

**GENDER AND CAREER ASPIRATIONS FOR
LIBRARIANS IN KENYA: A SURVEY OF
SELECTED LIBRARIES**

BY

ROSEMARY W. GITACHU

SUBMITTED AUGUST, 1996

**BEING A RESEARCH PROJECT IN PARTIAL
FULFILMENT OF MASTER OF EDUCATION
DEGREE IN LIBRARY STUDIES (M.ED. LIB.
STUDIES).**

**KENYATTA UNIVERSITY, FACULTY OF
EDUCATION**

KENYATTA UNIVERSITY LIBRARY

(C) 1996

Gitachu, Rosemary
*Gender and career
aspirations for*



96/223684

(i)

DECLARATION

This research project is my original work and has not been presented for a degree or diploma in any university.

RW Gitachu

ROSEMARY W. GITACHU

This research project has been submitted with my approval as a University Supervisor.

M. Mathu

**MS. MILKAH M. MATHU
LECTURER, LIBRARY STUDIES DEPT.
KENYATTA UNIVERSITY**

DEDICATION

To my late grandmother, Nyambura who was ahead of her times. Who until her death advocated for women's rights and was a strong opponent of gender discrimination. For her vision and great wisdom. My mentor.

ACKNOWLEDGEMENT

I wish to acknowledge with thanks, the assistance accorded to me by various individuals and organizations:-

First I am grateful to Kenyatta University for granting me the two years work-study programme under the Staff Development Programme to pursue a Master of Education degree in Librarianship. My gratitude also goes to Mr. J.M. Ng'ang'a, the University Librarian, Kenyatta University and Mrs. Rosemary Ndegwa, University Deputy Librarian for their moral and professional support during the course of my study. I also wish to thank most sincerely Mr. Tanui, Librarian, Moi University, Ms. Salome Mathangani, Deputy Librarian, University of Nairobi, Mr. Jack Matthews Ongany, Acting Deputy Librarian, University of Nairobi, Ms. Anne Esilaba, Provincial Librarian, Nairobi City Council Libraries, Ms. Elizabeth Yegon of Kenya National Library Services, and all my dear colleagues, the librarians who responded to my questionnaires and with whom I had useful discussions.

I am greatly indebted to my supervisor, Ms. Milkah Mathu, for her professional support and guidance throughout the course of this research project. Her criticism and useful suggestions were of great help to me in refining this research project.

I also wish to express my sincere gratitude to Rose Njambi of Kenyatta University Library who typed this research project and to Mr. Wangigi Migwi of Kenyatta University, Audio Visual/Computer Room, for his support and especially for sacrificing his own time to allow me to make use of the Computer Room after the working hours.

Last but not least, my warm and heartfelt gratitude goes to my family, to my husband Gitachu and the children Andrew, Robert, Christine and Alex, for once again giving me the moral support and encouragement throughout the two years course of study. To all who contributed to the success of my course of study, I record my thanks.

TABLE OF CONTENT	PAGE
DECLARATION.....	(i)
DEDICATION.....	(ii)
ACKNOWLEDGEMENT.....	(iii)
TABLE OF CONTENT.....	(v)
LIST OF TABLES.....	(ix)
ABSTRACT.....	(x)
DEFINITION OF CONCEPTS AND TERMS.....	(xii)

CHAPTER 1

INTRODUCTION

1.0 Background to the study.....	1
1.1 Statement of the problem.....	5
1.2 Objectives of the study.....	7
1.3 Research questions.....	8
1.4 Purpose of the study.....	9
1.5 Significance of the study.....	11
1.6 Scope and limitations of the study..	12
1.7 Conceptual framework.....	14

CHAPTER 2

REVIEW OF RELATED LITERATURE

	PAGE
2.0 Introduction.....	18
2.1 Gender stereotyping.....	19
2.2 Leadership status.....	22
2.3 Occupational/career aspirations.....	26
2.4 Professional involvement.....	30

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction.....	34
3.1 Sample Population.....	34
3.2 Sample for the Heads of Libraries and Library Training Institutions..	35
3.3 Sample for the Practising Librarians	35
3.4 Instrumentation.....	36
3.4.1 Questionnaire.....	36
3.4.1.1 Questionnaire for Dean/ Chairpersons of Faculties of Library and Information Studies.....	36

	PAGE
3.4.1.2 Questionnaire for Head Librarians in Academic and Public Libraries.....	36
3.4.1.3 Questionnaire for Librarians in Academic and Public Libraries.....	37
3.5 Problems experienced in data collection	37

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction.....	38
4.1 Decision to become a librarian.....	39
4.2 Anticipated career length.....	43
4.3 Academic and professional qualifications...	45
4.4 Career history.....	46
4.5 Professional status.....	49
4.6 Career aspirations.....	51
4.7 Professional growth.....	52
4.8 Publishing.....	55
4.9 Gender stereotypes.....	57
4.10 Leadership in libraries.....	61
4.11 Students enrolment.....	64

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

	PAGE
5.0 Introduction.....	66
5.1 Summary and conclusions.....	66
5.1.1 Age and entry qualifications.....	66
5.1.2 Career aspirations.....	67
5.1.3 Work commitment.....	67
5.1.4 Leadership.....	68
5.1.5 Staffing.....	69
5.1.6 Professional growth.....	70
5.1.7 Publishing.....	71
5.1.8 Gender stereotypes.....	72
5.2 Recommendations.....	74
5.3 Suggested areas for further research....	77
 BIBLIOGRAPHY.....	 79
 Appendix I	
 Appendix II	
 Appendix III	

LIST OF TABLES

- TABLE 1: Decision to become a librarian
- TABLE 2: Age at which decision was made to become a librarian
- TABLE 3: Reasons for choosing librarianship as a career
- TABLE 4: Ambitions on entering library work
- TABLE 5: Professionally graded posts
- TABLE 6: Library systems worked in over the last 10 years
- TABLE 7: Professional posts applied for over the last 5 years
- TABLE 8: Status of present post
- TABLE 9: Salary levels (1996)
- TABLE 10: Number of professional meetings attended
- TABLE 11: Submission of articles to publishing journals over the
last 5 years
- TABLE 12: Students enrolment ratio over the last 4 years
- TABLE 13: Age of the respondents

ABSTRACT

The survey sets out to examine the career aspirations for male and female librarians in Kenya from a gender perspective. Using the available literature on the topic coupled with information gathered from practising librarians, heads of selected libraries and library training institutions in the country, the survey discusses the various expectations of male and female librarians in terms of their career achievement and advancement. In the discussions, the survey highlights issues related to equity of opportunities in librarianship, leadership and staffing, and professional growth.

The survey establishes that although there is equity of opportunity in training for librarianship and in professional entry qualifications, and despite the fact that there are more women than men in the profession who are equally qualified and with the necessary professional qualifications and work experience, there are gender imbalances in terms of representation in senior library management positions. The survey further establishes that the gender imbalance factor in libraries is related to stereotyped views and attitudes of the individual librarians and heads of library institutions on the role of men and women in librarianship. Such stereotypes tend to marginalize women in libraries.

Suggestions and recommendations are made on the various issues raised in the survey and causes of action that need immediate attention of all the professional librarians; heads of libraries and library training institutions; the employers; both men and women for the promotion of gender equity issues in libraries.

Rosemary Gitachu

KENYATTA UNIVERSITY LIBRARY

DEFINITION OF CONCEPTS AND TERMS

CAREER ASPIRATIONS:

Stands for the desire and interest or wish to progress from one lower position to a higher position. In this study, the concept is measured in terms of:-

- a. expressed desires by the respondents to progress in the career whether achieved or not
- b. in terms of sequence of positions occupied in the course of the respondent's career.

EQUITY:

a situation in which men and women have equal chances to develop their abilities and aptitudes to the fullest extent through the equitable position of educational and employment opportunities. This includes opportunities for career development.

GENDER:

is a concept or a term which has been used to refer to the various roles and responsibilities, expectations and relationships of men and women as assigned or expected by the society.

GENDER ROLES:

these are roles and responsibilities that have been socially constructed by the society and are decided upon by the community based on tradition, culture and even the value system of a community.

POWER:

refers to the ability to get things done, to mobilise resources to get and use whatever it is that a person needs for the goals she or he is attempting to meet.

SEX:

in contrast to 'gender', sex is a biological term and refers to the biological and physiological attributes of men and women that they are born with. Sex roles are not changeable but gender roles, which are socially constructed can and do change over time.

STEREOTYPES:

refers to the social perception of an individual in terms of his/her group membership rather than in terms of his/her actual personal attributes. Such perceptions are often inaccurate for the person concerned and may even be invalid for the group as a whole.

CHAPTER 1

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

Libraries play a major role in national development. They are reservoirs for knowledge and information and constitute an important national resource. Ng'ang'a (1985) recognizes this fact and states, therefore that access to information is one of the basic human rights. Information has also been recognized as a powerful agent for social change. Reiterating on the value of knowledge, Drucker (1968) notes that the emergence of knowledge is central to any society and is the foundation of economy and socialization.

In Kenya as in other countries of the world, the government recognizes the need and important value of information which is well organized for policy making and for national development planning. Development planning requires new knowledge as a pre-requisite. "Research is the source of this knowledge and it is common that scientific and technological research constitute a major basis for economic and social development, and hence it's planning" (Jumba-Masagazi, 1974:12).

Planners, scholars, researchers and the public in general therefore need to be informed about research results if these results are going to be of any use to development and development planning. The need for well organized and easily accessible

information cannot therefore be over emphasized. This can only be effectively realized if the libraries and other information/documentation units have qualified library managers and professional and para-professional library personnel.

There are different types of libraries which perform different functions to meet the different needs of their users. Special libraries for example, serve the special interests of their members which are generally related to the needs of the organizations they serve. They include government libraries, research institution, parastatal libraries, libraries and documentation centres of international organizations. Most of these libraries especially in the last three categories are usually equipped with the latest technology and have computerized systems which as a result require highly trained library/documentation personnel with relevant skills in information technology. In Kenya, special libraries form the largest group of libraries in the country, all in all, making a total of about 288 libraries (Gitachu, 1989)

School libraries form another category of libraries and include established libraries in primary and secondary schools. In Kenya, these libraries have not been developed very well especially at the primary level except for a few schools notably in Nairobi, such as the International School of Kenya, St. Mary's and Lavington Primary school. It is however important to note that the schools which have well established libraries place significant importance in the value for information and provide

a variety of information resources to facilitate academic excellence of their schools. These schools also do recruit qualified library personnel to run their libraries.

Public libraries form another category of libraries. These are designed to serve the entire members of their locality referred to as the general public. In Kenya, there are 2 main public libraries, the Kenya National Library Services (KNLS) and the Nairobi City Libraries. Some of the functions of a public library proposed by Ranganathan (1960) and reiterated by Oluoch (1975) are that public libraries should:-

1. "help the life-long self-education of one and all
2. should furnish up to date facts and information on all subjects to one and all
3. should contribute to productivity drive by informing top management of the latest trends in diverse enterprises, by ploughing back into the minds of researchers, designers and technologists, every piece of relevant new thought, promptly and pinpointedly..." (Oluoch, 1975:3)

In order to fulfil the above functions, public libraries therefore require professionally trained librarians who are also subject specialists to cater for the different publics.

Throughout the world, the need for high level trained and skilled human resources has encouraged governments to invest in education. In Kenya, the government invests very highly in education. True education should however, result in much more than trained and skilled personnel. The educated woman or man is the enlightened and informed person. Educational institutions should therefore be well equipped with both the physical resources (well equipped libraries), materials (books and other information resources) and qualified library personnel to meet their objectives.

Libraries therefore do have an important role to play in national development. This role has been realized by equipping the different types of libraries with educated and professional library staff. These professionals are women and men who have chosen librarianship as their career. They should also possess professional qualifications in librarianship and have equal opportunities in the advancement of their careers in librarianship.

1.1 STATEMENT OF THE RESEARCH PROBLEM

From the foregoing discussion, it is evident that in order to contribute effectively to the country's socio-economic, political, scientific and technological development, there is need for well organized information infrastructure. The information in libraries requires to be translated and repackaged in a variety of bibliographic formats in order for it to be useful to the different types of users in different libraries/documentation centres. This requires high calibre and professionally trained personnel in library and documentation work.

The work force in libraries consists of both men and women working in different capacities from top library management positions to the least of the positions in the field. In Kenya today we do not have any published data on how many female or male librarians are working in different types of libraries. However, there are significant numbers of both female and male librarians who have equal professional qualifications and who have the necessary working experience. Observations have also been made to the effect that there are many more women that men working in libraries. (Burrington, 1987) says that despite this fact, most of the top library leadership positions are held by men.

The Kenya government (Republic of Kenya, Development Plan 1994-1996) recognizes that there exists gender bias and gender

imbalances in the various sectors of the economy.

Existing gender desegregated data in both public and private sector employment indicate that there are serious gender imbalances in employment. The report of the Presidential Committee on employment (1991) highlights the problems of gender imbalances in public sector employment in that women constitute only 21% of all civil servants and that only 9% of these are in Job Group L and above. In addition, promotion of female employees in the modern/private sector only increased from 14.2% to 18.8% between 1970 and 1990 (Republic of Kenya, 1994-1996 Development Plan).

One of the tasks of this study was therefore to examine a selected number of libraries and to determine whether there are equal opportunities in the placements of female and male librarians.

Traditionally, library work was considered to be a "female career." Within this traditional concept, women dominated the career of librarianship significantly in numbers. They however, did not dominate the profession significantly in terms of positions of seniority.

The task of this study was therefore to investigate what positions female librarians hold in libraries in comparison with those positions held by male librarians. The study also set to examine further what career opportunities exist for female and

male librarians and to what extent either gender "reach" out for these opportunities.

Finally, the study was to establish whether there existed significant differences in individual attitudes and aspirations for career advancement between female and male librarians. It was important to find out also if publishing was one of the key professional activities for the librarians and if there were any differentiations in output in terms of gender which could hinder their career advancement. An assessment of attitudes and aspirations of both female and male librarians would reveal whether or not there existed significant gender differences in relation to their career advancement.

1.2 OBJECTIVES OF THE STUDY

The objectives of this study were to:-

- i. establish whether there existed equal opportunities for female and male librarians in Kenya in relation to their career development and advancement in Kenya.
- ii. establish whether there was marginalization of one gender in terms of representation in senior/top library management positions in Kenya.

- iii. identify factors which could contribute to gender imbalances in terms of representation in senior top library management positions.
- iv. assess the attitudes of both female and male librarians in relation to their career aspirations and career development.
- v. generate gender desegregated data on staffing in libraries and in library educational institutions in Kenya.

1.3 RESEARCH QUESTIONS

The following research questions were used as a guiding factor for the survey:-

1. Do employers/libraries have equal training opportunities for male and female librarians in Kenya?
2. What criteria do employers/libraries use in staff selection and appointments to senior library positions?
3. Are there certain duties or responsibilities in libraries that are usually more identified with male or female librarians?

4. Do female and male librarians differ in their aspirations for career development?
5. Are there certain gender specific preferences in the posting or deploying staff to work in particular sections or units of the library?
6. Why are most of the top library managers in various types of libraries predominantly male?
7. Do libraries in Kenya perpetuate gender stereotyping?
8. What attitudes do female and male librarians have in relation to gender roles?
9. Is librarianship a gender stereotyped professional which offers unequal opportunities to women and men?

1.4 THE PURPOSE OF THE STUDY

The present system of education in Kenya provides for equal opportunities in education and for training for both women and men. In training for librarianship, formal training programs exist at both local and overseas universities and both male and female librarians go through these programs after which they are qualified to be employed as library managers or as professionals in various areas of information work. It was important to find out what type of work male librarians are employed to do in

libraries as opposed to the work female librarians do. If there were differences in the work placements of these two professional librarians, it was important to find out if these differences were founded on the stereotyped gender ideologies of socially ascribed roles of women and men which subordinate women to men and as a result relegate women to lesser opportunities for career advancement.

Librarians (women and men) working within the universities in Kenya today are recognized as professionals in their own right and are usually accorded academic status equivalent to lecturer grade beginning their first appointments after post-graduate qualifications in librarianship (usually at masters degree level). Promotions after this entry grade at the university are dependent on proven evidence of an individuals academic research and publishing.

It was therefore important to find out if publishing was one of the key professional activities for the librarians and if there were any differentiations in output which could hinder their career advancement.

Finally, an assessment of attitudes and aspirations of both male and female librarians was done in order to establish whether any significant differences existed in relation to their career advancement.

1.5 SIGNIFICANCE OF THE STUDY

It is anticipated that this survey will contribute towards addressing gender equity issues in librarianship in Kenya and that it will provide an important feedback to individual librarians (female and male), the employers and policy makers in various ways:-

First, the survey will enable the Kenyan professional librarians (women and men) and especially the women, to reflect on their own potentialities and opportunities for career advancement.

Secondly, the study has come up with gender desegregated data on staffing in libraries and library educational institutions. The data further reveals gender imbalances in involvement in professional activities and also in library leadership positions with men occupying most of the senior management and leadership positions. The survey has further established that there exists in libraries stereotypes of male and female librarians, a situation which could marginalize women. The survey will therefore be useful to librarians, libraries and library training institutions in responding to the various issues raised. Results of this study could be used by employers to take affirmative action by recruiting equally qualified and experienced women in senior management and leadership positions.

Finally, it is anticipated that the study will empower female librarians to consciously de-construct those socially assigned values and attitudes pertaining to their "femaleness" that may hinder them from career advancement and equal opportunities in an "all-top" male dominated field.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The survey examined the career aspirations for female and male librarians in a selected number of libraries and library educational institutions. Two types of library namely the academic and public libraries were selected for this study.

The survey was restricted to the professional category of librarians either working full time in libraries or in library training institutions. Within the academic libraries category, the study was restricted to two of Kenyan public universities which also have library faculties and conduct formal library education programs. These were:- Kenyatta University and Moi University. Nairobi University Library was also included in the study. Two public libraries namely, the Kenya National Library Services and the Macmillan Library were also included in the survey.

LIMITATIONS

The study was planned to take a duration of seven months. In reality, a study of this magnitude which involved eliciting information from library managers who are heads of various libraries and library education facilities and also other professional librarians working in the various libraries could not be satisfactorily exhausted. The schedule was further constrained by classwork such as lectures and semester examinations. With such a loaded time-line, it was not possible to collect all the needed information.

The libraries chosen for this study also constituted a small number in comparison to the different types of libraries and the total number of libraries in Kenya. It would not therefore be rightly asserted that the number of respondents-within the selected libraries form the majority of professionally trained librarians in Kenya. However, it can be said that the selected area of study had an ideal concentration of library professionals since both academic and public libraries serve large numbers of users who have both specialized and general interests. Many more librarians with different subject specializations are more likely to be found in these two types of libraries than in schools or in special libraries. The sample taken from the selected libraries was therefore extended to be representative of all the libraries in Kenya.

The literature may also not be exhaustive on all that may be documented on the study topic. Related literature from Kenya and from within the African region and the developing countries in general was lacking. Nevertheless, the available literature that was relevant to the topic has been reviewed to give the study an appropriate bearing and shun duplication of a similar topic. The study can therefore be considered to be a major contribution in the field of information for career development for librarians from a gender perspective.

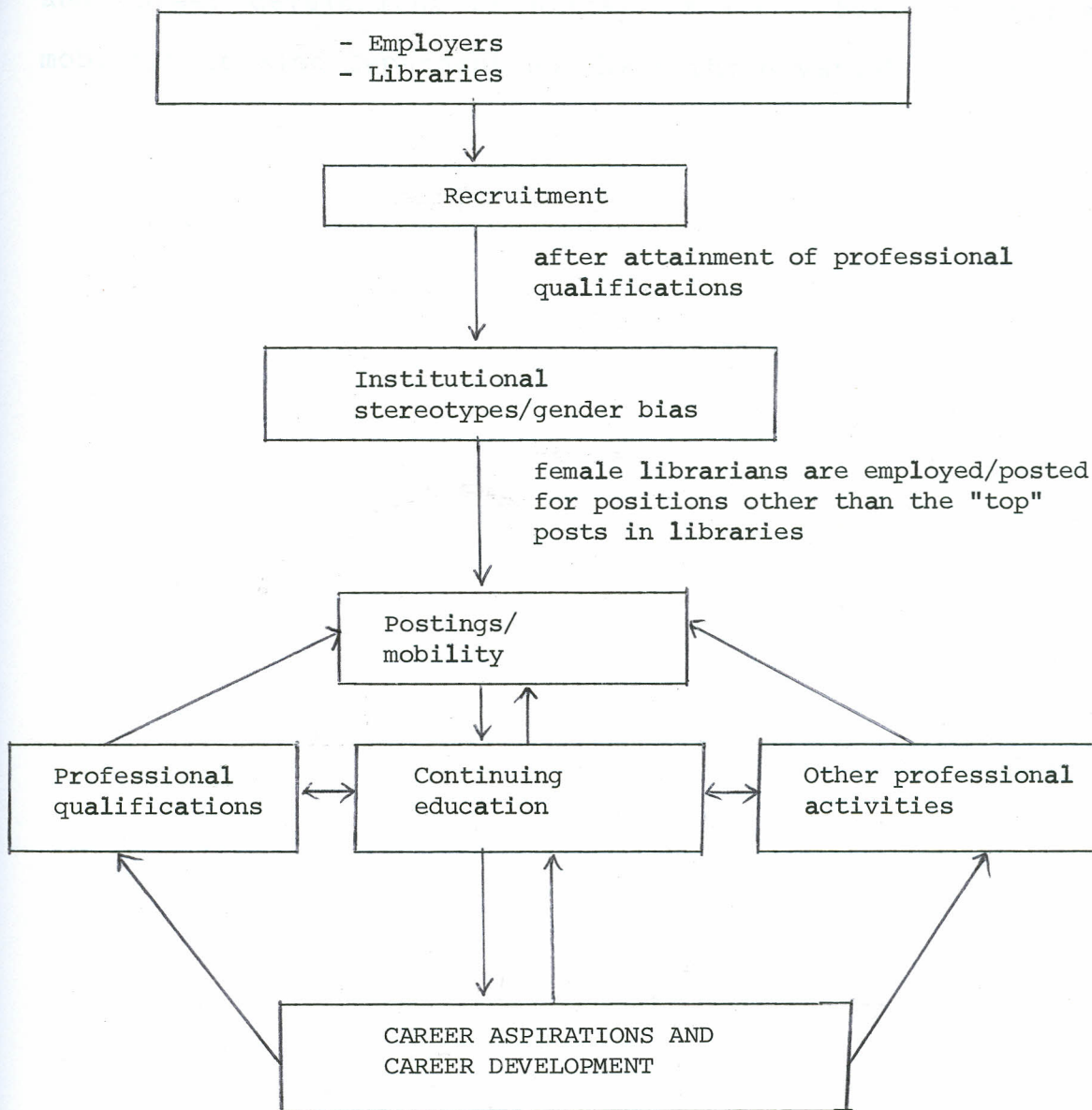
1.7 CONCEPTUAL FRAMEWORK

This study examines the career aspirations for female and male librarians in a selected number of libraries and library educational institutions in Kenya. According to the Kenya Library Association which is the professional body safeguarding the interests of all librarians and other information workers in the country, a professional librarian is one who has post-graduate qualifications in librarianship. These persons (men and women) are recruited by various employers in libraries first and foremost, on the basis of their qualifications and experience. Following an established organizational recruitment criteria, parent organizations assign top library leadership positions for example the positions of University Librarian or the Director of Kenya National Library Sciences. These leaders in turn sit in staff recruitment boards and select staff for their libraries and faculties after identifying suitable positions for them.

They also assign them duties and can recommend them for various activities and opportunities that may enhance their professional growth. Individual librarians may also take their own initiative for continuing education and other professional commitments that may promote their status and as a result influence their mobility.

Despite all of the above, career development for female and male librarians will be affected negatively or positively depending on the individual and overall institutional attitudes. These attitudes may be founded on the individual organizational stereotypes and biases.

A DIAGRAM ILLUSTRATING THE CONCEPTUAL FRAMEWORK
OF CAREER ASPIRATIONS FOR LIBRARIANS



The diagram depicts the connections in the conceptual flow that can facilitate and or hinder aspirations and career development for female and male librarians. Three key variables namely professional qualifications, continuing education and professional activities are related to the level of aspirations and career development of either gender. Postings and staff mobility is also dependent on these three variables.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

In this section, a review of theoretical and empirical literature that have a bearing on gender and career aspirations for librarians in Kenya was done. The objectives of this review was:-

1. to develop a greater insight and understanding on the nature and extent of existing documentation.
2. to identify any emerging trends which might be useful to the present study.
3. to identify research gaps which might be filled by this study.

The researcher noted that existing documentation was mostly from the developed countries and that little or no documentation existed from the developing countries to offer a comparative analysis.

The factors which were examined in as far as they impacted on career aspirations for female and male librarians included gender stereotyping, leadership in libraries, occupational aspirations and professional involvement.

2.1 GENDER STEREOTYPING

To start with, it has been postulated that gender stereotyping is a major determinant of career aspirations and expectations for boys and girls, men and women in any society. Burrington (1987) states that women and men are grown in a social cultural context where certain values and norms are assigned to either gender. The feminine roles traditionally assigned to women include child care, home care and passivity. She further states that the male roles assigned to men include being 'responsible' and 'incharge'. In this context, Burrington contends that from the time women entered librarianship:

"

men welcomed them on the grounds they could provide a useful contribution by extending their traditional role of helpfulness and because they decorated (by their physical presence) and improved (by their domestic talents) the surroundings (Burrington 1989:3)

Earlier studies by Sable (1969) examined the characteristics of female and male librarians and argued that women are passive and caring whereas men are dynamic and aggressive. In its usage and application, passivity carries negative implications as the term is normally associated with being dormant and not taking responsibility or challenge. The overall impression portrayed by the above literature therefore is one whereby female librarians have a place in libraries but one, (naturally) subordinate to the one occupied by men. However, librarianship is a profession whose membership and ideal practice is based upon some clearly established standards and guidelines. These standards are based on professional and not on gender lines.

The task of this study was to establish whether or not gender stereotypes exist in Kenyan libraries.

An understanding of the root causes of gender stereotyping is necessary if this problem which marginalizes women in society is to be addressed in any meaningful and constructive manner. In his studies on socio-cultural factors which hinder higher education and status achievement of the female populations in Kenya, Karugu (1987) examined the school textbooks and found out that they have a higher population of gender activities in favour of boys. Females were portrayed as inferior. According to Karugu, images portrayed on women and girls are mainly confined to beauty and housework. Boys are portrayed as superior and active doing useful work as leaders. This study noted that bias against women does not arise in schools but, is a manifestation of what happens in society. The society exhibits socio-cultural bias against female and this is perpetuated by the school and in a continuum therefore, by the training institutions and employers in general.

Several theories have been written on socialization and how the enacting of gender roles occur in a society. Ortiz (1982:20) views socialization as a continuing process in which two common threads are presented. The "participation of the individual" in collective activities and the idea that socialization includes the gradual incorporation by the individual of the belief and customs of his or her society or group.

Ortiz further expounds on the role theory which provides a suitable framework for discussing interpersonal relationships in organizations and institutionalized relationships such as those found in the professions, families or classrooms. She states that "the social world is viewed by the role theorists as a network of variously interrelated positions or statuses, within which individuals enact roles. For each position, as well as for groups and classes of positions, various kinds of expectations about how the incumbent are to behave are delineated (p.127)

The relationship of men and women in a patriarchal society are very clear. Patriarchal systems assign different values to men and women which are based on sex differences. Thus, masculinity or the state of being male is associated with values of strength, competence, power and leadership. Femininity or the state of being female is thus associated with the expectations and values of passivity, submissiveness, politeness, humility and obedience. These stereotypes are borne and nurtured by the society and greatly influence the way men and women behave at home and in their places of employment. When men and women enter the library profession, they have already been socialized into their expected roles. Employers sitting at appointment boards and who are mostly (sometimes wholly male) have also been influenced by the cultural norms and expectations of the society they live in.

The study therefore examines the extent to which gender stereotyping in Kenyan libraries and library educational institutions affect appointments to leadership positions and redeployment and how socialization may affect personal attitudes and career expectations of male and female librarians.

2.2 LEADERSHIP STATUS

Leadership is normally associated with power, authority and social status in any given environment. In libraries as in other professional organizations, leadership positions are designed to be awarded to qualified and experienced librarians who have the necessary professional and managerial skills.

Existing studies indicate that women form the majority of the workforce in libraries. In her studies on the role of women in British Librarianship, Burrington, (1987) says that career manuals have traditionally considered library work to be suitable for women.

Burrington further observes that although women dominate librarianship numerically, they have not however, been found to dominate the profession in terms of salaries and seniority. Various factors have been attributed to the imbalances that exist in terms of leadership status in libraries vis a viz the gender ratio of the library workforce.

In search for the answers and in an attempt to address some of the related factors contributing to the existing gender imbalance in top library leadership positions, Gell, (1975) poses the question,

"How do you get to the top in the library field? Do you really have to be a man - or a "tough broad"...statistics and popular mythology suggest that this is the case"... (Gell, 1975:1977)

To support the above statement, Gell indicates that in a survey of large public libraries in the United States and Canada, it was noted that in libraries serving a population of 100,00-400,000, per cent (40%) of the chief librarians were female. However, in libraries serving a population of 400,000-750,000, twenty per cent (20%) of the chief librarians were female and only ten percent (10%) of the chief librarians were female in public libraries with a user population of over 750,000. The above literature indicates a clear situation of marginalization of women who are in positions of leadership. But what contributes to this type of discrimination? Yates, (1979) says that sexist attitudes prevailing within the libraries and organizations hosting libraries contribute to the marginalization of women. She says that men are favoured as top administrators over women within the library profession.

"for example, out of 80 major public libraries in the United States, 71 are headed by men and only 9 are headed by women" (Yates, 1979: 2616)

Talking about some of the characteristics displayed by male leaders, she says that:-

"male directors are aggressive, ambitious, dynamic, political even abrasive and dictatorial, but let a female librarian show only one of these manifest symptoms and... she's overstepping her bounds; she doesn't know her place; she is a threat; has political ambitions; she is not fair to those serving below her, she doesn't know how to behave...needs to be, must be, cut down to size"..Yates (1979:2616).

Sexist attitudes are grounded on social mythology. Expounding on this concept, Kabira (1994) states that every society has formed its own conclusions on what it considers to be proper behaviour of men, women, boys and girls. And the society depends on these prescriptions in making life comfortable presumably for everybody. These prescriptions are based on arguments or statements such as "a woman's place is at home", and that "men are the heads of the families" etc.

Generally speaking, people do not argue about these statements, Kabira says, and respond to them without questioning them.

The inevitable socio-economic, political and economic changes which have taken place the world over necessitates that societies of the world are also transformed in their values and attitudes and that it may no longer be plausible to offer differential treatment to women and men based on traditional or cultural values.

Equality of opportunity in formal education, training, formal and informal employment therefore throws a major challenge to the traditional institutions which perpetuate the marginalization of one gender usually the females, and offers higher status recognition to the other.

Presently, the situation prevailing in libraries is compounded with the male myth. Yates says men are expected to aspire for higher positions, larger libraries and higher salaries and that these expectations are in line with the age-old cliches that "men are the backbone of the family"; the "men are the breadwinners"; that men handle money better than women", attributes which make for a good administrators, that is, if it is a male administrator, or so the saying goes.

White, (1992) states that:

"the problems facing professional women in management especially, are not that men use their power to intimidate women. The problem occurs when the balance of power has shifted so that it is the woman who is now "on top" and some men can't reconcile this relationship with their images of women as either subordinates or helpmates" (White 1992:4)

Yates also expounds on the female stereotype and in comparison with the male myth says that male leaders are expected to have competence and ability to take established policies and without undue interference, see that they are carried out in the day to day operations of the institution.

Female leaders on the other hand are too often expected to report back for further instructions.

"female leaders are also expected to accept, without challenge, day to day interference and requests that by-pass their leadership to the lower echelon and this seriously impairs their day to day operations and service to the public. The female leader is presumed to be petty and insubordinate if objections are raised but it is unthinkable to by-pass male leadership, as no man can do an adequate administrative job if his authority is under-mined in dealing directly with his subordinate staff without his permission" (Yates, 1979:2617).

Finally, there was need to understand some of the key problems facing the professional women today.

White contends that when women are in positions of authority and men are the subordinates some men in the work place feel they are victims of 'nature' gone awry. "Men react to this perceived violation through denial; they downgrade the women to their notion of women as wives; they ignore them, discount them, patronize them..."p.5

2.3 OCCUPATIONAL/CAREER ASPIRATIONS

The aspirations of men, women, boys and girls in any given society in terms of their career development is largely dependent on the socio-cultural, economic and political environment. In 1963, Kenya attained its independence and inherited established colonial and patriarchal structures which had clearly gender differentiated roles and positions for men and women.

According to the 1969 population census, women constituted 49.9% of the total Kenyan population. However, Kinyanjui, (1975) observes that an analysis of the proportion of women holding positions of leadership and power in the country showed that women were seriously under represented. For instance, he says that in 1972, out of 99,800 people who were in high and middle-level 'manpower' categories, only 16% were women. In terms of their occupations, Kinyanjui states that 69% of these women were in traditional occupations. They were nurses, midwives, teachers, shorthand typists and tele-typists. The shorthand and tele-typists constituted the largest single occupational category of women, amounting to about one third (1/3) of all women in high and middle level human resource category.

Career stereotypes are therefore perpetuated by the formal education system from the lowest (primary) to the highest level of learning (the university) with the majority of the girls (women) modelling or aspiring for the careers and occupations held by the majority of the other women in the society - thus conforming to the societal stereotypes of choosing careers which are associated with feminine characteristics of 'caring' as in nursing and being 'helpful' and "answering" to telephone calls and to the 'boss' as in being a 'receptionist' or a 'secretary'.

Career choices and admissions at the university education level further confirm that women are heavily under represented at the university with the majority enrolling in the humanities and social sciences while the men take on the more enterprising and challenging fields of science and technology.

Men have therefore been found to have higher educational and occupational aspirations than women. Dixon (1958) and Turner (1971) also concur that job attitudes of girls differ from those of boys. They found that girls by and large prefer service jobs involving working with people rather than working with things, while boys preferred careers in scientific fields. Blossfield (1984) also noted that women compared to men are concentrated on relatively few skilled occupations and are proportionately over - represented in the lower ranks of the occupational pyramid.

This state of affairs are reinforced by social cultural factors where women traditionally are expected to be house wives while husbands provide for the family.

Turner and his associates (1971) have suggested that career aspirations for women should be studied by asking them what jobs they aspired for their husbands. When this question was asked, it was revealing that on the whole, women aspired for professional careers for their "would be husbands".

It has also been observed that women are discriminated against in gaining employment in the formal sector and that when employed, they earned less than men even for equal status jobs (Opala, Daily Nation 13th August, 1990).

In a survey which was conducted by the Dutch Library Association to determine the problems of functioning of librarians in management positions, Bruyns (1984) pointed out that a specific problem was that of the position of the female librarian. He noted that:-

'female librarians occur relatively much less in higher management positions than their male colleagues even if they have the same (or higher) qualifications' (Bruyns 1984:7).

The study noted that apart from sex discrimination and differences in motivation, there was also a problem of time. That the society still holds the view that women in a relationships have, or are given the primary responsibility for housekeeping, whether they like it or not. This in itself could hamper professional growth and is a bottleneck to career development.

2.4 PROFESSIONAL INVOLVEMENT

Development of appropriate career ladders in libraries must represent a proper growth in responsibilities and skills. Lungu (1995) states that in an academic environment, publishing, research and consultancy constitute a major sector of preoccupation for the professionally qualified. He says that "it is through these activities that the academics sustain their professional competence". Academic librarians therefore have the responsibility:

"to appreciate that survival in an academic environment is dependent upon performing those tasks associated with academic and not clinging on to some ageing paper qualifications." (Lungu 1995: 177)

Spivach (1982) confirmed the above expressions by saying that publishing was a requirement of employment. That publishing provides visibility and credibility and helps develop a reputation among colleagues. Spivach suggests that in a professional working environment, the expectation is to publish occasionally throughout a person's working life.

University libraries in Kenya as in other parts of the world are the "nerve centres" of higher educational institutions of learning, teaching and research. The primary duty of a librarian in the university is not only to acquire and disseminate information to users or clients but also to contribute in extending the frontiers of knowledge by publishing significant research like their teaching counterparts (Edem 1995).

Watson (1977) noted that although women dominated academic libraries in the United States of America, their publication output was low compared to that of men. Olsgaard and Olsgaard (1980) also studied authorship data for five major library science journals covering a ten year period in the U.S.A. Research results indicate that:-

- a. 84% of academic librarians in U.S.A. were women and 61.5% of articles analysed were published by women and that
- b. 16.6% of academic librarians in the U.S.A. were men and had published 35.5% of articles.

The above trends indicate that even though women constitute the majority of the academic librarians, they have a low publication output compared to men.

In a related study on the gender factor in publication output of librarians in Nigerian University, Edem (1995) examined (a) male and female librarians' academic publication output and (b) the work related publication output. The results of this study show that librarians' academic publication output are about the same, regardless of sex, although the male librarians have an edge over the female librarians. The work related publication output is about the same for male and female librarians although the females have an edge over the male librarians.

Edem explains that academic publications appear to be more vigorous to produce than the work related publications. Consequently, the male librarians have an edge over the female librarians in this area. At the same time, male librarians see work related publications as "feminine in nature" which does not take much time and academic vigour to produce.

Expounding further on the gender factor in Nigerian University, Edem observes that in the contemporary Nigerian University, there are more men occupying top ranking positions like that of the professors and senior lecturers. And that the same applies to positions in library schools in Nigeria.

In libraries, career advancement and reward is largely based on the personal development of professional abilities and achievement, and do not require having to change positions or take administrative responsibilities.

Professional growth and career development is a never-ending process. This can be achieved through various opportunities which prevail in work environments. Attendance to professional meetings, continuing education in form of short courses and long term educational programs are some of the opportunities through which librarians can enhance their skills and ultimately develop their careers. Schivach (1982) observes that as changes take place in the knowledge and technology of a field and in the social milieu in which it functions, so must workers in that field change in their ability to do the necessary work.

Hence the need for period sojourns back to the classroom either for formal programs or in short terms, for specific seminars and workshops. Finally, in terms of professional involvement and career development, research shows that:-

"as a group, women librarians hold fewer degrees, are less prone to deliberate career planning, engage in less research and publication, and more often interrupt their careers for extended periods...are less free to move for reasons of professional advancement and more frequently specialize in the lower sectors of librarianship than their male counterparts do" (Advances in librarianship, vol. 12:25).

In summary, the analysis of the gender factor in libraries has revealed that stereotyping is a societal problem which impacts on gender relations from the lowest to the highest levels of education and training. Male and female librarians are appointed to their present and changing positions by appointment/recruitment boards which are largely male and have been conditioned by the society to accept the 'male figure' for leadership positions and the female figure for other subsequent positions that is, following that of the man. These stereotypes, in addition to other popular mythologies in especially traditional patriarchal systems, ensure that men, and women only aspire for roles and responsibilities similar to those socially assigned to them by the society. Even though co-existing in a world of equal opportunity in education, training and employment, women are as a result of the above socio-cultural constraints marginalized in terms of holding leadership positions in libraries.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The main method of research for this survey was based on administration of questionnaire items to a sample population of male and female librarians and heads of libraries and library training institutions. Informal interviews with the various respondents were also conducted including observations and a review of the relevant literature. The research was confined to three academic libraries, namely Kenyatta University Library, University of Nairobi Library and Moi University Library; two public libraries namely, Kenya National Library Services and MacMillan Library and two library training institutions namely Kenyatta University Library Studies Unit.

3.1 SAMPLE POPULATION

A representative sample was selected from professionally qualified male and female librarians from the selected academic and public libraries. Heads of the selected libraries and library training institutions were purposefully included in the sample. The selection of the sample for the librarians was randomly done to avoid any bias.

3.2. SAMPLE FOR THE HEADS OF LIBRARIES AND LIBRARY TRAINING INSTITUTIONS

1. The researcher administered questionnaires to three University Librarians and two Directors/Librarians incharge of public libraries.
2. The researcher administered questionnaires to the Deans of faculties/Chairpersons of two Library Training Institutions
3. The researcher also held informal interviews with the above named heads of institutions.

3.3. SAMPLE FOR PRACTISING LIBRARIANS

1. The researcher administered questionnaires to 44 practising librarians (19 men and 25 women).

3.4 INSTRUMENTATION

3.4.1 QUESTIONNAIRE

The researcher used three different types of questionnaires.

3.4.1.1. QUESTIONNAIRE FOR DEANS/CHAIRPERSONS OF FACULTIES OF LIBRARY AND INFORMATION STUDIES

This questionnaire sought information on staffing and on professional qualifications. It was particularly concerned with gender desegregated data on staffing, institutional leadership and publishing details of those serving in these institutions. The questionnaire was further concerned with the students enrolment ratio in order to assess the gender dimensions in terms of the popularity of the profession.

3.4.1.2 QUESTIONNAIRE FOR HEAD LIBRARIANS IN ACADEMIC AND PUBLIC LIBRARIES

This questionnaire sought information on staffing, what positions women and men were occupying in libraries, their professional qualifications and opportunities for career advancement. It further sought information on attitudes and gender stereotypes which may hinder equal opportunities for men and women in libraries.

3.4.1.3 QUESTIONNAIRE FOR LIBRARIANS IN ACADEMIC AND PUBLIC LIBRARIES

This questionnaire sought to find out if there were any differences between female and male librarians in terms of their career aspirations and achievement. Information pertaining to the gender of the respondent, professional qualifications, remuneration, career expectations and professional growth in terms of publishing was particularly important to this survey. The questionnaire also sought to find out if the respondents held stereotyped views on the role of men and women in libraries which could hamper their career aspirations and achievement.

3.5. PROBLEMS EXPERIENCED IN DATA COLLECTION

The researcher experienced the following problems in the course of data collection and analysis:-

1. Delays in filling of the questionnaires.
2. One library training institution did not respond to the questionnaire at all.
3. Some questions were not responded to.
4. Distance. A lot of time and money was spent either travelling from one institution to the other or by contact through the phone, sometimes with disappointing results.

CHAPTER FOUR

DATA ANALYSIS

INTRODUCTION

This chapter contains the findings of the research and their interpretation.

Five libraries, two public and three academic were purposely selected for the research. In addition, two library training institutions were purposely selected to determine their gender responsiveness in terms of staffing and student enrolment.

In academic libraries, professional librarians with post-graduate qualifications in librarianship constituted the research sample while in public libraries, both the professional and para-professional librarians (those with ordinary diploma only) were included in the research sample. These were 30 male librarians and 30 female librarians which made up a sample size of 60 respondents. This category of respondents constituted the practising librarians who were either heads of units, sections or qualified library staff who were assigned specific duties and were answerable to their respective heads of units or sections.

Head librarians of the five libraries selected for the survey also constituted the research sample. From the two training institutions, the Dean/Chairpersons of those institutions were also included in the research sample.

The total sample size therefore comprised of 66 respondents. However, only 44 practising librarians (19 men and 25 women) completed their questionnaires. The 5 heads of library institutions under survey also completed their questionnaires while only 1 of the 2 library training institutions completed their questionnaires. Out of a total of 66 respondents, 49 respondents completed their questionnaires.

Following now is an analysis of the responses received from the various respondents.

DECISION TO BECOME A LIBRARIAN

The survey sought to find out when the respondents first made the decision to become a librarian and also their reasons for choosing librarianship as a career. The findings for both male and female librarians are shown in Tables 1 and 3.

TABLE 1: DECISION TO BECOME A LIBRARIAN

DECISION TO BECOME A LIBRARIAN	MEN	%	WOMEN	%
After 'O' or A levels but before finding a job	5	26.3	4	16.0
After graduating at the university but before finding a job	5	26.3	7	28.0
After working as a Library Assistant	1	5.3	2	8.0
After working in some other occupations	8	42.1	10	40.0
While still at school	0	0.0	2	8.0
TOTAL N = 44	19	100.0	25	100.0

From Table 1, 42.1% of the male librarians and 40.0% of the female librarians decided to become librarians after working in some other occupations. The differences in percentages between the decisions made by male and female librarians was minimal. 28% of the female librarians compared to 26.3% of the male librarians decided to become librarians after graduating at the university but before finding a job. A higher percentage of the male librarians 26.3% decided to become librarians after sitting for their ordinary and advanced level (high school) certificate compared to 16% of the female librarians. The smallest percentage constituted 5.3% of the male librarians and 8% of the female librarians who made the decision after working as Library Assistants and while still at school.

An analysis of the age at which the decision was made to become a librarian was done with the following findings.

TABLE 2: AGE AT WHICH DECISION WAS MADE TO BECOME A LIBRARIAN

AGE	MEN	%	WOMEN	%
15-20	3	15.8	5	20.0
21-30	11	57.9	15	60.0
31-40	5	26.3	5	20.0
Over 40	0	0.0	0	0.0
TOTAL N = 44	19	100.0	25	100.0

The above analysis indicates that the highest percentage of women 60% and 57.9% of the men made the decision to become librarians at the age of 21-30 while 26.3% of the men and 20% of the women decided to become librarians at the age of 31-40. The lowest percentage constituted the men 15.8% and women 20% who decided to become librarians between ages of 15 and 20.

The reasons for choosing librarianship as a career are presented in Table 3.

TABLE 3: REASONS FOR CHOOSING LIBRARIANSHIP AS A CAREER

CHOICE OF LIBRARIANSHIP AS CAREER	MEN	%	WOMEN	%
To earn a living/more paying the first one	4	21.1	3	12.0
Liking for books and working with people	5	26.3	4	16.0
Encouraged by another librarian	0	0.0	3	12.0
Opportunities for training and advancement	11	36.8	4	16.0
Was incharge of school library	0	0.0	3	12.0
After working in a library	2	10.5	3	12.0
By default/only job available/didn't want to continue teaching	1	5.3	5	20.0
TOTAL	19	100.0	25	100.0

Table 2 shows that a higher percentage of male librarians 36.8% compared to 16% of the female librarians chose librarianship because there were opportunities for training and advancement; 20% of the women chose librarianship as an escape career, that is, to discontinue teaching compared to 5.3% of the male librarians. 21.1% of the male librarians compared to 12% of the female librarians chose librarianship for economic reasons while 26.3% of the men compared to 16% of the women had a liking for books and working with people and as a result chose librarianship as their career. 12% of the women had prior exposure in libraries compared to 10.5% of the men.

In addition, 12% of the women were encouraged by another librarian and therefore chose librarianship as a career.

ANTICIPATED CAREER LENGTH

An analysis of the anticipated career length of the respondents revealed that 56% of the female librarians anticipated to remain in the librarianship career until pension. 21.1% of the men compared to 12% of the women anticipated less than 5 years service while 26.3% men and 8% women indicated they anticipated working for 5 - 10 years. 15.8% of the men and 24% of the women anticipated remaining in librarianship 'while looking for something better'.

Table 4 on page 44 provides an analysis of the respondents ambitions on entering library work.

TABLE 4: AMBITIONS ON ENTERING LIBRARY WORK

AMBITIONS	MEN	%	WOMEN	%
High salary	3	15.8	7	28.0
To be librarian of a big public/academic library	6	31.6	6	24.0
To be librarian/documentalist with an NGO or U.N. Organization	5	26.3	4	16.0
To be committed to work and have a quiet, pleasant life	4	21.0	8	32.0
No response	1	5.3	0	0.0
TOTAL N = 44	19	100.0	25	100.0

From the above table, women constituted the highest percentage of librarians 32% compared to 21% of the male librarians whose ambitions on entering library work was to be committed to work and to have a quiet, pleasant life. A higher percentage of the men 31.6% compared to 24% of the women had the ambition to become librarians of big public or academic libraries. 28% of the women wanted a high salary compared to 15.8% of the men. A higher percentage of the men 26.3% wanted to be librarians or documentalists with an NGO or U.N. organization compared to only 16% of the female librarians.

It is important to note that there is no significant difference between the percentage of women who desired high salary and that of the men who wanted to be head/documentalist with an NGO or a U.N. Organization. Salary is associated with higher position or higher status positions as much as aspirations for a librarian position in an NGO is associated with high salary.

ACADEMIC AND PROFESSIONAL QUALIFICATIONS

Both male and female librarians from the academic and public libraries had attained undergraduate and postgraduate qualifications in librarianship or information science with a minimum of a first degree in either arts or science subjects. 18% of the respondents from the public libraries had ordinary and Advanced Level Qualifications ('O' and 'A' level certificates). These librarians also had Ordinary diploma qualifications in librarianship.

All the respondents from the academic libraries had the entry requirements of a first degree before their first appointments as Senior Library Assistants. This was however not necessarily the case in the public libraries where 60% of the respondents had School Certificate 'O' and 'A' level qualifications at the time of recruitment after which they were sponsored for training and either obtained a B.A. or an Ordinary Diploma in Librarianship or Information Science

CAREER HISTORY

MOBILITY

Tables 5,6,and 7 provide an analysis of the career history of the respondents in order to determine gender differences in career achievements and expectations.

**TABLE 5: PROFESSIONALLY GRADED POSTS OVER THE
LAST 10 YEARS**

GRADED POSTS	MEN	%	WOMEN	%
1	8	42.1	7	28.0
2	7	36.8	10	40.0
3	4	21.1	6	24.0
More than	0	0.0	2	8.0
TOTAL N = 44	19	100.0	25	100.0

The above analysis indicates that a higher percentage of women 40% compared to 36.8% of the men achieved two professionally graded posts over the last ten years. 42.1% of the men attained one professionally graded posts compared to 28% of the women. Both the men and women in this category had their posts upgraded after benefitting from a post-graduate training staff development programme within their organizations. A higher percentage of the women 24% had also attained three professionally graded posts over the last ten years compared to 21.1% of the men.

The survey further sought to find out the percentage of male and female librarians who had changed jobs over the last 10 years. Table 6 provides an analysis of the findings.

TABLE 6: LIBRARY SYSTEMS WORKED IN THE LAST 10 YEARS

NO. OF LIBRARY SYSTEMS	MEN	%	FEMALE	%
1	8	42.1	11	44.0
2	7	36.8	8	32.0
3	4	21.1	6	24.0
TOTAL N = 44	19	100.1	25	100.0

The above analysis indicates an insignificant difference between the percentage of men and women who had worked in one library system with the women scoring 44% and men 42.1%. It is important to note that this category of librarians had benefited from promotions on the job as indicated in Table 5 where analysis reveal that both men and women had attained various professionally graded posts over the last 10 years. The above data also reveals that both men and women were 'mobile' and had changed jobs at least thrice with 36.8% of the men and 32% of the women having worked in 2 library systems and 21.1% of the men and 24% of the women having worked in 3 library systems.

A further analysis of professional posts applied FOR over the last 5 years is provided in Table 7.

TABLE 7: PROFESSIONAL POSTS APPLIED FOR OVER THE LAST 5 YEARS

NO. OF POSTS	MEN	%	WOMEN	%
1	5	26.3	8	32.0
2	7	36.9	11	44.0
3	5	26.3	4	16.0
More than	2	10.5	2	8.0
TOTAL	19	100.0	25	100.0

Table 7 shows that a higher percentage of women 44% applied for 2 professional posts over the last 5 years compared to 36.9% of the men. A higher percentage of the men 26.3% compared to 16% of the women applied for 3 professional posts. 32% of the women compared to 26.3% of the men applied for one professional post over the last 5 years while the lowest percentage constituted 10.5% of the men compared to 8% of the women who applied for more than 3 professional posts. As can be seen from the above analysis, there were expectations for job mobility for both the male and female librarians with the revelation that women aspired for change of jobs more than men.

PROFESSIONAL STATUS

Table 8 provides analysis of the status of the male and female librarians.

TABLE 8: STATUS OF PRESENT POST

PRESENT POST	MEN	%	WOMEN	%
Librarian II	5	26.3	2	8.0
Librarian I	3	15.8	2	8.0
Senior Librarian	3	15.8	6	24.0
Provincial librarian, Nairobi Area	0	0.0	1	4.0
Assistant librarian/librarian	6	31.6	12	48.0
Senior Ass. Librarian	2	10.5	2	8.0
TOTAL N = 44	19	100.0	25	100.0

The above analysis indicates that a higher percentage of women 24% occupied the post of Senior Librarian compared to 15.8% of the men occupying similar positions. More women than men, 48% women compared to 31.6% men occupied positions of Assistant Librarian or the equivalent. Insignificant gender differences were noted for the position of senior Assistant Librarian with the men scoring 10.5% and the women 8% of those positions. The position of the Nairobi City Commission Provincial Librarian was occupied by a woman. 8% of the women occupied the positions of Librarian I and II. 26.3% of the men occupied the positions of Librarian II and 15.8% held Librarian II positions.

Job assignments and designations are normally related to income levels. A survey of the salary levels was therefore done to determine what each of the designated librarians in table 8 was earning. Table 9 provides an analysis of the findings.

TABLE 9: SALARY LEVELS (1996)

SALARY LEVELS (1996)	MEN	%	WOMEN	%
Below - 10,000	4	21.1	2	8.0
10,000 - 12,000	6	31.6	5	20.0
12,000 - 14,000	4	21.0	9	36.0
14,001 - 16,000	3	15.8	2	8.0
16,001 - 18,000	0	0.0	3	12.0
18,001 - 20,000	2	10.5	3	12.0
20,001 - 25,000	0	0.0	0	0.0
Over 25,000	0	0.0	1	4.0
	19	100.0	25	100.0

Table 9 indicates that 56% of the women and 52.6% of the men earned between Ksh. 10,0001 - 14,000. These librarians are mainly in the category of Assistant Librarian as indicated in Table 8. Some of the librarian I positions are also included in this salary bracket. A higher percentage of women 20% compared to 15.8% of the men earned between Ksh. 14,001 - 18,000.

It is important to note that there were very close similarities in earnings between men and women earning between Ksh. 18,000 - 20,000 with the men scoring 10.5% and the women 12%. It is also important to note that those earning over Ksh. 25,000 constituted women only.

CAREER ASPIRATIONS

Plans to Look for another Job

Respondents were further asked to indicate whether they intended to apply for another job depending on the market availability within the next 2 -3 years. 84.2% of the men indicated that they intended to apply for another job while 15.8% of the men said that they had no intentions of looking for another job. 80% of the women indicated that they would apply for another job while 20% of the women said they had no plans to look for another job.

Reasons for Another Job

The following is a summary of the 2 key reasons provided by the male and female librarians:-

1. More salary/benefits
2. Professional growth

Reasons for not Looking for Another Job

1. Age. Too late to change jobs
2. Don't want to lose benefits
3. Marriage. To be close to family

The survey observed that those librarians who did not want to change jobs were between 41-50 years and were more concerned with safeguarding their terminal benefits. Both the men and the women in this category were equally concerned about children going to school and the fact that they were now settled and therefore did not want to destabilize their families.

PROFESSIONAL GROWTH

In order to develop appropriate career ladders in libraries, librarians are expected to develop their skills and expertise and also to be involved in a variety of professional activities which enrich and promote their career prospects. This survey attempted to find out whether male and female librarians had membership in professional Associations, attendance to professional meetings and also whether they were involved in publishing activities in order to sustain their professional competence. The following are the findings of the study.

Membership to Kenya Library Association (KLA) (1996)

A higher percentage of women 60% compared to 52.6% of the men were registered members of KLA while 40% women and 47.4% men were not members of the Association. An observation was made to the effect that the current Chief Executive of KLA was a woman and that during the last 2 years, she had conducted an aggressive campaign which resulted in a lot more women coming up to register.

Election to KLA Executive

Respondents were further asked whether they had ever stood for election to KLA Executive Committee. A higher percentage of the men 36.8% indicated in the affirmative compared to 20% of the women who had also ever stood for elections in the KLA executive. The implications of the above results shall be discussed in the next chapter.

Another measure of professional growth which was considered in this survey is attendance to professional meetings. Table 10 in page 54 provides an analysis of the findings.

TABLE 10: NUMBER OF PROFESSIONAL MEETINGS ATTENDED

NO. OF MEETINGS	MEN	%	WOMEN	%
None	3	16.0	3	12.0
1	5	26.0	2	8.0
2	4	21.0	2	28.0
3	4	21.0	5	20.0
More than 3	3	16.0	8	32.0
TOTAL N = 44	19	100.0	25	100.0

The above findings indicate that women were slightly more actively involved in attendance to professional meetings than men. 32% of the women had attended more than 3 professional meetings over the last 2 years compared to only 16% of the men. However, the above results indicate minimal difference in percentages between the male and female librarians who had attended at least 3 meetings. A higher percentage of the men 26% had attended at least one meeting compared to 8% of the women while 16% of the men and 12% of the women did not attend any professional meetings.

Reasons for attendance to professional meetings were sought and the following results obtained:-

Reasons for Attending Professional Meetings in Order of Significance from 1 to 5

1. To meet colleagues and exchange professional views
2. To keep upto date on professional topics
3. To possibly meet potential employers
4. To meet former colleagues and friends socially.
5. To escape the routine of daily work.

The first two reasons were ranked as number one or interchangeably as number one or two by both men and women who attended professional meetings. Both reasons provided a positive measure of career expectations and aspirations for professional growth.

PUBLISHING

Literature review in chapter three indicated that publishing was a requirement of employment and that it provided for visibility and credibility. In addition, publishing helps develop a reputation among colleagues and increases an individual's chances for promotion and career advancement. In this study respondents were required to indicate whether they had submitted articles to any publishing journals. The results are shown in Table 11.

TABLE 11: SUBMISSION OF ARTICLES TO PUBLISHING JOURNALS OVER THE LAST 5 YEARS

ARTICLES SUBMITTED	MEN			WOMEN		NO.RES.
	YES	NO	NO.RES.	YES	NO	
Academic Libraries	(6) 32.0%	(4) 21.0%	-	(5) 20.0%	(11) 44.0%	(1) 4.0%
Public Libraries	(2) 10.5%	(5) 26.3%	(2) 10.5%	(0) 0.0%	(8) 32.0%	-

NO.RES.= Number of respondents

The above results indicate that academic librarians have a higher publication output than the public librarians. It is significant to note that whereas a small percentage of the male librarians in public libraries 10.5% had submitted articles to publishing journals, none of the women within the same library system had submitted any articles.

A higher percentage of the men 32% in academic libraries had submitted articles to publishing journals and had an edge over the female librarians 20% of whom submitted articles for publishing over the last 5 years. A higher percentage of women did not submit any articles for publishing.

GENDER STEREOTYPES

The literature reviewed in this study indicate that gender stereotyping is a major determinant of career aspirations and achievement for men and women, that masculine and feminine roles traditionally assigned to men and women, the attitudes, values and norms of a particular society are usually extended to careers and affect positively or negatively the status of women and men in their career development.

This survey therefore sought to know whether the respondents held similar attitudes and values of what they perceived to be the role of men and women in librarianship. The following responses were received:-

Tasks/Activities for Men in Libraries

1. Lifting of heavy loads e.g. shelves
2. Security
3. Administration, planning e.g. buildings, staff movements, etc.
4. Public relations
5. Supervision

Tasks/Activities for Women in Libraries

1. Typing and secretarial services
2. Circulation services
3. Readers services
4. Children's services
5. Information services.

However, 40% of the female respondents indicated that women also do good administration and also play supervisory roles in libraries. The rest of the respondents, both men and women, concurred on the above analysis of what tasks / activities they perceived to be better performed by either gender.

In order to understand why the respondents held such stereotyped attitudes to the work of men and women in libraries, further information was sought on whether there were any specific characteristics of men and women which in the respondents opinions influenced their work performance. The following responses were received:-

Characteristics of Male and Female Librarians which influence their Work Performance

Male Librarians

1. Aggressive in management approach
2. Freedom. Men have more time to commit to their work
3. More aggressive and abrasive
4. Are pushy therefore gets work done
5. Tend to believe only their ideas matter
6. Better control of staff
7. Are more understanding
8. Tough. serious minded

Female Librarians

1. More patient with users
2. More polite
3. Biological characteristics. Women interrupt their work flow due to maternity needs, nurturing the young etc.
4. First commitment is to the family
5. More diplomatic
6. More tolerant and sympathetic
7. Gentle
8. Emotional
9. More dedicated to their work
10. More responsible
11. More understanding of staff issues
12. Pleasant personalities.

The above responses provide a clear description of what men and women in libraries perceive of each other and of themselves. These perceptions are in turn translated into what services men and women can offer.

The study further sought for a justification for the various differences mentioned in terms of the characteristics of men and women in libraries. The following justifications were provided:-

Justifications for the Differences in Characteristics

1. Socialization. Women are socialized to be more gentle and polite while men are socialized to be more aggressive
2. When women give birth, they take time off duty for maternity. Most of the times they are also the ones who take the sick members of the family to hospital while their male counterparts concentrate on their work.
3. Women librarians interact more freely and are more helpful to the users. They take their time and show concern
4. It is in their make up and disposition. Women tend to be more tolerant and sympathetic than men while men tend to be more aggressive.
5. Nature.
6. Patriarchal system. Men are expected to be the leaders.
7. Women generally lack strong will to execute major decisions which men readily undertake.
8. Women are more frequently absent from work than men and therefore cannot make good leaders.

The female respondents who had indicated that women are good in administration justified that women are better managers because they manage their homes better than the men. However, these expressions were not substantiated.

LEADERSHIP IN LIBRARIES

Earlier on in this study, observations were made to the effect that most libraries in Kenya today are headed by male librarians. Leadership is normally associated with power, authority and social status. The study therefore sought to know the respondents opinions as to why majority of the libraries in Kenya are headed by men. The results of this open-ended question were as follows:-

Reasons for Male domination in Library Leadership Positions

1. African culture and the leadership concept which is in favour of men
2. Women education in Kenya is a recent discovery
3. Opportunities for education and training were made more readily available for men earlier than for women
4. Men are more aggressive in the way they campaign for positions

5. By tradition, not by design - just as in many other professions. A situation that is slowly changing.
6. Some women prefer to take care of their families first before taking up leadership positions
7. Our society is a male dominated one and the notion that only men can be heads has been taken as the accepted norm, hence the false believe that only men can make good head librarians.
8. Men are thought to be better administrators than women
9. Lack of support for women candidates e.g. during interviews
10. Lack of equal job opportunities
11. African tradition. Men accorded the status of 'head' of the family. This notion is hence extended in the modern societies where men are still given the priority and given first available positions of leadership
12. Women have not been given the opportunity to perform
13. More male librarians had the chances of training overseas than women since the education system discriminated against women.

An analysis of the leadership status in libraries and library training institutions in this study revealed that the 2 library training institutions were headed by men in the status positions of either Dean of Faculty or Chairman of Department. One of the two library training institutions which responded had a total of 5 fulltime staff, 4, male and 1 female, and 4 part time staff comprising of 3 male and 1 female. Two out of the three University/Academic Librarians, were men while two of the public libraries under study were headed by a man and a woman, respectively.

The study further established that those librarians heading either the university libraries or the library training institutions had published extensively in reputable Library and Information Science Journals. Further analysis of the occupants of the first three senior most positions in libraries revealed that there were a total of 7 men and 5 women occupying the top three senior positions in libraries under study.

TABLE 13: AGE OF THE RESPONDENTS

Age Group	Number of Respondents
11-15	1
16-20	1
21-25	2
26-30	4
31-35	3
36-40	2
41-45	1
46-50	1
51-55	1
56-60	1
61-65	1
66-70	1
71-75	1
76-80	1
81-85	1
86-90	1
91-95	1
96-100	1

STUDENTS ENROLMENT

One of the 2 library training institutions provided the following students enrolments over a period of 4 years.

**TABLE 12: STUDENTS ENROLMENT RATIO OVER
THE LAST 4 YEARS**

EMPLOYMENT	1991	1992	1993	1995
MEN	13	18	20	12
WOMEN	7	6	24	10

From the above analysis, male students enrolled more for library studies courses than the female students except for one year only in 1993 when there was a slightly higher enrolment for the female students.

Finally an analysis of the respondents age and marital status was done. The results of the findings are provided in Table 13.

TABLE 13: AGE OF THE RESPONDENTS

AGE	MEN	%	WOMEN	%
25-30	3	16.0	3	12.0
31-35	2	10.5	3	12.0
36-40	4	21.0	6	24.0
41-50	8	42.0	10	40.0
Over 50	2	10.5	3	12.0

Table 13 indicates that majority of the respondents, 42% of the men and 40% of the women were aged between 41-50 years. 10.5% of the men and 12% of the women were aged over 50 years

while 47.5% of the men and 48% of the women were between 25-40 years. 84% of the male respondents and 80% of the female respondents were married and had children aged between under 5 and over 16 years while 16% of the men were not married and had no children. 20% of the female respondents were not married and had children.

It has been found that there are significant differences between male and female respondents in the entry into the profession. The study has revealed that the entry into the profession is influenced by various factors such as family background, social class, and personal aspirations. The study also found that the entry into the profession is influenced by the gender of the respondent. The study has revealed that the entry into the profession is influenced by the gender of the respondent.

The study has also found that there are significant differences between male and female respondents in the entry into the profession. The study has revealed that the entry into the profession is influenced by various factors such as family background, social class, and personal aspirations. The study also found that the entry into the profession is influenced by the gender of the respondent. The study has revealed that the entry into the profession is influenced by the gender of the respondent.

The study has also found that there are significant differences between male and female respondents in the entry into the profession. The study has revealed that the entry into the profession is influenced by various factors such as family background, social class, and personal aspirations. The study also found that the entry into the profession is influenced by the gender of the respondent. The study has revealed that the entry into the profession is influenced by the gender of the respondent.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter, the main findings of the survey are summarized and the conclusions drawn from the results are stated. Finally, recommendations on some of the corrective actions and possible further research areas are made.

5.1 SUMMARY AND CONCLUSIONS

5.1.1 AGE AND ENTRY QUALIFICATIONS

It has been found that there are no significant age differences between male and female librarians when the initial decisions are made to become librarians. There are also no significant gender differences in terms of educational and professional qualifications of male and female librarians. The survey has therefore established that there is gender equity in terms of opportunities for entry into the profession.

From the information provided by the various Head Librarians, the survey has established that there is a set criteria and clearly defined standards in libraries which are used to determine appointments to various grades and positions based on an individual's academic and professional qualifications irrespective of their gender.

5.1.2 CAREER ASPIRATIONS

The survey has revealed that both women and men aspire for higher paying careers. It has however been established that a relatively higher percentage of male librarians aspire for a career in librarianship in order to benefit from the existing opportunities for training and career advancement. The first implication of this finding is that both women and men aspire for careers which are highly rewarding. The second implication is that in addition to aspiring for a high paying career, male librarians express higher ambitions in terms of career achievement through advanced training. Conclusions could therefore be made from this finding to the effect that male librarians are more ambitious in terms of career advancement than women.

5.1.3 WORK COMMITMENT

The survey has further revealed that women are more committed to work than men and that when they first joined librarianship, they anticipated to serve until pensionable age. These findings are closely related to the previous findings on ambitions for career achievement with the implication that at the beginning of their careers, men are more on on-transit careers looking for more rewarding careers and or staying on the present job if the job guarantees mobility e.g. in terms of training.

5.1.4 LEADERSHIP

The survey has established that there are more men than women heading libraries and library training institutions. However, in terms of occupants of the first three senior most positions, gender imbalance has been noted with one of the libraries having 3 women occupying the first three senior positions, one library has the first three senior positions occupied by men while gender balance is noted in the other remaining libraries. These findings clearly dispel the male myth of leadership and establish that both women and men can lead given the chance and the opportunity to do so.

The study however has established that out of the five libraries surveyed, only two are headed by women. This situation whereby only very few women are in library leadership positions may be related to societal socialization patterns whereby as has been discussed elsewhere in this study certain roles and expectations are assigned to men and women from childhood and they grow up modelling these roles. Boys are brought up modelling leadership roles while women are socialized for obedience 'to men' and are assigned subservient roles in the society. As a result, women and men find themselves trapped in between the traditional and the modern social economic and technological changes and have not completely been able to remove themselves from this entanglement. As a result, many more men than women in libraries remain in leadership positions as is the case in most other professions today.

5.1.5 STAFFING

The survey established that there are more women than men working in libraries and with the necessary academic and professional qualifications. Slightly more women than men also occupy positions of Senior and Assistant Librarians. This means that we have in this country sufficiently qualified women to compete for leadership positions with men in order to attain gender equity in libraries. In one of the Library Training Institutions included in this study, there was clear evidence of gender imbalance in staffing with only 1 female out of a total of 5 permanent staff and 1 female out of the 3 part-time staff. Existing documentation also indicates that similar gender inequalities in staffing exists in the other library training institutions in Kenya with men heading those institutions and with more male than female staff.

Traditionally, teaching, like librarianship, was perceived to be a female career. However, the concept of feminizing the teaching profession is today largely confined to the lower grades especially primary and pre-primary educational grades. These grades include young children whose rearing and upbringing has been stereotyped by the society and assigned to the women. The monetary rewards and statuses associated with these positions is also minimal and as a result, many men do not readily identify with these positions 'unless they have other choices'.

In institutions of higher learning, teaching is associated with status positions so that stereotypes have also been developed within our educational institutions which relegate certain professions higher status than others, for example, a university lecturer may be considered to be holding a more important position than a librarian who offers professional services to users. The survey established that many more men than women are appointed for lectureship positions in library and information studies departments and faculties. The implications of these findings are that since it has been established that these exists equally or even more highly qualified women librarians in the country, equity of opportunity may not have been offered at the time of recruitment.

5.1.6 PROFESSIONAL GROWTH

The survey has established that both men and women aspire for professional growth through membership registration with the Professional Association of Librarians (KLA). However, in terms of aspiring for leadership positions in the Association, more men than women aspire for those positions. The implication of these findings is that women remain in passive roles contributing mostly as members and as a result are removed from decision making positions which facilitate an individual's professional growth. When this happens, men have better opportunities to advance as leaders and experience various challenges and opportunities which give them an edge over the women librarians who take the second place position.

The present leadership status on the Association is however worthy of mention where the current KLA chairperson is a female who has demonstrated high leadership skills and has mobilized the librarians with a deliberate effort to revive the Association which had almost disintegrated under the previous leadership of men.

5.1.7 PUBLISHING

It has been established that librarians in academic institutions publish more than those in public libraries. This is because publishing is a requirement for promotions to senior positions and status recognitions especially in the institutions of higher learning.

All the librarians and heads of library training institutions had published extensively compared to any of the other librarians in the survey. Their positions may therefore be justified to some extent. Female librarians are not publishing highly compared to the male librarians. The implication of this finding is that unless the women 'pull up their socks' and publish, they may in future find themselves still relegated to second place library leadership positions, despite their large numbers in the profession.

5.1.8 GENDER STEREOTYPES

It is evident from the survey that both male and female librarians carry with them stereotyped ideas, attitudes and perceptions of themselves and of each other. Some of the head librarians also share the stereotyped perceptions of what work they consider 'suitable' for men and women in libraries and even assign specific characteristics to each gender as labels to justify what men or women can do best in libraries. The assignment of such labels as 'men are better administrators', are better in 'supervision' e.t.c., while women are perceived to be better as 'Children's or 'Reader Services' Librarians is a very clear manifestation of silent but negative attitudes which men and women in libraries have of each other and which are deeply ingrained in socialization patterns which were discussed earlier in this study. The implications of such attitudes and stereotyped views are that women may as a result either consciously or unconsciously be assigned the traditionally expected roles of 'helpfulness' and as in being 'gentle' and 'polite' and hence be relegated to less powerful positions in libraries. The men would as a result continue to occupy supervisory and other positions of authority and leadership.

The survey has however established that majority of the respondents both men and women are at supervisory positions either as heads of Readers/Circulation Services or the Children's services irrespective of their gender. All the respondents also had the necessary academic and professional qualifications.

The survey therefore concludes that if not checked, library stereotypes established in this study could play a negative role in diluting the professional criteria for a career in librarianship. Such stereotypes could also perpetuate certain socially constructed myths, for example, the male myth that only men can make good leaders and as a result, women would continue to be marginalized in the profession with the men occupying the top positions despite the fact that they constitute the minority in terms of numbers compared to the women.

Particular labels or characteristics of men and women were also associated to their work performance. Labels or values such as 'aggression', 'tough' and 'serious minded' were associated with men, qualities which by implication are necessary for good leadership and 'better staff control.' These qualities were not assigned to the women who were assigned the qualities of being 'more patient and polite', 'more tolerant' etc. These qualities by implication are not associated with challenging and leadership positions but are associated with the traditionally assigned roles of usefulness and helpfulness in service and not leadership. Whereas such qualities are useful and necessary in libraries for both men and women librarians, the study has established that it is only the women librarians who are expected to have such values. Such stereotyped attitudes could contribute greatly to marginalization of women and could also affect their career.

5.2 RECOMMENDATIONS

From the above summary and conclusions of the major findings of the survey, the following recommendations have been made.

1. That equity of opportunities in training in librarianship and other opportunities for career advancement should be provided by employers.
2. Assignment of duties and postings for various leadership positions in units or sections of the libraries should be based on professional qualifications and experience and not on gender lines.
3. Libraries which may have assigned jobs to male or female librarians based on gender stereotype roles should reverse such appointments since professionally speaking, there would be no validity or justification for such appointment.
4. There is need for heads of libraries and library training institutions to be gender responsive so that they do not act as 'roadblocks' to gender equity and equality of opportunities in libraries and library training institutions. The findings of this study should assist those in-charge of libraries and library training institutions to take the necessary measures to correct any gender imbalance that may be existing in their respective organizations.

5. Gender equity issues are basic human rights issues. Employers, head librarians and Deans/chairpersons of library training institutions should therefore be gender sensitized in order to ensure that gender equity issues are considered at work and in training. Gender workshops and seminars could be organized for managers of libraries and documentation/information units.
6. Similar workshops could also be organized for Deans/Chairpersons of library training institutions. During such workshops issues pertaining to gender equity in terms of staffing, student enrolment and evaluation of the curriculum to assess gender sensitivity could be discussed.
7. There is also the need for re-socialization of both male and female librarians for them to change the stereotyped views and attitudes that they have of themselves and the library profession. This can be achieved by mounting similar gender awareness workshops. These could be done either in-house or away from the work stations whereby librarians from different library institutions both male and female could be invited to attend.

8. In order to facilitate such training, it is recommended that there are some well established gender training organizations which could be consulted. At Kenyatta University, a professional group of gender trainers known as Gender Issues Awareness Team (GIAT) could facilitate such training. The other existing and widely recognized gender trainers organization is the collaborative Centre for Gender and Development which could also facilitate the above training.
9. The Kenya Library Association could also play a major role in organizing a series of gender workshops for various library personnel working in different libraries country wide.
10. The survey has established that women constitute the majority in numbers in libraries. However, it has been indicated that they are not highly active in publishing. Women in libraries should therefore take up the challenge and be more actively involved in publishing and other professional activities e.g. presenting papers in seminars, workshops and conferences and also in writing proposals for research grants in order to promote their professional status and gain recognition as equal participants at all levels of the profession. This would facilitate to correct the false and negative images that the society at large have about and against women.

11. If women are not aggressive and pushy as has been indicated in this study, the researcher recommends that women should be assertive and firm in decision making. Qualities which were associated with women in this study appeared to have been taken as points of weaknesses for the women. There is probably a need therefore for male and female librarians to come together and define the accepted criteria and acceptable qualities of a professional librarian. Such a forum could be facilitated by the Kenya Library Association which is the professional Association safeguarding the professional interests of all the librarians. The established criteria could then be sent to all employers for consideration during recruitment and staff movements in libraries.

5.3 SUGGESTED AREAS FOR FURTHER RESEARCH

In the course of this survey, various issues emerged which could not adequately be covered by this survey. The following areas have therefore been suggested for further research.

1. Gender equity issues in library training institutions. Both public and private library training institutions would be considered.
2. An evaluation of the curriculum in library training institutions in Kenya to assess their gender sensitivity.

3. Gender and career aspirations for students undertaking non-degree library training programs.

4. Gender and career aspirations for undergraduate and post-graduate students in library training institutions in Kenya.

Finally, the researcher suggests that in future, a detailed study of gender and career aspirations for librarians in all types of libraries in Kenya be conducted in order to have a more comprehensive gender responsive picture of the status of the profession.

1934.
Baker, M.N. Marriage and the status of women in Kenya. *Journal of African Studies*, 1934, 1(1), 1-10.

Bucher, Peter. *Women's work: the changing gender division of household labor*. New York: Basic Books, 1982.

Chen, U.S. *Women librarians in the United States*. *Library Quarterly*, 1995, 25-30.

Harrison, K.C. *Women's work: the changing gender division of household labor*. Record, no. 10, 1982.

Helm, K.M. *The changing and continuing status of librarians in the United States: a study of women*. *Advances in Women's Studies*, 1983, New York, 1983.

Mid. *The status of women in the United States: a historical, sociological and statistical study*. New York: New York University Press, 1933.

Shaw, N. *The status of women in the United States: a study of their service*. New York: New York University Press, 1980.

Wright, P. *Historical and sociological studies of the status of women*. *Illness Journal of Women's Studies*, 1982, 1(1), 1-10.

Wright, K. and Peter. *Women's work: the changing gender division of household labor*. New York: Basic Books, 1982.

BIBLIOGRAPHY

- Abukutsa, J.L. The library in higher education. in Maktaba, vol. 1 no. 21 - 33, 1974
- Blossfield, H.P. " Labor market entry and sexual segregation of careers in the Federal Republic of Germany". American Journal of Sociology, vol. 93 no.1 July, 1987
- Burrington, G.A. The perceived role of women in U.K. librarianship. Library Management. vol. 5 no.4, 32-36, 1984.
- Carpenter, R.L. Sex and salary update. Library Journal, vol. 99 no.2 Jan. 15, 1974:101-107
- Coughlin, C.M. Recurring Library Issues. Scarecrow Press, New Jersey, 1979
- Dixon, M.M. "Adolescent girls, and all about themselves: marriage and family living, 1958:400-407
- Drucker, Peter F. The age of discontinuing: guidelines to our changing society. New York: Harper and Row, 1968
- Edem, U.S. The gender factor in publication output of librarians in Nigerian Universities. African Journal of Library, Archives and Information Science vol. 5, no.1, 1995:25-30
- Harrison, K.C. Librarians as authors. Library Association Record, no. 84, 1982
- Heim, K.M. The demographic and economic status of librarians in the 1970's with special reference to women. Advances in Librarianship, vol.12. Academic Press, New York, 1983
- Ibid. The status of women in librarianship: historical, sociological and economic issues. Neal-Schuman, New York, 1983
- Higham, N. The Library in the University: observations on a service. London: Andre Deutsch, London, 1980
- Isaac, F. Librarian, scholar or author?. The librarian dilemma Journal of academic librarianship vol.9 no.4, 1983
- Jones, R. and Peter Jordan. Staff management in library and information work. Aldershot: Gower, 1982

- Jumba-Masagazi, A.H.K. Documentation articles in Eastern Africa. In MAKTABA: official journal of the Kenya Library Association. vol. 1 no.1, 1974:12-14
- Kabira, Wanjiku and Wanjira Muthoni. The road to empowerment. Nairobi: FEMNET, 1994
- Lungu, C.B.M. Strategy for enhancing the status and image of academic librarians in Africa. Africa Journal of Library, Archives and Information Science 5(2), 1995: 173-186
- Martin, M.S. Issues in personnel management in academic libraries. Greenwich: Jai Press, 1981
- Neill, J.R. The marginalized workforce: Africa's library and information profession. African Journal of Library, Archives and information science 1(1), 1991:9-11.
- O'Leary, V. Some attitudinal barriers to occupational aspirations in women. Psychological Bulletin vol. 81, 1974:809-826
- Olsgaard John N and Jean K. Olsgaard. Authorship in five library periodicals. College and Research Libraries 41(1), 1980
- Olsgaard, J.N. Characteristics of "success" among academic librarians. College and research libraries 45(1), 1984
- Oluoch, A.R.L. Libraries with the people In MAKTABA: Official J. of Kenya Library Association vol. 2 no.1, 1975
- Pala, A. The participation of women in Kenyan Society: Conference held in Nairobi 11-15 August 1975. Nairobi: KLB, 1978
- Penland, P.R. and Mathai, A. Academic Librarian Development. Academic Librarian (1), 1988:30-31
- Raffin, M.R. and Rona Passmore. The information worker: identity, image and potential. London, ASLIB, 1977
- Ranganathan, S.R. Library manual, 1960
- Reeves, W.J. Librarians as professionals. Lexington: Lexington Books, 1981
- Republic of Kenya. Development Plan, 1994-1996. Nairobi, Government Printer, 1994
- Riria-Ouko, J.V.N. Attitudes of women to education and their career. A research proposal. 1981
- Riria-Ouko, J.V.N. Women's attitudes to education and careers in Kenya. Nairobi: Mazingira Institute, 1986

Stein, A.H. and M.M. Bailey. The Socialization of achievement motivation in females. Psychological Bulletin 80, 1973:345-366

Turner, H. Some aspects of women ambitions? American Journal of Sociology, 7th November, 1964:271-285

UNESCO. Development of public libraries in Africa. Paris: UNESCO, 1992

Watson, Paula de Simone. Publishing activity among academic librarians. College and Research Libraries 38(5), 1977

1. Position held (e.g., Librarian, Director, etc.)

2. Sex: Male / Female

3. Type of institution (e.g., University, Public, etc.)

4. Qualification (e.g., Academic, Professional, etc.)

5. Working experience (e.g., years)

6. Publication record (e.g., title, year, journal)

7. How long have you been in your present position?

APPENDIX 1

QUESTIONNAIRE FOR HEAD LIBRARIANS IN

ACADEMIC AND PUBLIC LIBRARIES

A. Background information of the Respondent (tick where applicable)

1. Status in the Institution

i. Position in the organisation: University

University librarian

Director

Chief Librarian

Others(please indicate).....

ii. Sex: Male.....Female.....

iii. Type of Library: Academic.....Public.....

iv. Qualifications:

Academic.....

Professional.....

v. Working experience: number of years.....

vi. Publications (please give publishing details e.g.
title, publishing journal and dates)

.....

.....

vii. How long have you served in your present position?

.....

2.A. Previous employment status

i. Type of library/institution:

Academic.....

Public.....

O t h e r s (s p e c i f y)

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

ii. Position in the organization

iii. Number of years served in that position.....

B. Background information on library staffing and user population.....

3. User Population

i. Total number of users.....

4. Staffing

i. Total number of library staff:

male.....

female.....

ii. Total number of senior library staff (those with

1. professional qualifications in

2. librarianship/information studies/archives:

3. male.....

4. female.....

iii. Please indicate the current holders of the top 3 senior library positions

University Librarian/Director	<u>Male</u>	<u>Female</u>
Deputy Librarian
Senior Librarian

iv. Number of sub-librarians/sections/units
 Number of librarians incharge of these sub-libraries/units: male.....female.....

v. Briefly state the criteria used to deploy librarians to head specific units/sub-libraries as indicated

- i.....
- ii.....
- iii.....

5. Staff Mobility

a. Please indicate the number of librarians who have been promoted to senior librarian positions in your organization over the last 5 years

FROM (POSITION)	TO (POSITION)	MALE (NUMBER)	FEMALE (NUMBER)
1.			
2.			
3.			
4.			

6. Work Attitudes

Give 2 unique characteristics pertaining to female and male librarians which in your opinion influence their work performance and career development in libraries.

Characteristics of female

Characteristics of male

Librarians

Librarians

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

Think.....

ii. Give 2 reasons to justify the different

characteristics as indicated in 6(i) above

.....
.....

C. Comments on gender equity issues

7. i. In your opinion, are both male and female librarians given equal employment opportunities in Kenya? Y/N

8. Many of the libraries in Kenya including library training institutions are headed by male librarians despite the fact that women are the majority in the library profession. Why do you think this is so?

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

Thank you for your help

SECTION A:

Rosemary W. Gitachu
KENYATTA UNIVERSITY

- a. while
- b. after
- c. after
- d. after
- e. after

At what age did

- a. 15 - 20
- b. 21 - 30
- c. 31 - 40
- d. over 40

APPENDIX II

QUESTIONNAIRE FOR LIBRARIANS IN ACADEMIC AND PUBLIC LIBRARIES

Please tick one box in answer to each question, except where instructions are given to the contrary. There are areas of the questionnaire which do not seem adequate to express your views or experience. If this is so, please provide this information at the end of the schedule.

SECTION A:

1. When did you decide to become a librarian?

- a. while still at school
- b. after 'O' or 'A' levels but before finding a job....
- c. after graduating at the university but before
finding a job.....
- d. after working as a library assistant.....
- e. after working in some other occupations....

2. At what age did you decide to become a librarian?

- a. 15 - 20
- b. 21 - 30
- c. 31 - 40
- d. over 40

3. Why did you decide to become a librarian? (please specify)
.....
.....
.....

4. When you decided to become a librarian, did you envisage that you would work in libraries

- a. until reaching pensionable age....
- b. for less than 5 years....
- c. for 5 - 10 years
- d. while finding something more to your liking...

5. When you first became a librarian, which of the following categories best described your ambitions?

a. to be committed to work and have a quiet, pleasant

7. i. What life ...

b. to have as high an income as possible.....

c. to be chief/university librarian of a large public

b. or academic library....

d. to be librarian/documentalist working with an NGO or

d. United Nations....

e. Some other hope (please specify)....
.....

ii. How did you ...

.....

by full ...

by ...

.....

SECTION B: QUALIFICATIONS

6.i. What are your academic qualifications? (please indicate with dates beginning with post-secondary qualifications e.g. BA - 1977, MA - 1979

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

ii. At what age did you receive the most recent of these qualifications?

- a. 21 - 25
- b. 26 - 30
- c. 31 - 40
- d. 41 - 50
- f. over 50

7. i. What are your professional qualifications? (please tick as many boxes as necessary).

- a. none
- b. BA/BSC. in librarianship...
- c. MA/MEd./MSc in librarianship....
- d. post graduate diploma in librarianship....
- e. others (please specify).....

7. ii. How did you study for your professional qualification?

- a. by full-time study (employer sponsored).....
- b. by private study
- c. other methods (please specify).....

- 7 iii. At what age did you receive the most recent of your professional qualifications?
- a. 26 - 30 ...
 - b. 31 -40 ...
 - c. 41 -50 ...
 - d. over 50 ...

SECTION C: CAREER HISTORY

8. i. How many professionally graded posts have you held over the last 10 years? number.....
- ii. How many of these were 'lateral; promotion i.e. on the same grade as (or a lower grade than) your previous post? number.....
9. i. In how many library systems have you worked? number.....
- ii. In which of the following types of library have you worked?
- a. academic
 - b. public
 - c. government
 - d. research organization
 - e. industrial
 - f. O t h e r (p l e a s e specify).....

16. What is the designation of your present post?
.....
.....

17. What is your present basic salary?
Ksh.

- a. below - 10,000
- b. 10,001 - 12,000
- c. 12,001 - 14,000
- d. 14,001 - 16,000
- e. 16,001 - 18,000
- f. 18,001 - 20,000
- g. 20,001 - 22,000
- h. over K.sh. 22,000

18. How long have you held your present post?
years
months.....

19. What do you particularly like about your present job?
.....
.....
.....

19.a. Is there anything which makes it better than previous jobs?

20. Is there anything you dislike about your present job?
if so, what

21. How would you describe your satisfaction with your present job
- a. very dissatisfied
 - b. slightly dissatisfied
 - c. moderately satisfied
 - d. satisfied
 - e. very satisfied

SECTION D: PLANS

22. i. Depending on the availability of jobs in the market, do you intend to apply for another library post within the next 2-3 years?

- a. yes
- b. no.....

23. i. If 'yes', what kind and level of post would you hope to apply for?

.....

.....

- a. yes
- b. no

24. ii. If 'yes', where would you prefer to apply?
- a. within your present organisation
 - b. within 20 - 40 km. radius of your present home ...
 - c. wherever a suitable vacancy occurs
 - d. wherever your spouse would be working

25. a. If 'yes' please give your reasons

.....

.....

.....

25. b. If 'no', what are your reasons for not intending to apply for another library job?

.....

.....

.....

SECTION E: PROFESSIONAL ACTIVITIES

26.i. Are you a member of Kenya Library Association (KLA)

- a. yes ...
- b. no

26.ii. If yes, have you ever stood for election to KLA executive positions?

- a. yes
- b. no

27.iii. Have you ever served on any of KLA professional committees?

a. yes....

b. no....

28.i. Are you a member of any other professional association(s)

a. yes

b. no

28.ii. If 'yes', which?

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

28.iii. If 'yes', do you serve or have you served on any of their committees?

a. yes

b. no

29. Have you ever submitted an article (whether published or not) to any publishing journal?

a. yes....

b. no....

30. Number of articles submitted in the last 5 years

.....

31. How many professional meetings have you attended during the last 2 years?
- a. none
 - b. one ...
 - c. two ...
 - d. three ...
 - e. more than three
32. Are you allowed time off to attend professional meeting?
- a. always
 - b. only for $\frac{1}{2}$ day meetings
 - c. only for meetings lasting no more than 1 day
 - d. only for those which relate directly to your present job
33. Please place the following possible reasons for attending professional meetings in order of significance to you. Rank the reasons by putting 1 in the box for the reason which is most important to you and number the others down to 5 for the least important reason.
- a. to meet colleagues and exchange professional views with them....
 - b. to keep up-to-date on professional topics ...
 - c. to escape the routine of daily work
 - d. to possibly meet potential employers ...
 - e. to meet former colleagues and friends society ...

SECTION F: GENDER EQUITY ISSUES

- 34.i. Are there certain tasks or library activities which in your opinion are better performed by male librarian and others which are better performed by female librarians?
- a. yes ...
 - b. no ...

35. Please give 2 characteristics pertaining to female and male librarians which in your opinion influence their work performance.

<u>Characteristics of female</u> <u>librarians</u>	<u>Characteristics of male</u> <u>librarians</u>
---	---

.....

.....

.....

.....

.....

.....

36. Give 2 reasons to justify the differences in the different characteristics as indicated in 35 above?

- a.
- b.

.....

37. Many of the libraries in Kenya today are headed by male librarians despite the fact that women are the majority in the library profession. Why do you think this is so?

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

SECTION G: MISCELLANEOUS

38. Please place the following possible reasons for remaining in librarianship on order of significance to you. Put 1 by the reason which you consider most important down to 5 for the least important.

- a. income or potential income
- b. status or potential status
- c. job satisfaction
- d. lack of opportunities to retain for another career
.....
- e. the possibility of getting a job anywhere in the
country or overseas

39. Do you have any desire to seek further qualifications?

- a. yes ...
- b. no

40. If 'yes' would you prefer to gain what is or was your
- a. a further qualification in librarianship
 - b. a qualification in information science ...
 - c. an academic qualification outside librarianship
.....
 - d. a professional qualification which would enable you
to work in another field?.....

SECTION H: BACKGROUND INFORMATION

41. Please indicate your age by ticking
- a. 25 - 30 ...
 - b. 31 - 35 ...
 - c. 36 - 40 ...
 - d. 41 - 50 ...
 - e. over 50

42. Sex
- a. male ...
 - b. female ...

43. Marital status
- a. single
 - b. married
 - c. separated ...
 - d. divorced ...
 - e. widowed ...

44. If presently or previously married what is or was your spouse's occupation?
.....
.....

45. If you have children, what are their ages
a. under 5
b. 6 - 10
c. 11 - 16
d. over 16
e. for other reasons e.g. children

46.i. During your professional career, how many of your job changes have necessitated a move of house? number:.....

46.ii. How about your spouse, how many of his/her job changes have necessitate you to move house?

46.iii. How many such necessary moves (concerning you, not spouse) involved the following distances.
a. less than 20km....
b. 21 - 50km
c. 51 - 100km
d. over 100km....

47. During your professional career, have you ever decided against applying for a job for which you felt you were qualified and which you felt you would have enjoyed, for any of the following reasons? Please tick the reason which applies to you.

- a. because your spouse's job necessitated your remaining in a particular area []
- b. because you wished to remain near members of your family
- c. for other personal domestic reasons e.g. children's education (please specify)

48. Which one of the following statements do you feel most adequately describe your attitude towards work.

- a. your work is the most important part of your life []
- b. your work is equally important as your social family life []
- c. your work is just a way of earning a living []

49. Please add any comments you may wish to make on gender and career aspirations for librarians in Kenya.

Thank you for your assistance

ROSEMARY GITACHU

KENYATTA UNIVERSITY

APPENDIX III

QUESTIONNAIRE FOR DEANS/CHAIRPERSONS OF FACULTIES OF LIBRARY AND INFORMATION STUDIES

A. Background information of the respondent (please tick as appropriate)

1. Status in the institution *Staffing*
 - i. Name of the Faculty/Department.....
 - ii. Position: Dean.....
Chairperson.....
Other (please specify).....
 - iii. Sex: Male/Female *now top 3 senior positions in the*
 - iv. Qualifications:
 - a. Academic.....
 - b. Professional.....
 - v. Working experience (indicate no. of years.....)
 - v. Publications: (please indicate books/articles published with publishing details)
 1.ng party
 -
 -
 - a.
 - vii. How long have you served in your present position..... (please specify).....

2. Previous employment
- i. Type of library/institution previously worked:
 - Academic.....
 - Public.....
 - Others (specify).....
 - ii. Position in the organization.....
 - iii. Number of years worked.....

B. Background Information on Staffing

3. Staffing

- i. Total number of teaching staff:
 - male.....
 - female.....
- ii. Current holders of the top 3 senior positions in the Faculty/Department

<u>Position</u>	<u>Male/Female</u>
.....
.....

4. Qualifications:

- i. How many of your staff have the following post-graduate qualifications?

	<u>male</u>	<u>female</u>
--	-------------	---------------

 - a. Masters degree
 - b. Doctorate degrees
 - c. Other post-graduate qualifications (please specify)..... ..

C. Information on students enrolment and achievements

5.i. What is your student enrolment ratio?

a. Male.....

b. Female.....

5.ii. Please give a breakdown of students future career preferences based on their year subject choices e.g. publishing, libraries, etc. over the last 4 years.

Preferred area of specialization	1995		1994		1993		1992		1991	
	M	F	M	F	M	F	M	F	M	F

Thank you very much for your assistance

ROSEMARY GITACHU

KENYATTA UNIVERSITY

KENYATTA UNIVERSITY LIBRARY