, whereas being aggressive, assertive, independent, rational and task-
oriented are male characteristics. Young girls grow up with the belief that displaying
male characteristics is improper and the same applies to young boys who are discouraged from displaying what society believes are female characteristics. This attribution of roles and characteristics perceived as appropriate for a particular gender is what is termed ‘gender-stereotyping’, and it is stereotyping of roles by gender in society which may be responsible for women not aspiring to be leaders or encountering barriers when they do attempt to enter leadership positions. In Kenya, Chacha (2004) attributes the low level of participation of women in higher education to traditional cultural values that emphasize women’s roles as wife and mother.

Most of the explanations given as to why there are few women in leadership positions could be problematic in that women may develop what psychologists refer to as learned helplessness. Learned helplessness occurs when individuals learn that no matter what they do, their performance does not translate into the desired outcome. Eventually, the individual becomes helpless and stops attempting to achieve the goal. This becomes so engrained that when contingencies change such that new efforts would make a difference, the individual will not try again for fear of failing. According to Coussons-Read (2008), most academics have experienced this phenomenon to some degree. The main argument of this study is that there are women who, despite having qualified for positions of higher education leadership, fail to apply for such positions based on what they have heard, read, and assumed all along: that gender discrimination, gender stereotyping, and male dominance will be a barrier to their success.

The study will be conducted in Jomo Kenyatta University of Agriculture and Technology (JKUAT), where, as shown in Table 1, women are underrepresented in leadership.
Table 1: Distribution of Leadership Positions at JKUAT by Gender (2005 – 2008)

<table>
<thead>
<tr>
<th>Office</th>
<th>2005</th>
<th></th>
<th>2007</th>
<th></th>
<th>2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of</td>
<td>Male</td>
<td>female</td>
<td>No. of</td>
<td>Male</td>
<td>female</td>
</tr>
<tr>
<td>VC</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>DVC</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Principals</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Registrars</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Deans/Directors</td>
<td>18</td>
<td>13</td>
<td>5</td>
<td>16</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Associate Deans</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Chairmen of departments</td>
<td>16</td>
<td>12</td>
<td>4</td>
<td>24</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>34</td>
<td>11</td>
<td>53</td>
<td>41</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: JKUAT Graduation Booklets (2005; 2007; 2009)

As shown in Table 1 in 2005 there were 45 leadership positions, out of which 34 (75.6%) were held by men and 11 (24.4%) by women. In 2007 the university leadership positions increased to 53, with 41 (77.4%) being occupied by men and 12 (22.6%) being occupied by women. Lastly in 2008, the positions increased to 66, out of which 50 (75.8%) were occupied by men and only 16 (24.2%) were occupied by women. It is clear from this table that the leadership positions held by women at JKUAT has continued to be below 25%. Reasons for this low representation of women in leadership will be sought.

For the purposes of the study, the leadership positions considered were those of the Vice Chancellor; three (3) positions each of the Deputy Vice Chancellors, the principals, and the registrars; 23 positions of deans and directors; nine (9) positions of associate deans and directors; and 24 positions of chairpersons of departments. During the first ten (10)
years of JKUAT as a full fledged University since 1994, only one (1) woman was appointed to the office of the Deputy Vice Chancellor effective February, 1995 to February 2000. The second woman to hold a leadership position was appointed to the office effective 1\textsuperscript{st} May 2005 followed by recent appointment of the third woman to senior position effective 2\textsuperscript{nd} May 2007.

1.2 Statement of the Problem

Although women have been making professional inroads in the academic community, both in terms of numbers and positions, very few women can be found holding leadership positions in higher education. This is the case with JKUAT, where, as earlier indicated, the proportion of women holding leadership positions has consistently been below 25% as compared to over 75% for male. A question that arises therefore is “what accounts for this low representation of women in higher education leadership?” The government has made efforts to improve participation of women in leadership. For example, affirmative action has seen to the lowering the girls’ cut off points for every entry into public universities by two (2) points, which creates more opportunities for the girl-child to access university education thereby increasing their chances of advancing to leadership positions. In addition, there is a policy shift by the government to ensure at least a third representation of women in leadership positions for public offices. In spite of such efforts, the number of women in leadership positions, especially in higher education, is still low.

Previous literature suggests that there could be some form of gender discrimination in appointment of higher education management staff (Oplatka, 2006a). Previous studies have also suggested that there are cultural scripts that identify feminine attributes as
contributing to ineffective leadership (Curry, 2000), and thereby reducing the chances of women ascending the leadership ladder. However, previous researchers had not shown how leadership aspirations of women influence their decisions to apply for leadership positions. Furthermore, most of the explanations given as to why there are few women in leadership positions could make women shy away from applying for positions of leadership, in the belief that they will be discriminated against or will fail, in line with what they have read and heard all along. This means that even those women who hold leadership aspirations, even if qualified, may fail to apply for such positions. Consequently the study set to find out the factors contributing to low participation of women in leadership in institutions of higher education. This was done by examining the aspirations and perceived barriers to female employees' access to leadership positions in Jomo Kenyatta University of Agriculture and Technology.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to examine the aspirations and perceived barriers to female employees' access to leadership positions in institutions of higher learning with specific reference to Jomo Kenyatta University of Agriculture and Technology, Kenya.

1.3.2 Specific Objectives

The specific objectives of the study were:

1. To establish the leadership aspirations of female lecturers in JKUAT.

2. To find out the beliefs held by female employees about the ease of ascending to leadership positions.
3. To examine how the beliefs held by female lecturers about the ease of ascending to leadership positions influence their decisions to apply for leadership positions or not.

1.4 Research Questions

The study sought to answer the following questions:

1. What are the leadership aspirations of female lecturers working in JKUAT?
2. How do female employees' leadership aspirations affect the number of women ascending to leadership positions in JKUAT?
3. How do the beliefs held by female employees about the ease of ascending to leadership positions influence their decisions to apply for leadership positions or not?
4. In which ways can women be attracted in higher education leadership in Kenya?

1.5 Justification of the Study

This study on the factors that hinder women from ascending to leadership positions in institutions of higher learning is significant in a number of ways as outlined below.

First, the study could be of benefit to women employees by pointing to the issues they themselves need to address in order to increase the chances of ascending to leadership positions. Previous studies have failed to capture the personal beliefs and attitude factors that limit women from applying for leadership positions, and this study will address such factors.

Secondly, the study could be of benefit to higher education planners and managers by revealing the factors that limit women from accessing leadership positions. The study
will make recommendations on how the attitudes of women towards leadership can be improved, thereby increasing the number of women aspiring to leadership positions in institutions of higher learning in the country.

The study is important to the institutions of higher learning in laying strategies on how to enable women access and retain managerial positions in an effort to fulfil the governments' directive that 30% of leadership positions be reserved for women in future. Also, attitudinal change needs action on a broad based front and especially from institutions of higher learning initiating development strategies by developing policies on such matters as equal opportunity, sexual harassment and special occupational, health and safety needs of women. Women all over the country must be able to effectively influence decision making in higher education by becoming an indispensable ally.

The society could also benefit and ensure equal education opportunities for girls by shunning gender roles and outdated traditions with male privilege and entitlement. The research outcome could serve as a framework for diagnosing and addressing factors that continue affecting women such that they continue to miss out in leadership positions. Senior women in higher education will play leadership roles in the development of programmes which empower women to work within their own communities to change social attitudes. Educated women and girls are more likely to send their children to school, better able to protect their children and themselves from HIV and AIDS, sexual exploitation and contribute to the social economic development. Change of rules and status quo will cause a lot of resistance at the initial stages but will gradually lead to change of attitude thereafter. Society could also encourage girls not shy away from venturing into jobs initially considered as man's domain.
The researchers' field of knowledge in understanding and appreciating women and the difficulties they face in their struggle for equal opportunities will be broadened. She will advocate of strategies that will lay grounds to more women accessing decision making positions for the good of the nation as well as liberation of their kind in the discriminatory fields.

1.6 Scope and Limitations

The study sought to examine the factors that contribute to the insignificant number of women in leadership positions of higher education and to suggest strategies on how women can be brought up and developed in the path to senior leadership positions in the University. The study set to find out the proportion of female employees who qualify to hold leadership positions in JKUAT, and establish the leadership aspirations of female employees. The study also assessed the beliefs held by female employees about the ease of ascending to leadership positions, and how this hinders them from applying for leadership positions.

The study was conducted in one institution only – JKUAT. This means that findings of the study may not be generalized to all institutions of higher learning in the country. Due to shortage of time and financial resources, it was not possible to cover all the universities in Kenya. Another limitation was that the respondents to the research questions may be suspicious while disseminating the finer details of the required information, thereby limiting accessibility of information.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction to Literature Review

This chapter covers a review of literature related to the study on the factors that hinder women from ascending to leadership positions in institutions of higher learning. The chapter begins with a presentation of the concept of leadership, then leadership aspirations among women after which the factors influencing women’s access to leadership positions in higher education are discussed. Then finally a summary of the literature review and the identified research gaps are presented.

2.2 The Concept of Leadership

On account of its numerous facets and the diverse connotations the concept entails in differing cultural settings, leadership is not easily defined. Many attempts at defining it may be found in research literature, each focusing on distinct issues or features. Leadership has been described as the process of social influence in which one person enlists the aid and support of others in the accomplishment of a common task (Chemers, 2002). Definitions more inclusive of followers have also emerged. Kouzes and Posner (2007) state that, leadership is ultimately about creating a way for people to contribute to making something extraordinary to happen. Effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals.

A leader has the ability to make people feel good about what they are doing and helps people feel like the work they are accomplishing is working towards the larger goal of the
organisation. A leader challenges someone to go beyond his or her base level of operation and work to their highest potential; they strive to get the best out of their employees. A leader is someone who recognizes accomplishment and properly rewards for accomplishments. One of the most important aspects of a leader is they treat mistakes as learning experiences (Kouzes & Posner, 2007).

2.3 Leadership Aspirations among Women

Forces in the social environment thus seriously undermine women's advancement into leadership roles. But external factors are not the only crucial inhibitors. A logical assumption is that women must intrinsically possess an interest in aspiring for leadership roles before they can take full advantage of emerging opportunities: "Glass ceilings" are broken by opportunity accompanied by desire. But what factors contribute to women's leadership aspirations? Much is known about the effects of institutionalized gender bias in limiting leadership opportunities for women, but to increase the number of women leaders, we must also examine the neglected factor of women's interest in pursuing leadership roles. Savery (1990) found that women desire leadership promotions less than male workers in part due to the multiple demands of work and family. Yet this information pinpoints what factors deter women from seeking leadership roles, not what factors encourage women to seek such roles.

A number of studies have investigated the argument that women are less ambitious than men, and are more willing to forgo career success for happiness in a balanced life. The evidence on this is contradictory. Elg and Jonnergard (2003) found that Swedish academics could be classified into two groups – those with similar career aspirations to men and those who had different aspirations due to family commitments. Morley et al.
(2002) suggest that women tend to have attitudes towards careers and lifestyle balance that could affect career progression, but Marongiu and Ekehammer (1999) suggest that women want to be promoted to a higher degree than has been recognised in prior studies. Barker and Monks (1998) found no evidence of differences in the career aspiration of men and women in their study.

Oplatka (2006b) finds that women's under-representation in leadership positions may be attributed to women's own decision not to apply for promotion in education for a variety of reasons, such as lack of necessary aspirations, lack of awareness of the promotion system and a lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness. Other researchers such as Boatwright and Egidio (2003) have investigated the role of connectedness needs, self-esteem, and fear of negative evaluation in determining leadership aspirations among women.

Connectedness needs hypothesis emerges from contemporary relational theory, which posits that early interdependent connections with primary caretakers and ongoing gender-typed socialization strongly encourage women to develop their identities within a context of mutually responsive interpersonal connections (Gilligan, 1982). Consequently, women develop their identities within "the context of connections," with "responsiveness to others" (Boatwright & Egidio, 2003), and with stronger needs for connection than their male counterparts (Boatwright & Forrest, 2000). Connectedness needs can influence leadership aspirations in two ways: either positively if a woman is "pulled towards leadership" by leaders who they feel connected to, or may be accompanied by a fear of severing meaningful connections with others (such as coworkers), thus inhibiting women from seeking positions of leadership (Boatwright & Egidio, 2003). Boatwright and
Egidio (2003) also found that gender role, self-esteem, and fears of negative evaluation accounted for a significant amount of the variance in predicting college women's leadership aspirations.

2.4 Barriers to Women's Access to Leadership Positions in Higher Education

Women continue to be under represented in higher education leadership positions in proportion to their representation in the workforce and in every other occupation in organizations both public and private except in United Kingdom. The documented under representation of women in higher education leadership serves to demonstrate that the pool of managerial talent within each country is not optimally utilized. A number of factors could be responsible for the insignificant number of women holding leadership positions in institutions of higher learning. These factors are presented below.

2.4.1 Inadequate Educational Qualifications and Limited Access to Higher Education

Education is the most effective means of achieving women's empowerment and gender equality particularly when it is combined with efforts from other fields of UNESCO’s competence: science; social and humoristic sciences, culture and communication. Education influences a woman's earning capacity, her own and her family's health, the number and spacing of her children as well as the quality of her children's education (Wirth, 2004).

In its eighth session held on 17th and 27th May 1993, the United Nations Convention noted and drew its attention to the government of Kenya on its obligation contained in article 14 and applying in cases where free and compulsory education had not been
assured (UNIFEM, 2002). Gender disparities and regional differences with regard to access in education, significance difference in education between government secondary schools and harambee or community schools and difficulties encountered through introduction of the new 8-4-4 system of education and policies of the Kenyan government to ensure protection of economic, social and cultural rights of women and discourage violence against women and sexual abuse of women which seemed inadequate.

The advent of free primary access to education for the girl child has greatly increased leading to gender parity with girls constituting 49% of the total primary school children in the country. However, not all girls enrol at secondary school because of fees and upkeep. To date, very few women are venturing into fields dominated by men i.e. engineering due to the structure of the education system. Most women have continued to do what women have done traditionally.

### 2.4.2 Negative Attitudes and Dual Responsibility of Traditional and Professional Roles

Even where women have been successful in gaining academic and professional positions, they frequently face cultural barriers in the form of their own internalized view of their roles and expectations which others have of them. The difficulties attributed to the dual responsibilities as wife/mother and professional woman. The traditional role is accepted without question while as the professional role is secondary. Many academic women tend to put family responsibilities first. Parikh (1989) shows that, “the professional woman everywhere suffer great tension in their attempts to reconcile their professional and traditional roles”.

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For many women, a professional career is dependent on the grace and favour of the spouse. The husbands’ career is considered primary. Women carry the burden of domestic responsibility. Traditionally, the social, religious and cultural norms of societies played a great role in the world of women. Traditions are passed from one generation to another and engraved in the culture of a society. Attitudes such as “a woman’s place is in the kitchen” have impacted negatively on women’s accessing decision making positions. Attitudes rather than qualifications have forced women to the background and deprived them of the knowledge about the world’s affairs.

Therefore cultural beliefs rather than qualifications discriminate women from leadership positions. A women’s work is viewed as bearing and raising children, preparing and growing food for family use, cleaning the house, gathering fuel and water which were invisible and unimportant. It is therefore not wrong to conclude that the cultural environment sometimes get threatened to the extent of not letting the women off into the public domain, in case they cease to be what you want them to be. This shows luck of trust that does not help the situation either. The same way we encourage the education of our girls, we should also allow them to have a voice and participate.

Some leadership roles in senior leadership require a lot of full time dedication and simply will accommodate work shares or breaks for child care. The high visibility potential of all women further highlights the negative approach, lesser commitment and performance by some individual women towards their career is made to reflect on all women in general overlooking the fact that the ability is not conditional to gender. Poverty is borne by women and the challenge lies in women in being able to fulfil themselves. Socialization
works in the law of large numbers and therefore the practice of sweeping generalizations, partial limits the optimum use of women and reinforce individual perceptions.

2.4.3 Discriminatory Appointment and Hazards in Promotion Practices

Few women are employed in academic or administrative positions compared to men and hence the fewer numbers in senior leadership positions. In spite of difficulties women face in gaining access to education, there are a few women well qualified for academic positions who never the less fail to be selected. "A man is preferred because he is a man" Discriminatory appointments and hazards in promotion practices constitute barriers in the institution without equal opportunity policies Leading to the insignificant number in leadership positions.

Employees fear to employ women who intend to have children because of fear of more time in maternity leave and taking children to the clinics. However, the prevailing living circumstances force women to take up paid employment. Even though some churches have taken to ordaining women in church, controversy still rages whether women should continue to be admitted in positions of authority despite the fact that, the church in the world over is predominantly women.

Today in the 21st century, nothing much has changed in spite of the fact that many women have entered into training and education that would prepare them for the managerial equity with men. Access to education for the girl child is still not a priority. The society still expects the girl to do household cores such as fetch water, firewood and cook for the family while the boy child does homework after school.
In practice, methods of fulfilling equal opportunities can be less than complete or effective. The means by which to measure the success or failure of equal opportunity policies is unclear. In practice, equal opportunity is said to exist when people with similar abilities reach similar results (equal outcome) after doing a similar amount of work. Societal traditions interfere with equality of opportunity, i.e., in children; of similar ability but one is born in an elite class while the other is born in middle or lower class.

2.4.4 Non Action on Affirmative Action and Absence of Policies and Legislations

Absence of structures and policies to deal with discrimination or to support women in their multiple roles of wife/mother and professional woman have contributed to the insignificant number of women in leadership positions in the institution. Dickens and Colling (1990) explained how job segregation continued in respect of both role and hours/arrangements as one of the factors which result in discriminatory agreements between employers and union. They also point to the problem of job evaluation schemes which perpetuate old values and hence encourage rather than discourage inequity of pay.

Affirmative Action can be described as a set of procedures aimed at provocatively addressing the disadvantages experienced by sections of the community in the past. Positive action measures or affirmative action is a strategy used worldwide to ensure increased participation of women. Globally, 30% is accepted as the minimum critical mass for women's representation in decision making including parliament. Kenya stands at 8.7% while the African Union recommendation is 50% representation and most African Nations are moving very well in this area. Rwanda is currently the world leader in women's representation in parliament at 48.8%. Other countries such as Tanzania,
Uganda, South Africa and Mozambique have effectively applied affirmative action to increase women’s participation in parliament and other decision making organs.

Women find it difficult to move in leadership based on their employment policies on the assumption of traditionally ‘male’ career pattern with uninterrupted career path, with what appears as planned sequence upward job moves either within or across organizations. The managers are also expected to conform to a certain pattern, placing women at a disadvantage. Childcare and domestic responsibilities are barriers to employment continuity and employers maybe reluctant to invest in the career development of women. Women returning to work after having children enter as unskilled, low paid jobs or often as part time (Dex 1984, Coe 1992). When married, women are unable to put in long and flexible hours often expected of managers damaging their career progress. Geographically, women are also less mobile like men especially in organizations with extensive branch networks and careers based around a series of branch moves.

Existing laws do not create an environment that empowers women to collectively excel as individual or as a group in all spheres of human endeavour. The absence of policy and legislative support for increased women’s participation in decision making and leadership positions does not help the situation either. Matters are not helped by the fact that women’s representation in parliament remains awfully inadequate and the lowest in the region. A male dominated parliament dismissing the heightened pressure for policy and legislative changes supporting the participation of women in public affairs and decision making as “a bunch of disgruntled divorces who had been fed on western ideology” cannot be expected to put in place legislation that promotes that promotes the interests of
women not only because this would upset the balance but also because of the very socialization, male parliamentarians espouse patriarchal tendencies.

2.4.5 Domestic Issues and Career Interruptions

Domestic issues are also a catalyst to the low school enrolment for the girls who act as second hand mothers at home. They assume their mothers duties so frequently in the house, that is, they prepare food, fetch water and firewood of which such daily routines leave them little time to study. The domestic Violence (or family Protection) bill is yet to be implemented. Statistics showed that perpetrators of violence were mainly immediate family members or relatives, many of whom were bread winners in the victim’s households. Many victims are reluctant to have perpetrators of violence arrested for fear of negative social-economic consequences. Moreover, women hold weaker desired aspirations than men because women are more involved than men in home and family life (Litzky & Greenhaus, 2007).

Women frequently progress haltingly in their careers because of child bearing and child rearing breaks. These are the years women are most likely to be interrupted by child bearing and domestic responsibilities. Many women try to cope by delaying child bearing which leads to interruptions later by studying part time. Neither is an entirely satisfactory way of building a solid track record in research. Women continue to predominantly bear the load of caring for the family. The majority of women have no access to the basic necessities such as food, shelter, health care services, clean water and employment. In Kenya, women are the face of poverty and HIV and AIDS. Due to their unique gender roles and biological functions, women require specific service. Women managers do not receive the same level of domestic support from their spouse as usual for male managers,
(Davidson and Cooper 1983). Even single women may suffer the disadvantage of domestic responsibility given that they are more likely than men to care for children and elderly relatives, (Scase and Goffee, 1982).

2.4.6 Family Background

The family background plays a crucial role in the career paths and public life of an individual. The early exposure to different professions and career guidance in the formative years of formal education determine the career path of the individual. Some families are also not able to take their children to school for lack of fees and other basic necessities. Most families also tend to bring up the girl child inculcating feminine characteristics that lead to the women taking what those roles that have always been associated with women. The family background therefore shapes the career paths of most of the women. To progress, the diversity existing within countries, across sex, age, ethnicity, and hue, political and religious persuasion must be harnessed for the benefit of the nation.

2.5 Theoretical Framework

The study was based on learned helplessness theory by Martin Seligman. Learned helplessness is a term coined by Seligman (1975) to characterize the over-generalized learning of helpless responses that occur when people are repeatedly exposed to noxious, uncontrollable, and inescapable situations. What is learned is that their actions will not effect the outcome they desire. Seligman’s explanation of learned helplessness focuses on three components: outcome contingency, mediating cognitions, and behavior outcomes. Contingency concerns individuals’ perception that outcomes are contingent on their
behavior. Individuals “learn” helplessness when experiences create the belief that outcomes are not contingent upon their actions. Learned helplessness theory also postulates that certain types of cognitions, called causal attributions, mediate this relation between experience and learned helplessness. Finally, learned helplessness theory postulates that the behavioral outcomes of perceived helplessness include passivity, quitting, and depression (Gill & Martin, 2008).

The idea of learned helplessness has helped researchers and educators understand why some people repeatedly experience more failures and give up – often before even trying. The serious implications of learned helplessness include the failure to initiate action, failure to learn, and emotional problems such as depression. There are several ways that people can be assisted to develop positive outlooks on learning and in life in general, including attribution retraining, encouragement, and focusing on mastery goals (Gill & Martin, 2008).

Using the theory of learned helplessness, the main argument of this study is that there are women who, despite having qualified for positions of higher education leadership, fail to apply for such positions based on what they have heard, read, and assumed all along: that gender discrimination, gender stereotyping, and male dominance will be a barrier to their success. Even if policies favouring women are put in place, those who have developed a learned helplessness with respect to leadership will not apply for available positions. This is in line with theory, which argues that learned helplessness occurs when individuals learn that no matter what they do, their performance does not translate into the desired outcome. Eventually, the individual becomes helpless and stops attempting to achieve the goal. This becomes so engrained that when contingencies change such that new efforts
would make a difference, the individual will not try again for fear of failing. According to Coussons-Read (2008), most academics have experienced this phenomenon to some degree.

2.6 Conceptual Framework

The purpose of this study was to examine the leadership aspirations and perceived barriers among women employees in Jomo Kenyatta University of Agriculture and Technology. Figure 1 presents the conceptual framework of the study.

Figure 1: Conceptual Framework

Beliefs and attitudes formed from previous experiences and reports about gender discrimination

Beliefs and attitudes about chances of being appointed to leadership positions

Leadership aspirations of women lecturers

Application for available leadership positions

- Cultural beliefs and practices
- Promotion criteria in the university

Intervening Variables

Number of women holding leadership positions

Dependent Variable

Source: Researcher's own (2009)
As shown in Figure 1, women employees have formed beliefs and attitudes based on their previous experiences and reports about gender discrimination in hiring practices. The beliefs and attitudes are formed based on what the women lectures have heard, read, and assumed all along: that gender discrimination, gender stereotyping, and male dominance will be a barrier to their success. Even with policies favouring women (gender equality, affirmative action, meritocracy) having been put in place, those who have developed a learned helplessness with respect to leadership may fail to apply for available positions. This is in line with Learned Helplessness Theory (Seligman, 1975), which argues that learned helplessness occurs when individuals learn that no matter what they do, their performance does not translate into the desired outcome. Eventually, the individual becomes helpless and stops attempting to achieve the goal. This becomes so engrained that when contingencies change such that new efforts would make a difference, the individual will not try again for fear of failing.

The attitudes and beliefs formed by women affect their beliefs about their chances of being appointed to leadership positions, which in turn determines their leadership aspirations, and finally their instrumentality in applying for leadership positions. The number of women applying for leadership positions, all other factors being constant, will determine the number of women employees who hold leadership positions in the institution.

2.7 Summary and Gaps to be filled by the Study

Some studies, conventions, and seminars on equal opportunities of gender in education, social, health issue, and economic development have been done but no available studies on those factors that contribute to the insignificant number of women in managerial
positions in the institutions of higher learning have been adequately documented. Most of the studies carried out in the past have concentrated on the socio-cultural, political, and policy issues that hinder women from accessing positions of leadership. Based on recommendations of such studies, there have been policy changes in recruitment practices, but no studies have been conducted to assess the impact of such changes on women’s access to leadership positions. The study sought to fill this gap by finding out the proportion of women applying for leadership positions and whether their beliefs about chances for them to ascend to leadership positions have changed.

Another gap filled by the study exists from the fact that most previous studies have ignored the role played by leadership aspirations in determining whether qualified women apply for leadership positions or not. It was the contention of this study that most studies on gender and leadership are conducted with the assumption that unfair hiring practices against women exist. This tends to cloud women-related factors that may hinder their instrumentality in seeking for leadership positions, for example their attitudes and beliefs about the possibilities of being promoted to leadership position in ‘a male dominated environment’.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the methods employed in this study. They include the research
design, used to determining the topic of study and why, the population sample size and
sampling method, the research instruments, data collection and data analysis, data
compilation and presentation of the findings.

3.2 Study Design

The study employed a descriptive survey research design. Descriptive survey design
involves collecting data in order to test hypotheses or answer questions concerning the
current status of the subject of the study. Descriptive survey design is used in preliminary
and exploratory studies to allow researchers to gather information, summarize, present
and interpret for the purpose of clarification (Orodho 2002). Descriptive approach
enabled the researcher to establish the leadership aspirations and perceived barriers
among women employees in Jomo Kenyatta University of Agriculture and Technology.

3.3 Variables

The independent variables of the study included beliefs and attitudes formed from
previous experiences and reports about gender discrimination, beliefs and attitudes about
chances of being appointed to leadership positions, leadership aspirations of women
lecturers, and application for available leadership positions. These factors were expected
to impact on the number of women holding leadership positions, which was the
dependent variable of the study.
3.4 **Location of the Study**

The study was carried out in Jomo Kenyatta University of Agriculture and Technology (JKUAT). According to Singleton (1993), the ideal setting for any study is one that is directly related to the researcher's interest. The researcher selected JKUAT for the study because the University has many female lecturers yet only a few hold leadership positions.

3.5 **Target Population**

The targeted population for this study was drawn from female lecturers at Jomo Kenyatta University of Agriculture and Technology (JKUAT). The leadership positions considered were those of the Vice Chancellor (1 position); three (3) positions each of the Deputy Vice Chancellors, three (3) principals, three (3) registrars; 23 positions of deans and directors; nine (9) positions of associate deans and directors; and 24 positions of chairpersons of departments. All the female lecturers serving in JKUAT formed the target population. Table 3.1 shows the number of women employees in JKUAT who qualify to hold leadership positions, and their grades.

<table>
<thead>
<tr>
<th>Grade/Designation</th>
<th>Number of female employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2</td>
</tr>
<tr>
<td>Associate professor</td>
<td>6</td>
</tr>
<tr>
<td>Senior lecturer</td>
<td>16</td>
</tr>
<tr>
<td>Lecturer</td>
<td>23</td>
</tr>
<tr>
<td>Assistant lecturer</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>
As shown in Table 3.1, there are 2 professors, 6 associate professors, 16 senior lecturers, 23 lecturers, and 17 assistant lecturers in JUAT.

3.6 Sampling Design

The participants were drawn from all the 64 women employees in JUAT who qualify to hold leadership positions. Stratified random sampling was used to select 50 women employees, which was 78.1% of the target population of 64 employees. This was in line with Gay’s (1992) recommendation that a minimum sample size of 20% of the target population is adequate for survey research. The number of existing leadership positions within the institution was compared to the number of women holding leadership positions. This will give the researcher a clue as to the level of awareness of the existence of such important instruments as affirmative action and unequal opportunities and unequal treatment of women in the place of work.

3.7 Data Collection Instruments and Procedures

Data was collected from the field using questionnaires which were distributed to the target respondents. The respondents were issued with questionnaires to fill in and then resubmit to the researcher immediately after completion. The questionnaires contained both closed and open ended questions. Open ended questions allowed the respondents to give their own views by explaining whereas the close ended questions had multiple choices for the respondent to make a choice from the provided alternatives. These covered all the research objectives. Questionnaire method was used for wide coverage and its economic value to the respondent and researcher. Questionnaires provide anonymity such that the respondents are not asked to provide their identity. It is also easy to formulate and administer. The researcher personally distributed the questionnaires to
the respondents to avoid the risk of losing the questionnaires and information and also reduce the cost through posting.

Prior to data collection, a pilot study was conducted to improve validity and reliability of the research instrument. Twenty lectures, who did not take part in the actual study, were given the questionnaire for piloting. To test the reliability of the instruments, test retest was used. The questionnaires were given to the respondents to fill in, and then after one week, the same questionnaires were again administered to the same respondents. The researcher accepted reliability of the questionnaire at a correlation coefficient of 0.7.

Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from her supervisor and lecturers, who, as experts in research, helped improve content validity of the instrument.

3.8 Data Analysis

This study generated both qualitative and quantitative data; hence both qualitative and quantitative techniques were used to analyze the data obtained. Qualitative analysis considered the inferences that were made from the opinions of the respondents. This analysis was then presented thematically in narrative form and where possible tabular form. Quantitative data was analyzed using Pearson Product-Moment Correlation Coefficient and descriptive statistics. Descriptive statistics involved the use of frequencies and percentages. Bell (1993) maintains that when making the results known to a variety of readers, percentages have a considerable advantage over more complex
statistics. Similarly, Borg and Gall (1989) hold that the percentage is the most widely used and understood standard proportion. Frequency tables, pie charts and bar graphs were used to enhance data presentation.

The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient.

3.8 Expected Output

The study set to find out leadership aspirations and perceived barriers among women lecturers in Jomo Kenyatta University of Agriculture and Technology. It was expected that female lecturers who have aspirations to hold positions of leadership, and who believe that they qualify to hold such positions, are more instrumental in applying for leadership positions. On the other hand, female lecturers who believe that there is gender discrimination against women, whether they qualify or not would not actively seek to be promoted to positions of leadership.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the study and a discussion of the study findings. The general objective of the study was to examine the aspirations and perceived barriers to female employees' access to leadership positions in institutions of higher learning with specific reference to Jomo Kenyatta University of Agriculture and Technology, Kenya.

The study was guided by the following objectives:

1. To establish the leadership aspirations of female lecturers in JKUAT.
2. To find out the beliefs held by female lecturers about the ease of ascending to leadership positions.
3. To examine how the beliefs held by female lecturers about the ease of ascending to leadership positions influence their decisions to apply for leadership positions or not.

The sample size consisted of 50 female lecturers. However 46 questionnaires were returned and this represented a 92% questionnaire return rate.

4.2 Background information of the respondents

Out of the 46 respondents, 13(28.3%) were aged below 30 years, 11(23.9%) were aged between 31-40 years, 18(39.1%) were aged between 41-50 years while 4(8.7%) were over 50 years of age. Eight (17.4%) of the respondents had 4-6 years of teaching experience, 4(8.7%) had a teaching experience of 7-10 years while 34(73.9%) had over 10 years of teaching experience.
Table 4.1 shows the academic qualifications of the lecturers.

**Table 4.1: Academic qualifications**

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>No. of female lectures</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>14</td>
<td>30.4</td>
</tr>
<tr>
<td>PhD</td>
<td>32</td>
<td>69.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows that 14 (30.4%) of the employees had Masters Degree while 32 (69.6%) had PhD qualifications. This shows that the female lecturers involved in the study had the prerequisite qualifications to be considered for leadership positions.

Figure 4.1 shows the positions held by the female lecturers in the University.

**Figure 4.1: Positions held in the University**

- Senior lecturer: 12 (26%)
- Lecturer: 34 (74%)
As shown in Figure 4.1, majority of the respondents 34(74%) were lecturers while 12(26%) were senior lecturers.

Table 4.2 shows the departments in which the lecturers were working.

Table 4.2: Lecturing departments

<table>
<thead>
<tr>
<th>Department</th>
<th>No. of female lecturers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoology</td>
<td>6</td>
<td>13.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>17</td>
<td>37.0</td>
</tr>
<tr>
<td>SSH</td>
<td>12</td>
<td>26.1</td>
</tr>
<tr>
<td>Botany</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Commerce and Economic Studies</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>FST</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>ICSIT</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that 6(13%) were lecturers in the Zoology department, 17(37%) in Chemistry department, 12(26.1%) were in the SSH department, 5(10.9%) were in Botany department while the Commerce and Economics studies; FST and ICSIT Departments each had 2(4.3%) of the respondents lecturing in those departments.

Majority of the female lecturers, 41(89.1%) had published research work in a peer-reviewed journal while only 5(10.9%) had not published any research work in a peer-reviewed journal. Figure 4.2 shows the number of research papers published by the female lecturers.
As shown in Figure 4.2, out of the 41 respondents who had published research work in a peer-review journal, 2(4.3%) had one published paper, 9(19.6%) had two published papers while 30(65.2%) had over three published papers. In addition, half of the women lecturers (50%) had other published work like text books while the other 50% indicated that they did not have any published textbooks. The results presented above show that most of the female lecturers had published journal articles and textbooks, which is a major requirement for persons to be considered for leadership positions. In previous studies, it was concluded that women lack adequate time for research because they are more involved than men in home and family life (Litzky & Greenhaus, 2007).
4.3 Leadership Aspirations of Female Lecturers Working in JKUAT

The first objective of the study was to find out the leadership aspirations of female lecturers working in JKUAT.

The study established that only 2(4.3%) of the female lecturers had applied for leadership positions in the University while 44(95.7%) indicated that they had not applied for a leadership position in the university. The two lecturers who had applied for a leadership position in the university had each applied once and twice respectively. The positions applied for were positions as Associate Professor, Director/Manager ICT and Head of Department. This seems to suggest that the women employees did not have leadership aspirations.

All the female employees considered themselves qualified to hold a position of leadership in the university and they gave various reasons for this. They indicated that they had the potential and minimum requirements to become leaders; they had been exposed to people at various levels and that they had the experience, knowledge and skills to influence and direct. However, some employees suggested that management training should be conducted.

The respondents were presented with eleven statements to measure their leadership aspirations, whereby they were to indicate the extent to which they agreed or disagreed with the statements. Their responses are shown in Table 4.4.
Table 4.3: Leadership aspirations of female lecturers in JKUAT

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope one day I will be promoted to a position of leadership in the University</td>
<td>31</td>
<td>9</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>I feel I have the potential to become an effective leader in this university</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I plan to apply for a leadership position in the university in the near future</td>
<td>23</td>
<td>13</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>I have been working hard (e.g. by conducting research) to improve my chances of being considered for a leadership position</td>
<td>32</td>
<td>12</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>I admire people in leadership position because of my obligation as a woman</td>
<td>20</td>
<td>14</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>I cannot apply for a leadership position because of my family obligations as a woman</td>
<td>0</td>
<td>5</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>Although there is stiff competition for leadership, I feel I am among the most qualified to be promoted</td>
<td>28</td>
<td>16</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>I feel contented with my current position, and I have no intentions of applying for leadership positions</td>
<td>0</td>
<td>5</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Leadership positions are too demanding, therefore I cannot apply for leadership in the university</td>
<td>0</td>
<td>14</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>I would not like to be embroiled in University politics; therefore I do not intend to hold a leadership position</td>
<td>0</td>
<td>5</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Although I am qualified, I have no intentions of applying for leadership positions</td>
<td>0</td>
<td>6</td>
<td>16</td>
<td>24</td>
</tr>
</tbody>
</table>

Key:  SA [Strongly Agree], A [Agree], D [Disagree], SD [Strongly Disagree]

Table 4.4 shows that all the female lecturers (100%) strongly agreed that they felt they had the potential to become effective leaders in this university. In addition majority (over 50%) agreed with the statements that although there is stiff competition for leadership positions, I feel I am among the most qualified to be promoted, I plan to apply for a leadership position in the university in the near future, I have been working hard (e.g. by conducting research) to improve my chances of being considered for a leadership position, I admire people in leadership position because of my obligation as a woman and...
I hope one day I will be promoted to a position of leadership in the University. Employees disagreed with the other statements indicated in the table.

The leadership aspirations scale had 11 items measured on a Likert scale ranging from 1 (strongly Agree) to 4 (strongly disagree). The mid-point of the scale was a score of 27.5, with scores below 27.5 denoting strong leadership aspirations and scores above 27.5 denoting weak leadership aspirations. Figure 4.3 shows the overall results regarding the leadership aspirations of female lecturers.

**Figure 4.3: Overall scores on leadership aspirations**

Figure 4.3 shows that 40 (87%) of the female lecturers scored 27 and below on the scale, meaning that they had strong leadership aspirations. On the other hand, 6 (13%) of the female employees obtained scores above 27 meaning that they had weak leadership
aspirations. This therefore indicates that majority of the female employees had strong aspirations to become leaders.

The results presented here disagree with some previous study findings, for example Savery (1990) who found that women desire leadership promotions less than male workers due to the multiple demands of work and family. Morley et al. (2002) also established that women tend to have attitudes towards careers and lifestyle balance that could affect career progression. On the other hand, Marongiu and Ekehammer (1999) suggest that women want to be promoted to a higher degree than has been recognised in prior studies. Barker and Monks (1998) found no evidence of differences in the career aspiration of men and women in their study.

4.4 Beliefs about Ease of Ascending to leadership Positions

The second objective of the study was to find out the beliefs held by female employees about the ease of ascending to leadership positions.

The female employees were presented with ten statements regarding the beliefs held by female lecturers about the ease of ascending to leadership positions. They were to indicate the extent to which they agreed or disagreed with each statement. Their responses are as indicated in Table 4.5.
Table 4.4: Beliefs held about the ease of ascending to leadership positions

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA F</th>
<th>SA %</th>
<th>A F</th>
<th>A %</th>
<th>D F</th>
<th>D %</th>
<th>SD F</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even if I applied for leadership position, I would not be considered because I am a woman</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>8.7</td>
<td>17</td>
<td>37.0</td>
<td>25</td>
<td>54.3</td>
</tr>
<tr>
<td>Male dominance is still rife in University leadership, and so women continue finding it difficult to ascend the leadership</td>
<td>20</td>
<td>43.5</td>
<td>14</td>
<td>30.4</td>
<td>10</td>
<td>21.7</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>African culture and traditions are still discriminatory against women’s role in leadership</td>
<td>7</td>
<td>15.2</td>
<td>20</td>
<td>43.5</td>
<td>14</td>
<td>30.4</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Even if women have same qualifications as me, it is easier for men to ascend to leadership</td>
<td>12</td>
<td>26.1</td>
<td>24</td>
<td>52.2</td>
<td>2</td>
<td>4.3</td>
<td>8</td>
<td>17.4</td>
</tr>
<tr>
<td>The University provides equal opportunities for men and women to ascend to leadership</td>
<td>7</td>
<td>15.2</td>
<td>33</td>
<td>71.7</td>
<td>6</td>
<td>13.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Although policies are changing to achieve gender balance in leadership, it is still difficult for women to ascend to leadership positions</td>
<td>14</td>
<td>30.4</td>
<td>17</td>
<td>37.0</td>
<td>10</td>
<td>21.7</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Qualified women who fail to become leaders have not taken advantage of their opportunities</td>
<td>2</td>
<td>4.3</td>
<td>6</td>
<td>13.6</td>
<td>34</td>
<td>73.9</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>Even if I ascended to a leadership position, I would not get support from male colleagues</td>
<td>0</td>
<td>0.0</td>
<td>21</td>
<td>45.7</td>
<td>21</td>
<td>45.7</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>Becoming a successful leader is a matter of hard work; gender has little or nothing to do with it</td>
<td>9</td>
<td>19.6</td>
<td>12</td>
<td>26.1</td>
<td>19</td>
<td>41.3</td>
<td>6</td>
<td>13.0</td>
</tr>
<tr>
<td>Our culture has relegated women to lower positions of influence, so men will always take the lead</td>
<td>6</td>
<td>13.0</td>
<td>18</td>
<td>39.1</td>
<td>14</td>
<td>30.4</td>
<td>8</td>
<td>17.4</td>
</tr>
</tbody>
</table>

Key: SA [Strongly Agree], A [Agree], D [Disagree], SD [Strongly Disagree]

Table 4.5 shows that over 50% of the female lecturers agreed with the statements that male dominance is still rife in university leadership, and so women continue finding it difficult to ascend the leadership; African culture and traditions are still discriminatory against women’s role in leadership; even if women have the same qualifications as me, it is easier for men to ascend to leadership positions; the university provides equal opportunities for both men and women to ascend to leadership positions; our culture has relegated women to lower positions of influence, so men will always take the lead and although policies are changing to achieve gender balance in leadership, it is still
difficult for women to ascend to leadership positions. Employees disagreed with the other statements indicated in the table.

The scale measuring beliefs about ease of ascending to leadership positions had ten items which were measured on a Likert scale ranging from 1 (Strongly Agree) to 4 (strongly Disagree). The Mid-point of the scale was a score of 25, with high scores (25 and above) on the scale denoting weak beliefs about the ease of ascending to leadership positions, while low scores (below 25) indicated strong beliefs about the ease of ascending to leadership. Figure 4.4 shows the overall results on how strongly the female lectures held to beliefs about the ease of ascending to leadership positions.

**Figure 4.4: Strength of beliefs on ease of ascending to leadership positions**

Figure 4.4 shows that majority 29(63%) held weak beliefs about the ease of ascending to leadership positions, while 17(37%) held strong beliefs about the ease of ascending to leadership positions. These findings suggest that women employees in the University
have formed negative beliefs about the ease of ascending to leadership positions. This suggests that for most of the women employees, despite having qualified for positions of higher education leadership, they fail to apply for such positions based on what they have heard, read, and assumed all along: that gender discrimination, gender stereotyping, and male dominance will be a barrier to their success. This is in line with the learned helplessness hypothesis, which occurs when individuals learn that no matter what they do, their performance does not translate into the desired outcome. Eventually, the individual becomes helpless and stops attempting to achieve the goal. This becomes so engrained that when contingencies change such that new efforts would make a difference, the individual will not try again for fear of failing. Researchers such as Coussons-Read (2008) have reported that most academics have experienced learned helplessness to some degree.

4.5 Effects of Beliefs about ease of ascending to leadership on leadership Aspirations

The third objective of the study was to examine how the beliefs held by female lecturers about the ease of ascending to leadership positions influence their decisions to apply for leadership positions or not.

To address this objective, Pearson Product-Moment correlation coefficient was used to determine whether there was a correlation between leadership aspirations and the beliefs held by women employees about the ease of ascending to leadership positions in the University. Table 4.6 shows the mean scores obtained and the correlation coefficient
statistics for leadership aspirations and beliefs held about ease of ascending to leadership positions.

Table 4.5: Correlation coefficient analysis results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs on ease of ascending to leadership</td>
<td>25.22</td>
<td>5.440</td>
</tr>
<tr>
<td>Leadership Aspirations</td>
<td>18.41</td>
<td>6.134</td>
</tr>
</tbody>
</table>

Pearson correlation coefficient, $r$ 0.403

P value 0.006*

*Correlation is significant at p<0.05

As shown in Table 4.6, there was a significant correlation between leadership aspirations and the beliefs held about the ease of ascending to leadership positions. The correlation coefficient was positive, meaning that high scores on one variable predicted high scores on the other variable. This means that women who held weak beliefs about the ease of ascending to leadership positions also had weak leadership aspirations, meaning they were not likely to apply for leadership positions.

It therefore emerges that despite women lecturers have strong leadership aspirations, majority of them have weak beliefs about the ease of ascending to positions of leadership in the University. This makes it difficult for the employees to apply for leadership positions. As a matter of fact, the study established that out of the 46 women lecturers, only two had applied for leadership positions.
4.6 Suggestions to Encourage More Women to Join University Leadership

The respondents were asked to give suggestions on how the government, University management, women lecturers and society can encourage more women to ascend to leadership positions in the university, to which they suggested the following:

Recommendations to the government:

- Policy development to include specific slots for women
- Appointing more women in decision making positions such as parliament
- Ensure compliance to gender equality as per the constitution
- Encourage women to apply or higher administrative positions. Use the recommended 30% to appoint women and increase this to 50:50 with time.
- Mount leadership programs for women at various levels. Provide training opportunities for postgraduates within the country. This will enable more women pursue MSc and PhD in preparation for leadership

Recommendations to the University management

- Give equal chances at all sectors
- Put policies in place for women
- Appoint more women to leadership positions/Encourage women to compete with men for elective higher administrative positions
- Provide scholarships and funds to both men and women
- Hold seminars with motivational speakers
- Carry out a survey to find out why women are not taking up leadership roles
- Encourage leadership training courses to women academicians.
- By scheduling meetings and other activities within family-friendly hours.
Recommendations to the women lecturers

- Mentorship programmes in girls schools and those at lower ranks by women lecturers
- Make women organizations at their level and fight using their proposals to push for women policies to be put in place and appointments
- Create awareness among them that, gender should not hinder one’s progress in the corporate ladder
- Other than waiting for appointments in the university, women lecturers can apply for higher positions in the Ministry and other international bodies.
- Be role models to both male and female students

Recommendations to the society

- Supporting women leaders in several ways possible and appreciating the work of women at all levels
- Discourage culture which is deterring women from progressing and doing so in individuals or groups; and creating awareness that women can do the same jobs as men
- Appreciate woman’s role because of their increasing participation in the labour market; increasing economic power and increased competition in male dominated environments.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, discussion, conclusions and recommendations arrived at. The chapter also contains suggestions of related studies that may be carried out in the future.

5.2 Summary

The general objective of the study was to examine the aspirations and perceived barriers to female lecturers access to leadership positions in institutions of higher learning with specific reference to Jomo Kenyatta University of Agriculture and Technology, Kenya. Data for the study was collected from 46 women employees from the University. Given below is a summary of the main study findings.

With respect to leadership aspirations, the study established that 40 (87%) of the female lecturers had strong leadership aspirations while 6 (13%) of them had weak leadership aspirations. This implies that majority of the female lecturers had strong aspirations to become leaders. All the female lecturers (100%) strongly agreed that they felt they had the potential to become effective leaders in this university. In addition majority (over 50%) agreed with the statements that although there is stiff competition for leadership positions, I feel I am among the most qualified to be promoted, I plan to apply for a leadership position in the university in the near future, I have been working hard (e.g. by conducting research) to improve my chances of being considered for a leadership
position, I admire people in leadership position because of my obligation as a woman and I hope one day I will be promoted to a position of leadership in the University. However, only 2(4.3%) employees indicated that they had applied for a leadership position in the University while 44(95.7%) had not.

The study established that majority 29(63%) held weak beliefs about the ease of ascending to leadership positions, while 17(37%) held strong beliefs about the ease of ascending to leadership positions. These findings suggest that women lectures in the University had formed negative beliefs about the ease of ascending to leadership positions. Over 50% of the employees agreed with the statements that male dominance is still rife in university leadership, and so women continue finding it difficult to ascend the leadership; African culture and traditions are still discriminatory against women’s role in leadership; even if women have the same qualifications as me, it is easier for men to ascend to leadership positions; the university provides equal opportunities for both men and women to ascend to leadership positions; our culture has relegated women to lower positions of influence, so men will always take the lead and although policies are changing to achieve gender balance in leadership, it is still difficult for women to ascend to leadership positions.

The study established a significant correlation between leadership aspirations and the beliefs held about the ease of ascending to leadership positions. Specifically, women who held weak beliefs about the ease of ascending to leadership positions also had weak leadership aspirations, meaning they were not likely to apply for leadership positions. This therefore shows that despite female lecturers having strong leadership aspirations,
majority of them have weak beliefs about the ease of ascending to positions of leadership in the University. This makes it difficult for the employees to apply for leadership positions. As a matter of fact, the study established that out of the 46 women lecturers, only two had applied for leadership positions.

5.3 Conclusions

The study concludes that female lecturers in the University have strong leadership aspirations. However, they have weak beliefs about the chances of ascending to leadership positions. This leads to the conclusion that for most female lecturers, despite having qualified for positions of higher education leadership, they fail to apply for such positions, with only 2 (4.3%) having applied for leadership positions. The failure to apply for leadership positions despite having aspirations could be explained by negative beliefs formed on the basis of what the women employees have heard, read, and assumed all along: that gender discrimination, gender stereotyping, and male dominance will be a barrier to their success in leadership. This supports the learned helplessness theory, which occurs when individuals learn that no matter what they do, their performance does not translate into the desired outcome. Eventually, the individual becomes helpless and stops attempting to achieve the goal. This becomes so engrained that when contingencies change such that new efforts would make a difference, the individual will not try again for fear of failing.

5.4 Recommendations

1. The government should appoint more women in decision making positions such as parliament to influence policies related to leadership by women. The
government should ensure use of the recommended 30% to appoint women and increase this to 50:50 with time.

2. Institutions of higher learning should put policies in place for women and provide scholarships for women to carry out research. The University management should hold seminars with motivational speakers to encourage women to aggressively seek for leadership positions.

3. Meetings and other leadership activities should be scheduled within family-friendly hours.

4. Women lecturers and other women leaders should organize mentorship programmes in girls’ schools to instill in them a positive attitude towards leadership.

5. The community should be sensitized to discourage cultures which deter women from progressing and creating awareness that women can do the same jobs as men.

5.5 Areas for further Research

1. A similar study could be carried out to examine the aspirations and perceived barriers to female employees’ access to leadership positions in other institutions other than those of higher learning.

2. A similar study could be carried out to examine the aspirations and perceived barriers to female employees’ access to leadership positions in management.

3. A study on the factors influencing negative attitudes of women employees towards leadership.
REFERENCES


Oplatka, I. (2006b). Women in educational administration within developing countries: Towards a new international research agenda. *Journal of Educational Administration, 44* (6), 604-624


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APPENDIX I: LETTER OF INTRODUCTION

Nancy Wanjiru Oloshukoki
Kenyatta University
P.O. Box 43844
Nairobi

Dear Respondent,

Re: Letter of Introduction

I am a Post-Graduate student pursuing a Masters Degree in Business Administration at Kenyatta University: I am carrying out a study on “Leadership Aspirations and Perceived Barriers among Female Lecturers: A Survey of Jomo Kenyatta University of Agriculture and Technology”.

This is in partial fulfillment for the requirements of the course. I kindly request you to assist me by filling the attached questionnaire.

Please do not write your name or employment number anywhere in the questionnaire. The information provided will be treated with strict confidentiality and will only be used for the intended purpose.

Your co-operation will be highly appreciated.
Thank you in advance
Yours sincerely

Oloshukoki Nancy W.
APPENDIX II: QUESTIONNAIRE

Introduction
The aim of the questionnaire is mainly to get information for academic purposes only. The researcher is a Master of Business Administration, Human Resource Management Option (MBA,) student of Kenyatta University, department of Business Studies. The information will be treated with confidentiality and is purely for academic purpose.

Instructions:
Kindly answer the following Questions as truthfully as possible. The information will be treated with confidentiality and is purely for academic purposes.

Tick as appropriate for the structured questions and write your answers in the space provided for the open ended questions.

Section 1: Background Information
1. For how long have you been teaching at JKUAT?
   [ ] 1 – 3 years    [ ] 4 – 6 years
   [ ] 7 – 10 years   [ ] Over 10 years

2. Your academic qualification
   [ ] Bachelors Degree    [ ] Masters Degree    [ ] PhD

3. Position held at JKUAT
   [ ] Tutorial fellow
   [ ] Lecturer
   [ ] Senior lecturer
   [ ] Associate professor
   [ ] Professor

Other (specify)........................................................................
4. In which department do you lecture?

5. Age

   [ ] Below 30 years     [ ] 31 – 40 years
   [ ] 41 – 50 years     [ ] Over 50 years

6. Have you ever published research work in a peer-reviewed journal?

   [ ] Yes        [ ] No

7. If yes in item 6 above, how many published research papers do you have?

   [ ] One        [ ] Two
   [ ] Three      [ ] Over three

8. Do you have any other published works, e.g. textbooks?

   [ ] Yes        [ ] No

9. Would you consider yourself qualified to hold a position of leadership in the University (for example head of department, dean etc).

   [ ] Yes        [ ] No

   Give a brief explanation for your answer to question 9 above

   ........................................................................................................................................
   ........................................................................................................................................

55
Section II: To establish the leadership aspirations of female lectures in JKUAT

1. Given below is a series of items on university leadership. Indicate the extent to which you agree or disagree with the statement given, using the scale below.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope one day I will be promoted to a position of leadership in the University.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel I have the potential to become an effective leader in this university</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to apply for a leadership position in the University in the near future</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have been working hard (e.g. by conducting research) to improve my chances of being considered for a leadership position</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I admire people in leadership positions and wish sometimes I would reach their position</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I cannot apply for a leadership position because of my family obligations as a woman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although there is stiff competition for leadership positions, I feel I am among the most qualified to be promoted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel contented with my current position, and I have no intentions of applying for leadership positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership positions are too demanding, therefore I cannot apply for leadership in the university</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would not like to be embroiled in University politics; therefore I do not intend to hold a leadership position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although I am qualified, I have no intentions of applying for leadership positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Have you ever applied for a position of leadership in the university?

[ ] Yes  [ ] No

3. If yes to No. 2 above, about how many times have you applied?

[ ] Once  [ ] Twice
[ ] Thrice  [ ] More than three times
4. Specify the position(s) applied for.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Section III: To find out the beliefs held by female lectures about the ease of ascending to leadership positions, and how this hinders them from applying for leadership positions

1. In the table below, indicate the extent to which you agree or disagree with the statement given, using the scale below.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even if I applied for leadership position, I would not be considered because I am a woman.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male dominance is still rife in University leadership, and so women continue finding it difficult to ascend the leadership ladder</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African culture and traditions are still discriminatory against women's role in leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Even if women have the same qualifications as men, it is easier for men to ascend to University leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University provides equal opportunities for both men and women to ascend to leadership positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although policies are changing to achieve gender balance in leadership, it is still difficult for women to ascend to leadership positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualified women who fail to become leaders have not taken advantage of their opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Even if I ascended to a leadership position, I would not get the necessary support from male colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming a successful leader is a matter of hard work; gender has little or nothing to do with it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our culture has relegated women to lower positions of influence, so men will always take the lead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section IV: To make suggestions on how more women can be attracted in higher education leadership in Kenya

1. Make suggestions on how the following can encourage more women to ascend to leadership positions in the University.

The Government

University Management

Women Lecturers

The Society
### APPENDIX III: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>QUANTITY</th>
<th>UNIT PRICE KSHS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>45 Pages</td>
<td>30</td>
<td>1,350</td>
</tr>
<tr>
<td>Photocopying</td>
<td>7 Copies</td>
<td>90</td>
<td>630</td>
</tr>
<tr>
<td>Binding</td>
<td>7 Copies</td>
<td>80</td>
<td>560</td>
</tr>
<tr>
<td>Travelling Expenses</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td>8,000</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td><strong>20,540</strong></td>
</tr>
<tr>
<td><strong>Piloting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travelling</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Data Processing</td>
<td></td>
<td></td>
<td>2,500</td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td><strong>22,500</strong></td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travelling Expenses</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Cost of Processing</td>
<td></td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td><strong>15,000</strong></td>
</tr>
<tr>
<td><strong>Final Document</strong></td>
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<td></td>
</tr>
<tr>
<td>Printing</td>
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<td>2,400</td>
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<tr>
<td>Developing</td>
<td>7 Copies</td>
<td>100</td>
<td>700</td>
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<tr>
<td>Binding</td>
<td>7 Copies</td>
<td>950</td>
<td>6,650</td>
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<tr>
<td><strong>Sub Total</strong></td>
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<td><strong>9,750</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>67,790</strong></td>
</tr>
<tr>
<td>10% Contingency</td>
<td></td>
<td></td>
<td><strong>6,779</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>74,469</strong></td>
</tr>
</tbody>
</table>

59
<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Proposal submission</td>
<td>January 2010</td>
</tr>
<tr>
<td>3. Proposal Defence</td>
<td>February 2010</td>
</tr>
<tr>
<td>4. Proposal corrections</td>
<td>February 2010</td>
</tr>
<tr>
<td>5. Pilot study/Adjustments to the questionnaire</td>
<td>March 2010</td>
</tr>
<tr>
<td>6. Data collection/Coding</td>
<td>April 2010</td>
</tr>
<tr>
<td>7. Data analysis/Compilation</td>
<td>May 2010</td>
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<tr>
<td>8. Final Report submission</td>
<td>May 2010</td>
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