

**AN INVESTIGATION OF FACTORS INFLUENCING
WOMEN PROGRESSION TO LEADERSHIP
POSITIONS IN KENYA
A CASE STUDY OF FOUR SELECTED INSTITUTIONS**

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*An investigation of
factors influencing*

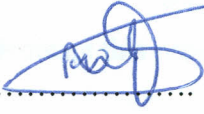


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DECLARATION

This research report is my original work and has not been presented for a degree in any other University or for any other award.



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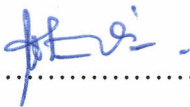
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DEDICATION

I dedicate this project to my daughter Stacey Wanjiku.

ACKNOWLEDGEMENT

First and foremost I would like to acknowledge the Almighty God for granting me His mercies and strength throughout the time of study. I would also like to acknowledge the concerted efforts of my supervisor Mr. Wanjere of Kenyatta University; he has been very dedicated in imparting knowledge. My thanks also go to my daughter Stacey for her patience and understanding during my studies.

ABSTRACT

The need for this study stems from the traditional view that women have a primary responsibility for family care while that for men is to provide for the family. This result in women being steered from an early age into sex stereotyped occupations and roles. Historically these occupations have been structured in either the middle and the lower cadres of the organizations, while those for men are structured at the top echelons of the organizations. It is in this light that this study sought:

“ To investigate the factors that influence the progression of women to top leadership positions in Kenya.”

To this end the study reviewed literature from past studies done on this area. The study also reviewed journals and articles written on this area too. The study interviewed women chief executive officers and departmental heads with a view of obtaining their opinion as to why there is gender imbalance in top leadership positions in organizations. The target population was drawn from Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenyatta University (KU), Barclays Bank of Kenya (BBK) and National Hospital Insurance Fund (NHIF). A sample population of 100 respondents was selected. The sample was selected through random sampling method. This method allowed the researcher to collect the required data with respect to objectives of the study.

The data was collected using questionnaires, which was administered through personal interviews. Data was analysed using descriptive statistics and advanced statistics. Tables, bar graphs, pie charts and percentages were used in report presentation.

This report consists of three chapters. Chapter one introduces the study with the background of the study, the statement of the research problem, the objectives and the research questions, significance of the study, scope and limitation of the study. Chapter two provides the literature review from various sources. The variables of the study have been thoroughly covered in this chapter. Chapter three outlines the methodology of the study with the target population for the study, the sample design, data collection instruments and data analysis techniques to be used.

The study established that social cultural factors, organization policies, organization culture, limited access to advanced education and discrimination in appointments inhibit the upward mobility of women to top leadership positions.

ACRONYMS AND ABBREVIATIONS

BBK- Barclays Bank of Kenya

CEO- Chief Executive Officer

FIDA- Federation of women lawyers

GDP- Gross Domestic Produce

HND- Higher National Diploma

JKUAT- Jomo Kenyatta University of Agriculture and Technology

KCPE- Kenya Certificate Of Primary Education

KU – Kenyatta University

ILO – International Labour Organization

NHIF- National Hospital Insurance Fund

PhD- Doctorate in Philosophy

UNDP- United Nations Development Programme

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OPERATIONAL DEFINITION OF TERMS

Discrimination - The practice of treating a particular group of society less fairly than others due to their race, sex or faith. In the study discrimination will refer to unfair treatment to women due to their sex.

Equality - The fact of being the same in rights, chances, status and advantages

Factors - One of the several things that cause or influence the status, Promotions and compensation to both men and women.

Gender - The fact of being male or female.

Im-balance - A situation in which two people are treated differently, in a way that is unfair.

Influence - Something that affects the outcome. In this regard it refers to the effect that some factors to be identified affect the status of women in leadership

Leadership - The state of being the head by holding a position of responsibility, mainly heading an organization.

Opportunities - This refers to chances available in employment,

Status - The social or professional position of women in relation to men. In this regard it refers to the number of women in top position in comparison to men in the same positions.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter introduces the study by looking at its background and stating the problem. It further gives the objectives of the study, research questions, significance of the study, its scope, the assumptions and the conceptual framework.

1.1 BACKGROUND

According to International Labour Organization (ILO) report of 1998, women who constitute over 50% of the world population have not achieved much equality in any country of the world. The report indicates that though women represent over 40% of the global workforce only 25 by then had become Heads of state.

Gender inequality is widespread in virtually all employment sectors. Statistics shows that women are well represented in business administration enrolment figures and the rapid expansion of this sector has given them a healthy share of lower and middle-level management positions. Their progress to top executive jobs is however blocked (ILO 1998).

A research study on the status of women in four Kenyan universities, public and private established that women are still a minority in senior positions. The only senior position with equal numbers of men and women was that of librarian, which women dominate even in other parts of the world. It was noted with concern that in one of the very established public university in the sample, there was no female full professor (Kamau 2006).

With regard to the financial and professional services sector, women access to top management posts is still severely restricted though they frequently match or exceed their male counterparts in terms of formal qualifications and technical know-how. Indeed, it is in the world of corporate business that the glass ceiling has proved most impenetratable, with a mere 2-3 per cent of top jobs in large corporations held by women (ILO 1998).

Given the existing shortage of highly qualified managers, glass ceiling still persist in an era of equality policies and improved educational opportunities for women. This persists despite the fact that women have demonstrated their intellectual capacity, resourcefulness, leadership and management abilities in many walks of life.

The problems facing women go beyond pure economic and are also as a result of discrimination, social/cultural, educational, gender and political. Despite progress in the public sector and in the political arena, their progress does not generally extend to the top levels of management (ILO 1998). To this end the study sought to evaluate the factors that affect the progression of women to top leadership in corporate organizations in Kenya.

1.2 STATEMENT OF THE PROBLEM

From the background it is noted that there exist disparities on gender representation in top leadership positions worldwide. It is noted that this disparity is not as a result of qualification, skills or talents but rather on the basis of gender discrimination. This disparity has led to under representation of women in major decision-making positions hence lack of equity in opportunity distribution in all sectors.

The ILO report of 1998 indicate that despite women forming 50% of the worlds population, only a partly 2-3% have managed to break the glass ceiling in top leadership. This disparity has continued despite the fact that women are equally if not more qualified than men, they possess the required technical know how and are more than willing to serve in the top corporate leadership. This gender imbalance has continued to exist despite passing of several legislations by governments to provide for gender balancing. Several international declarations have also been made to address this disparity over the years but very little change if any has been achieved to this end.

In view of the above highlight this study explored the forces behind this disparity, it sought to establish the factors that influence the progression of

women in top leadership positions in Kenya despite the many concerted efforts being made to bridge this imbalance.

1.3 OBJECTIVES OF THE STUDY

The study was guided by the following objectives:

Broad objective

To investigate the factors that influence the progression of women to top leadership positions in Kenya.

Specific objectives

- 1) To establish whether the social cultural factors affect women progression to top leadership positions.
- 2) To establish whether organization policies inhibit women progression to top leadership.
- 3) To establish whether organization culture inhibit women progression to top leadership.
- 4) To establish whether limited access to advanced education affect the progression of women to top leadership.
- 5) To establish whether discrimination of women in appointments affect their progression to top leadership.

1.4 RESEARCH QUESTIONS

The study sought to address the following questions;

- i) Does social cultural factors affect the progression of women to top leadership?
- ii) Does the organization policies inhibit the progression of women to top leadership?
- iii) Does the organization culture inhibit the progression of women to top leadership?

- iv) Does limited access to advanced education affect the progression of women to top leadership?
- v) Does discrimination of women in appointments affect their progression to top leadership?

1.5 SIGNIFICANCE OF THE STUDY

The findings of this study will provide invaluable information to the following interested parties:

- 1) The management of corporate organizations will benefit from the information in their strategic Human resource planning.
- 2) It will provide vital information to all the groups advocating for equal human rights and more specifically gender equality.
- 3) It will be of fundamental importance to government policy makers and legislators especially with the setting up of Gender commission.
- 4) The findings will also be key in formulating policies and strategies to enhance gender equality at the work place.
- 5) The findings will also assist scholars and other students who may be interested in pursuing studies in this field; it will provide a basis for further investigations and conclusive study on women issues.
- 6) The study will also benefit women in recognizing the factors that influence their upward mobility and seek ways of managing these factors to increase their presence in top management.

1.6 LIMITATION OF THE STUDY

The following problems were encountered in the course of the study.

- i) Some respondents who were targeted were not available due to commitments thus necessitating substitution.
- ii) Respondents were drawn from corporate organizations. The organizations have policies barring dissemination of information to outsiders thus some vital information was withheld.
- iii) Some targeted respondents were unwilling to co-operate, they were unwilling to read the questionnaire due to lack of interest.

- iv) Some interviewees misplaced the questionnaires, hence necessitating extra expenses and time in producing more.

1.7 THE SCOPE OF THE STUDY

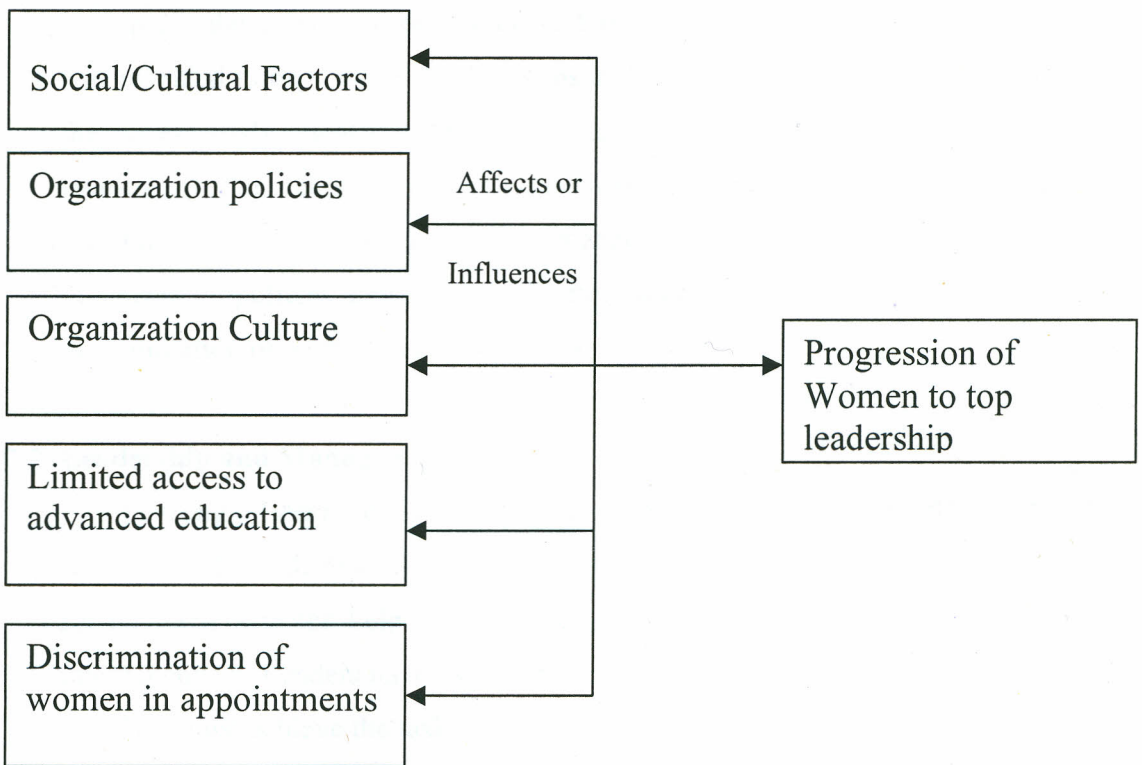
The study was confined to managers of the four organizations under the study; BBK, NHIF, KU and JKUAT. The study involved distributing questionnaires to the middle and senior level managers in the organizations. The focus on middle and senior level managers was meant to ensure they at least have the required experience, qualifications and skills to enable ample conclusion.

FIG. 1.1 Conceptual Framework

The framework depicting the concepts of the study is summarized below.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviewed literature relevant to the study. The sources of literature were textbooks, magazines, the Internet, journals, previous research works related to the study. These helped to clarify, strengthen and accordingly direct each stage of research from the formulation of the research topic to the dissemination and utilization of research findings.

In particular relevant literature on factors affecting women's upward mobility was revealed to expose the existing gaps and to offer an insight into the need for the current study. Finally a chapter summary was provided. This study sought to investigate the relationship between women's upward mobility (response variables) and the following set of independent variables: social/ cultural factors, organization policies and culture, limited access to advanced education and discrimination of women in appointments.

2.2 Leadership and Management

Armstrong (1998) defines leadership as the ability to persuade others to willingly behave differently. The function of team leaders is to achieve the task set for them with the help of the group. Leaders and their groups are therefore interdependent. Leaders have two main roles

- 1) They must achieve the task
- 2) They must maintain effective relationships between themselves and the group and individuals in it.

Sherlekar (1985) defines management as the guidance, leadership and control of the efforts of a group of people toward some common objective. Management work can be divided into the basic functions of management as follows:

1) **Planning:**

Planning focuses on the future: What is to be accomplished and how in essence, the planning function includes those managerial activities that determine objectives future and the appropriate for the means for achieving those objectives.

2) **Organizing**

According to Manfred, organizing is a comprehensive review in clear language about how to arrange matters so that people can work together effectively and well. Organizing is best illustrated by use of an organization chart, which highlight how work is divided and how it flows.

3) **Directing**

Directing is the third function in the management cycle and one of the least understood. Partly because of the professional nature of much organization work and partly due to the destructive influence of political correctness, many department managers are reluctant to perform this function.

4) **Controlling:**

Basically, organizational control is taking a systematic approach to figuring out if you're doing what you wanted to be doing or not. It's the part of planning after you've decided what you wanted to be doing.

Management scholars agree that management is a distinct type of activity primarily responsible to get things done through other people.

2.3 Social / cultural factors

Culture is that which surrounds us and plays a certain role in determining the way we behave at any given moment in time. By no means a static concept, culture defines and is both defined by events that are taking place both locally as well as regionally and internationally, it is shaped by individual events as well as collective ones, it is a feature of the time or epoch we live in. Because it is so vast, culture is also often used as a tool to validate all manners of actions - not, all of which may be acceptable to all concerned - and are often intimately, connected to issues of identity. Cultural frameworks are not always imposed, but are open to manipulation and interpretation from many angles and sources (Willis 1991).

A significant social feature resides in the double - if not triple - responsibilities of women: In most countries, women are perceived to have 'primary' responsibilities as wives and mothers. But in many cases, either as a result of a preference for personal development, or out of sheer economic necessity, women also go out to work in the employment market. Juggling these different occupations and their consequent responsibilities is no easy task for anyone - man or woman (Willis 1991).

Most African cultures define women in terms of what they should be or do for men. For instance, a married woman's major role is to enhance her husband's career goals by providing him with moral and emotional support. She is left with all the family responsibilities and chores while the husband is away either studying or working. Women can pursue their professional dreams only after fulfilling their culturally accepted roles, an expectation nearly impossible considering at what age this would be happening (Kamau 2006).

In any ethnic group in Africa a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. A boy will always be considered first before a girl. This gender biased cultural assumption and the subsequent differential treatment of boys and girls in a homestead not only mitigate against girls access and performance in the education but also tend to push girls to doing the so called 'feminine careers' e.g. home economics, nursing, teaching and secretarial (Bernars 1993).

Odhiambo (2006) argues that in Africa women are discriminated against from birth (five ululations given to boys while a girl is given only two), this is a typical example of how women are unappreciated socially, culturally and even religiously. She further argues that though there is no evidence in the bible indicating that a woman is inferior to a man the doctrines preached in most churches expect the woman to remain silent and submissive to the man in all areas of life. She attribute this to most churches being headed by men hence the perpetration of the wrong teachings. This explains why in most churches just like

in any other secular organization men occupy the top positions while women occupy the lower positions.

The corporate world as it exists today is composed of values, traditions, structures, and behavioral norms linked to masculinism. Yet much of what masculinism promotes is by definition alien to the majority of women in our society. Neither nature nor social conditioning adequately prepares women for their first encounter with corporate masculinism (Marilyn 1985).

Armstrong (1999) argues that it is futile, dangerous and invidious to make assumptions about inherent differences between people because of their sex, race or degree of disability. He argues that they are more likely to arise from environmental and cultural factors than from differences in fundamental personal characteristics.

2.4 Organization culture

Organizational culture is defined as the realities, values, symbols and rituals held in common by members of an organization and which contribute to the creation of norms and expectations of behaviour (Phillips, 1997). It defines conduct within an organization, determines what is and is not valued, and how authority is asserted (James and Saville-Smith, 1992).

The values, which underpin the great majority of organizations, and thus define success, often include money, power and status. The corresponding behaviours include working long hours and putting in 'face time' (as proxies for productivity), competitiveness and a willingness to put work above all else (McKenna, 1997). These values and behaviours, which some authors define as being masculine, have come to dominate organizations for historical and socio-economic reasons but are increasingly being challenged by women, and many men, who want to 'work to live' rather than 'live to work'.

Burton (1998) suggests that the masculine values underpinning organizational culture have a systemic influence, which creates an environment in which men are more 'at home' than women.

In some instances, this influence extends to systemic discrimination –(defined as a complex of directly and/or indirectly discriminatory practices that operate to produce general employment disadvantage for a particular group). The organizational and managerial values in these organizations tend to be characterized by stereotypical views of women's roles, attributes, preferences and commitments. These in turn influence decisions about who is suitable for particular positions, who is seen to have potential and so forth. When women find themselves selected or assessed on the basis of group membership rather than on their experience and abilities, they experience gender discrimination.

McKenna (1997) and Cornelius (1998) argue that it is these values and behaviours that create the kind of organizational culture which many women find so inhospitable. Women, and many men, not only find the environment inhospitable but the patterns of interaction potentially ineffective (Marshall, 1995). Women say that an inhospitable culture is one of the most significant barriers to their advancement and a major factor in diminishing their satisfaction with work in large organizations (Phillips, 1997).

Stereotyping

Stereotyping can have an influence on the way in which men and women are perceived in the workplace. The use of stereotypes as the basis for assessment of individuals can result in advantage or disadvantage, not because of individual ability or lack of it but because of group membership. Gender stereotypes are still pervasive and widely shared, according to Cornelius (1998).

However, despite all the evidence, beliefs persist about differences between men and women and how these differences impact on labour market outcomes. Men and women share descriptions of 'typical' men and women, and both tend to describe men and women in terms of opposites, men typically being described as strong and active and women as weak and passive. Moreover, male traits tend to be valued more highly than female traits.

Achievement orientation of men, for instance, tends to be valued more highly than the nurturing and affiliation typically ascribed to women.

Contrary to commonly held stereotypes; research has indicated that there are few gender differences in terms of abilities, attitudes or commitment, or in management styles and leadership attributes (Phillips Little 1997). In terms of management, a number of researchers (Eveline, 1998; Marshall, 1995; Powell, 1988) have shown that a good manager is described predominantly in masculine terms so that not only are most managers men but good management is thought to be a 'manly business'.

2.5 Work place Policies

Women are not the same as men, they have particular biological functions that make them different, which in turn makes their work experiences different. To this end, treating men and women the same has effectively created a systemic form of indirect discrimination for women (Wel submission 1999).

True equality can only be achieved when industrial policies and workplace practices take account of these differences. This should be a basic working right, reinforced with legislation. The imperative for this has never been greater, with an increasing percentage of women participating in paid employment, and industrial relations reforms that emphasise family-friendly initiatives. Failure of governments to respond to women's industrial needs is perpetuating a systemic disadvantage against women (Wel submission 1999).

Pregnancy is a workplace issue that starts well before conception and ends long after birth. It is impossible to separate pregnancy and family responsibilities. Anecdotal evidence suggests assumptions that women will resign when they have children are still widespread and continue to form the basis for not hiring women among some employers. Large numbers of women report significant difficulties when they return to work due to the lack of supportive policies and practices in workplace. Issues like childcare, breastfeeding, flexible working hours and part-time work are still very current issues for most working women.

More subtle issues, such as respect and support from managers and colleagues, also play a significant role in the capacity for women to return to work (Wel submission 1999).

In 1997 forty-four percent of the Australian workforce was made up of working mothers (ABS, *The Labour Force, Australia*, 1997). Most pregnancy discrimination complaints concerned employment matters, and fifteen percent of complaints accepted under the *Sex Discrimination Act* were related to pregnancy discrimination (Victorian Equal Opportunity Commission Annual Report 1997/98, Human Rights and Equal Opportunity Commission Annual Report 1997/98).

The failure to take account of women's differences, and to provide the same leave entitlements and work arrangements for women and men is a form of indirect discrimination. Providing the same leave entitlements to men and women, such as sick leave and parental leave, appears to be a fair deal. The reality is, the fact that women have additional physical demands, such as sicknesses that are directly related to pregnancy, and may encounter complications during and after the pregnancy. Current Certified Agreements and Awards fail to take account of these differences (Wel submission 1999).

In her monograph on gender equity in universities, Clare Burton discusses systemic discrimination. She provides several definitions, including one from Rosemary Hunter, which succinctly illustrates the totality of the disadvantage women face in the workplace as a result of pregnancy: The term 'systemic discrimination' is used to describe a complex of directly and/or indirectly discriminatory ... practices which operates to produce general employment disadvantage for a particular group. Examples of systemic discrimination collected through the WEL survey include:

“My employer has some excellent family-friendly policies in place. However, my boss's attitude to flexible hours for mid-level positions is not good. Flexible hours should be available to all, not just a select few. Unfortunately, the manager of each work unit rules yes/no to such things and in my case it is no. Since men hold most of the management jobs, it is impossible for them to see things from the other side of the coin.”

(university).

2.6 Limited access to advanced education

Muthoni (1999) observes that because of Social discrimination seventy percent of illiterate people in Kenya are women, with many girls kept at home to work while their brothers go to school.

According to the United Nations Development Programme (UNDP) 1995 report, out of the developing world's 900 million illiterate people, women outnumber men two to one, and girls constitute the majority of the 130 million children without access to primary school. Further, because population growth has superseded the expansion of women's education in some developing regions, the number of women who are illiterate has actually increased.

ILO report of 1998 drew attention to implications of government's reductions on educational budgets. Cuts to education results in fewer girls and women attending classes and higher dropout rates for girls. Structural adjustment and economic restructuring programmes reduced educational and work opportunities for women. This had implications for women's opportunities to accede to management-level posts, given the importance of education in helping to create a new concept of power, less stereotyped, less focalized on hierarchical aspects and more open to women.

In a study carried out by Kamau (2006), women interviewed attribute limited access to doctoral studies as a main hindrance to their career advancement in universities, yet without a doctorate there is no hope of rising to seniority in the universities. Obtaining a doctorate for women in Kenya is usually much more challenging than it is for men especially because the country does not have very well established doctorate programmes; they are also in limited fields. The best option is to study abroad which is a major challenge to women given their social roles as wives and mothers. The only option is for women to study locally, which presents a new challenge of combining career, family and studies as negotiating for a study leave is not easy. Funding for doctoral studies is one issue that has discouraged many women, as funds are not easy to access.

Odhiambo (2006) observes that in Nyanza province out of the top a hundred students in the year 2005 Kenya certificate of primary education (KCPE) results only one was a girl. This kind of imbalance in primary education results to imbalance in advanced education, which consequently results, to imbalance in appointments.

2.7 Discrimination in appointments

Discrimination occurs when an employee suffers unfavorable or unfair treatment due to their sex, race, religion, national origin, disabled or veteran status, or other legally protected characteristics. Federal law prohibits discrimination in a number of work-related areas, including recruiting, hiring, job evaluations, promotion policies, training, compensation and disciplinary action.

Discrimination can be portrayed in different ways. It can occur in accessing employment, in promotion or in the treatment of an employee. Discrimination can also be direct or indirect (Perry et.al, 2000; Studholme, 1994).

Kenyan law and Constitution provide that no discrimination should occur based on the race, tribe, and place of origin, political opinions, creed or color of persons. Although the Constitution extends equal protection of law to men and women, it was not until reforms in late 1997 that the Constitution was amended to include specific prohibition of discrimination on the grounds of gender (Muthoni 1999). However, not all of the provisions of the laws and Constitution are enforced effectively, in particular with regard to women's rights, additional legal provisions are therefore needed. As a result Kenyan women face both legal and actual discrimination in political, economic, relational, and workplace arenas. In effect, women are relegating to being second-class citizenship (Muthoni 1999).

Many laws discriminate against women. For example, women are legally required to obtain the consent of their husbands or father before they can obtain a national identity card, a passport or a bank loan. Female widows lose their work pensions when they remarry although widowers do not. Women are often excluded from inheritance settlements, and widows are unable to administer their husbands' estates without the consent of their children.

According to UNDP report of 1999, despite the fact that many governments have adopted and adapted affirmative action measures and the rhetoric of gender balance, the figures still indicate that globally, despite the fact that women are half of the population, they are nowhere near half of the decision-making structures. The threshold of 30% advocated by the UNDP Report, as a prelude to the 50% is still a dream for most women.

According to Mugenda (2006), many Kenyan women work hard but the authorities in charge of promotion do not recognize them. Manyarky (2006) argues that unlike our male counterparts, who will be asked for monetary favours in appointments, women are under pressure to give sexual favours.

Kemunto (2006), observes that gender discrimination is evident in our country's governance: out of 74 District Commissioners, only one is a woman, and that out of 33 Permanent Secretaries, only five are women.

In summary the review indicate that intelligence, ability and motivation are the attributes of a good leader. These attributes are inherent in both men and women, and gender has no role to play in determining these attributes. However in pursuit to investigate the factors influencing women progression to leadership, social/cultural factors, lack of access to advanced education, organization culture, workplace policies and discrimination of women in appointments have come out clearly as the factors inhibiting women.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter looked at the methodological approach to the study that was adopted to achieve the objectives stated in chapter one of this study. It focused on the study design, target population, sampling, data collection instruments, data analysis and presentation.

3.2 Research Design.

The research study was a descriptive case study, which sought to investigate the factors affecting the progression of women to top leadership positions. Participants were questioned using a questionnaire. The technique enabled collection of information from a representative sample of the participants.

This method was chosen because it assisted in securing both qualitative and quantitative information from the respondents. The method enabled the identification of salient characteristics and unique features of the target population to acceptable degree. The method assisted in collection of useful information, which affects the progression of women in top leadership positions.

Descriptive research is used in describing characteristics of the relevant groups, determining the degree to which independent variables affect a dependent variable, estimate the percentage of units in a specified population exhibiting the same behavior. It is also used when prior knowledge of the problem and information needed is clearly defined (Mugenda and Mugenda, 1999).

3.3 Target Population

The study targeted four selected corporate organizations; Jomo Kenyatta University of Agriculture and Technology (JKUAT), Barclays Bank, Kenyatta University, and National Hospital Insurance Fund. The target population was the CEO's and Departmental heads. The study interviewed both men and women who occupy these top positions in the study population. JKUAT has a staff establishment of 1545, BBK has 1890, and KU has 2490 while NHIF has 1500.

3.4 Sampling:

Sampling is defined as the process of selecting elements (in survey research usually telephone numbers, households or individuals) from a population (Mugenda and Mugenda, 1999). A sample of 100 respondents was selected through random sampling method. The sample comprised of women and men from the selected organization who hold the positions of chief executive officers and departmental heads. This method enabled the researcher to collect the required data with respect to objectives of the study without any bias.

3.5 Data collection instruments

The data was collected from primary source using questionnaires. The questionnaires had both closed and open-ended questions. They were administered through 'drop and pick later method.' This instrument was selected because it is clear, straightforward and comprehensive enough enabling interviewees to provide additional relevant information (Mugenda, 1999). It requires less manpower, is cheap and also convenient. The instrument enabled the researcher to gather in depth information on the area of study aimed at achieving the research objectives. Although this method has a risk of low response rate, it was considered appropriate for the study since it eliminates bias or personal opinion by the respondents. The respondents are also given sufficient time to read, understand and answer questions.

A college letter of introduction was sent alongside the questionnaires and emails that went out to the field. Each respondent was treated with utmost courtesy and confidentiality. Data collection took one month.

3.6 Data Analysis and Presentation:

Response from the open-ended questions were first coded on key thematic areas, entered into statistical package for social sciences (SPSS) database, analyzed and presented in narratives to support the quantitative data. Descriptive statistics were used in analyzing data. The data management process and analysis were done with the help of the SPSS and Excel for windows.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter analyses the data collected. It also presents and discusses the findings of the study. The questionnaires were pre-tested and analyzed by use of descriptive statistics and advanced statistics. Tables, bar graphs, pie charts and percentages were used in report presentation.

4.2 Characteristics of the sample used in the study

A total of 62 respondents out of 100 completed the questionnaires. This represented response rate of 62%, which was considered adequate representation of the population to make conclusions. Male respondents accounted for 41.9% while female respondents accounted for 58.1%. These findings are contained in the table below.

Table 1: Number of respondents and gender

Gender	Frequency	Percent
Male	26	41.9
Female	36	58.1
Total	62	100

From the survey, the respondents composed of: 52.4% holders of master's degree, 33.3% holders of bachelor's degree, 4.8% higher national diploma, 6.3% diploma, and 3.2% certificate. This is reflected in the table below.

Table2: Qualifications of the respondents

Education	Frequency	Percent
Masters	33	52.4
Bachelor degree	21	33.3
HND	3	4.8
Diploma	4	6.3
Certificate	2	3.2
Total	63	100

It was observed that 19% of respondents have worked for between 0-5 years, 30.2 for 6-10 years, 28.6% for 11-15 years, 17.5% for 16-20 years and 4.8% for 21-30 years. This is reflected in the table below.

Table 3: Work experience

Duration	Frequency	Percent
0-5 years	12	19
6-10 years	19	30.2
11-15 years	18	28.6
16-20 years	11	17.5
21-30 years	3	4.8
Total	63	100

4.3 Factors influencing the mobility of women to top leadership positions

The respondents were asked whether social-cultural factors affect the upward mobility of women. 88% of the respondents felt that social-cultural factors influence the upward mobility of women while 11.1% felt that social-cultural factors have no influence at all. This is highlighted on the table below.

Table 4(a): Whether socio-cultural factors influence the upward mobility of women

	Frequency	Percent
Yes	56	88.9
No	7	11.1
Total	63	100

The table below shows that despite the social-cultural factors hindering women from advancing in top positions, 90.5% of the respondents felt that women are as capable as men in leadership. Only 9.5% of the respondents felt that women are not as capable as men in leadership.

Table 4(b): Whether women are as capable as men in leadership.

	Frequency	Percent
Yes	57	90.5
No	6	9.5
Total	63	100

The respondents were asked to state the various social cultural factors that hinder women from upward mobility. The table below shows clearly the various social-factors hindering the upward mobility of women.

Table 4 (c): Social cultural hindrances to women

Factors	Freq.	Percent
Discrimination	15	32.6
Family responsibilities	10	21.7
Should not be educated	6	13.0
Women to look after children	4	8.7
Lack awareness	1	2.2
Lack of confidence	1	2.2
Leadership linked to bravery, great physical ability	1	2.2
Stereotyping	1	2.2
That women can abuse power	1	2.2
They helpers of men	1	2.2
Women are weaker sex	1	2.2
Women lack confidence	1	2.2
Women should be in the kitchen	1	2.2
Women to play secondary roles	1	2.2
Women viewed as children	1	2.2
Total	46	100.0

The respondents were asked whether workplace policies are sensitive to women. The table below indicates that 40.3% of the respondents felt that work policies are sensitive to women given their unique roles as mothers. 59.7% felt that work policies are insensitive to women roles as mothers.

Table 5 (a): Whether work place policies are sensitive to women unique roles as mothers

	Frequency	Percent
Yes	25	40.3
No	37	59.7
Total	62	100

The respondents were asked to state the particular policies that are unfriendly to women given their unique roles as wives and mothers. These policies include; long

working hours, loss of annual leave incase one proceeds to maternity leave, night shift, transfers and working overtime. These unfriendly policies are illustrated in the table below.

Table 5(b): Policies unfriendly to women

Policies	Freq	Percent
Long working hours	15	33.3
Loosing annual leave when maternity leave has been taken	2	4.4
Night shift	4	8.9
Passport policy	1	2.2
Short maternity leave	11	24.4
Transfer policy	4	8.9
Working overtime	8	17.8
Total	45	100.0

33.3% felt long working hours is unfriendly to women, 4.4% loosing of leave when maternity leave has been taken, 8.9% night shift, 2.2% passport policy, 24.4% short maternity leave, and 17.8% felt working overtime is unfriendly to women.

The respondents were asked whether policies addressing gender imbalance are being implemented in their organizations. The table below shows that 69.6% of the respondents felt that work policies addressing gender imbalance are not being implemented while 30.4% felt that the policies are being implemented.

Table5 (c): Whether policies addressing gender imbalance are implemented

Yes/No	Freq	Percent
No	39	69.6
Yes	17	30.4
Total	56	100

The respondents were asked whether the organization culture inhibit the upward mobility of women. The table below indicates that 52.5% of the respondents felt that organization culture inhibit the progression of women while 47.5% felt it doesn't.

Table 6(a): Whether organization culture inhibits the progression of women to top leadership.

	Frequency	Percent
Yes	32	52.5
No	29	47.5
Total	61	100

The respondents were asked to state the particular attitudes that inhibit upward mobility of women. The table below illustrates the various attitudes that influence the upward mobility of women.

Table 6(b): Attitudes influencing women upward mobility

Attitude	Freq	Percent
Male chauvinism	10	32.3
Considered as weaker sex	5	16.1
Stereotypes	4	12.9
Lack of confidence	2	6.5
Women considered to be emotionally unstable	2	6.5
Inferiority complex	1	3.2
Negative attitude towards work	1	3.2
Some jobs considered as men's	1	3.2
Woman seen as a lesser performer than a man	1	3.2
Women are impatient	1	3.2
Women cannot travel extensively	1	3.2
Women exchange promotion for love	1	3.2
Women not as committed as men	1	3.2
Total	31	100.0

The respondents were asked whether organization politics play a role in women upward mobility. The table below shows that 35.3% of the respondents felt that organization politics plays no role in upward mobility of women while 64.7% felt that organization politics play a big role in women upward mobility.

Table 6(c): organization politics

Yes/no	Freq	Percent
No	18	35.3
Yes	33	64.7
Total	51	100.0

The respondents were asked whether limited access to advanced education inhibit women's upward mobility. The table below shows that 78.7% respondents felt that limited access to advanced education affect the progression of women to top leadership, only 21.3% of the respondents felt otherwise.

Table 7(a): Whether limited access to advanced education affects the progression of women to top leadership.

	Frequency	Percent
Yes	48	78.7
No	13	21.3
Total	61	100

Respondents were asked to state the various effects of lack of advanced education on women. The table below shows the various effects of limited access to advanced education which influence women's upward mobility as cited by respondents.

Table 7(b): low education effects

Reason	Freq	Percent
Cannot compete for the top jobs	31	75.6
Lack of skills	8	19.5
Lack of confidence	1	2.4
Poor interpersonal relationship	1	2.4
Total	41	100.0

Respondents were asked whether discrimination affects women upward mobility. The table below indicates that 90% of the respondents felt that discrimination affect upward mobility of women. 10% of the respondents felt that discrimination does not affect women progression to the top.

Table 8(a): Whether discrimination of women in appointments affects their progression to top leadership.

	Frequency	Percent
Yes	54	90
No	6	10
Total	60	100

Respondents were asked whether there is equality in opportunities. The table below shows that women are not offered equal leadership positions as men. 24.2% of respondents felt that women and men are offered equal opportunities. 75.8% felt that women are not given equal leadership positions as men.

Table 8(b): Whether women are offered equal leadership positions as men

	Frequency	Percent
Yes	15	24.2
No	47	75.8
Total	62	100

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the findings of the study, presents conclusions and recommendations on the factors influencing the upward progression of women to top leadership positions in organizations in Kenya. Suggestions for further research are included in the chapter.

5.1 Summary

The purpose of the study was to investigate the factors that influence the progression of women to top leadership positions in Kenya. The study focused on four organizations; BBK, NHIF, KU and JKUAT. The objectives of the study were to investigate whether social culture, organization policies, organization culture, limited access to advanced education and discrimination of women in appointments influence their upward mobility to top leadership positions. Questions geared towards achieving the objectives were stated.

The literature review focused on leadership and management, social/cultural factors, organization culture, workplace policies, limited access to advanced education and discrimination in appointments. The study involved 63 respondents drawn from the four organizations. Data was collected through questionnaires. The data gathered was analyzed using descriptive statistics and advanced statistics. Frequencies and percentages were computed to draw some inferences related to the variables investigated. Information that could be quantified was subjected to content analysis.

5.2 Findings

The findings of the study were presented under the heading factors influencing the upward mobility of women to top leadership positions. The following is a brief summary of the study.

The study revealed that social cultural factors influence the upward mobility of women in top leadership positions. It was further revealed that women are as capable as the men in discharging leadership responsibilities.

The study also revealed that work place policies are insensitive to women unique roles as mothers. It was further revealed that policies addressing gender imbalance are not implemented. The study therefore established that organization policies inhibit women progression to top leadership

The study revealed that organization culture inhibits the progression of women to top leadership positions. Organization politics and stereotyping are major inhibiting factors in upward mobility of women in top leadership positions.

Limited access to advanced education affect the progression of women to top leadership positions.

The study further revealed that women are discriminated against in appointments. As a result of discrimination women are denied equal leadership position opportunities. The study also revealed that men are the majority in the top management level.

5.3 Conclusion

From the study one can conclude that social cultural factors, organization policies, organization culture, limited access to advanced education and discrimination of women in appointments inhibit the upward mobility of women to top leadership positions.

5.4 Recommendations

On the basis of the findings the following recommendations were made: -

- i) Culture both societal and organizational remains a barrier to women progression to top positions. This is because some staff and also society still hold certain cultural values that are gender discriminatory. There is need to inculcate a cultural orientation that recognizes women as capable leaders and free people from gender stereotypes.
- ii) On the individual characteristics, women must change the attitude towards themselves and men towards women such as inferiority complex (through career choices and over preference to certain jobs at certain low levels) and men mindset that females should not hold leadership positions.

- iii) Females are also advised to work strategically from the school level on career choices and aspirations. This will also involve a paradigm shift from the women inferiority self-perception.
- iv) Work and family influence on the upward mobility of women can be minimized by having family-friendly policies to alleviate the pressures of combining work and family life. These policies influence and foster work place change in that they ‘create a culture of mutual commitment that make it easier to change organizations with employee commitment.
- v) Education and training are a major influence on upward mobility of women since staff promotion and upward mobility is merit based and is therefore more likely to favour staff with necessary education qualifications, training and skills. Women should strive to acquire more education and form constructive engagements and mentorship at work place to enable them access training and development opportunities.
- vi) The organizations under the study seemed not to embrace an equal opportunity for all human resource management policies. There is indication that the influence of human resource management policies on upward mobility of women to top positions was rather a re-alignment consequence that depends on other factors as ones gender, qualifications and experience. The organizations should re-evaluate their Human resource management policies to create gender balance.

5.5 Suggestion for further study

- i) The researcher recommends that future studies in the subject area focus on “the impact of the implementation of different promotion models on job satisfaction and staff performance between males and females.”
- ii) The researcher also recommends a study on the impact of the government and the various bodies dealing with gender issues in bleaching gender imbalance in top leadership positions.

APPENDIX 6

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APPENDIX 3
INTRODUCTION LETTER

WINNIE W MBUGUA
KENYATTA UNIVERSITY
DEPARTMENT OF BUSINESS
ADMINISTRATION
P.O BOX
NAIROBI
30th September 2006

To.....

.....

**RE: A QUESTIONNAIRE ON INVESTIGATION OF FACTORS AFFECTING
THE PROGRESSION OF WOMEN IN LEADERSHIP**

I am a postgraduate student in the department of Business Administration at the Kenyatta University. I am carrying out a study on the factors influencing the progression of women to leadership positions.

The purpose of the research is to gather information that will be important for the promotion of women to leadership in Kenya. I will be grateful if you answer the questions in the questionnaire and also share your experiences with me. Your responses will be kept in confidence.

Kindly complete all sections of the questionnaire. Please do not indicate your name on the questionnaire.

Thank you.

Yours faithfully,

Winnie Mbugua

APPENDIX 4
QUESTIONNAIRE

Part 1- Personal information

Please indicate your answer by ticking where appropriate.

1. a) Gender: Male [] Female []
b) Age: Below 40 years [] 40-49 [] above 50 years []
c) Marital status: Single [] married [] separated []
2. What is your highest academic/ professional qualification?
PhD [] Masters [] Bachelor degree [] HND [] Diploma []
Certificate [] Secondary School [] Primary School []
3. What is your work experience?
0- 5 years [] 6-10 [] 11-15 [] 16-20 [] 21-30 []
4. Please indicate your current position in your organization.....
5. In which department are you working?.....

Part 11: MAIN ISSUES OF THE STUDY

SOCIAL/CULTURAL FACTORS

1. Do you think that social/cultural factors influence the upward mobility of women?
Yes [] No []
2. Do you think women are as capable as men in leadership capabilities?
Yes [] No []
3. To what extent do cultural factors influence the upward mobility of women in your organization?
 - a. Very great extent []
 - b. Great extent []
 - c. Moderate extent []
 - d. Low extent []
 - e. Very low extent []
3. In your community are women offered equal leadership positions as men?
Yes [] No []

4. Please comment briefly on how women in Kenya are hindered by social/cultural factors in progression to top leadership.....

.....

ORGANIZATION POLICIES

1. Do you think work policies in your organization inhibit the progression of women to the top positions?

Yes [] No []

2. To what extent is this case?

a. Very great extent []

b. Great extent []

c. Moderate extent []

d. Low extent []

e. Very low extent []

3. Are work place policies sensitive to women unique roles as mothers?

Yes [] No []

5. Does your organization have a clear policy on maternity?

Yes [] No []

6. Are women given paid time off to seek treatment while pregnant?

Yes [] No []

7. Please mention a few policies that are unfriendly to women given their family roles as mothers and wives?.....

.....

8. Are policies addressing gender imbalance in your organization effectively implemented?.....

Please elaborate.....

.....

ORGANIZATION CULTURE

1.Does organization culture inhibit the progression of women to top leadership?

Yes [] No []

2.To what extent do attitudes influence the upward mobility of women in your organization?

a. Very great extent []

b. Great extent []

c. Moderate extent []

d. Low extent []

e. Very low extent []

3.What are these attitudes?.....

.....

4.Please explain briefly how organization culture hinders women progression to the top?.....

.....

5.Has organization politics contributed in gender imbalance in top positions in your organization?.....

Please elaborate.....

.....

LIMITED ACCESS TO ADVANCED EDUCATION

1.Does limited access to advanced education affect the progression of women to top leadership?

Yes [] No []

2. Which of the following groups is more qualified or trained in the organization?

Men [] Women []

3. Explain the extent to which this can influence upward mobility of women:

- a. Very great extent []
- b. Great extent []
- c. Moderate extent []
- d. Low extent []
- e. Very low extent []

4. Briefly explain how low education affects the progression of women to the top executive jobs.....
.....

DISCRIMINATION IN APPOINTMENTS

1. Does discrimination of women in appointments affects their progression to top leadership?

- Yes [] No []

2. In your organization, is there equal opportunity in recruitment, promotion and deployment? Please explain.....
.....

3. Who are the majority in the following levels of management?

- a. Top management [] Male [] Women
- b. Middle management [] Male [] Women
- c. Lower management [] Male [] Women

4. Mention a few jobs, if any, which are gender specific in your organization.....
.....

5. Briefly explain how gender discrimination affects women progression to the top.....
.....

6. Please explain any other factors you feel have hindered the progression of women to top leadership positions.....
.....