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AN ANALYSIS OF THE PROBLEMS AFFECTING WOMEN'S PERFORMANCE IN  
MANAGEMENT IN RELATION TO THE CHARACTERISTICS THEY POSSES: A  
CASE OF WOMEN IN MANAGEMENT IN SELECTED PUBLIC UNIVERSITIES IN  
KENYA.

BY

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Cheserem, Rosebella  
*An analysis of the  
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## DECLARATION

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This project is my original work and has not been presented for the award of a degree in any other university.

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## DEDICATION

My parents Jackson Meli and Pauline Meli, my brothers and sisters and my dear  
friends, for all their love, support and advice.

## ACKNOWLEDGEMENT

I would like to thank God very much for bringing me this far. I know that it is by Him and through Him that I have come to see the completion of this programme.

My very sincere gratitude to everyone who contributed immensely in one way or another to the completion of this research project and also my entire MBA course.

I am greatly indebted to those who gave me guidance and assistance towards what is reported here in this project. Special thanks to my project supervisor Mr. Ndede, for his guidance and advice in the course of my research work

I would like to extend my gratitude to my colleagues for their support and understanding during this rigorous programme. I am greatly indebted to my dear parents Jackson Meli and Pauline Meli for their financial and moral support

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God bless you all abundantly.

## ABSTRACT

In the past much attention has been given to women's struggle to crack through the proverbial ' glass ceiling ' and assume positions in the upper echelons of the organisation, yet less attention has been given to the problems these women face while in such management positions yet these problems affect the performance of these women managers.

This study, therefore sought out to determine the characteristics of women managers in public universities, the problems they experience and to extend which it affects their performance.

The population of interest consisted of all women managers in selected public universities i.e. University of Nairobi, Kenyatta University and JKUAT. The expected number of respondents were 42, but those who returned the questionnaires were 39, the other three were not present at the time of picking up the questionnaires. The information from the respondents was collected using a drop and pick later questionnaires completed by women managers ranging from administrators, head of departments, deans, supervisors, executives ,managers, assistant managers, registrars etc.

Data collected was coded, summarized, organized and analyzed using the statistical package for social sciences (spss). The study found out that there are very few women who have made it up to top management levels in public universities in this case they were only 10.3% of the respondents and most of the women managers were older i.e.

over 40 years (79.5 %). In addition to that most of these women are in management due to the unique characteristics that they possess. For instance 69.2% strongly agreed that they had strong motivation to succeed, 64.1% agreed that they were assertive and 51.3% said they were confident in decisions they make.

Also the study found out that the few women in management in public universities experience problems that adversely affect their performance. However more investigation into the scenario would be necessary.

From the foregoing, it is evident that concern for women must go beyond mere participation in management, to embrace transformation of our institutions towards improvement for gender responsiveness by mainstreaming gender concerns in policy making, planning and programming.

From the recommendations given by the researcher it is anticipated that the findings will be important to institutions management, employers, government, policy makers and academicians in understanding problems affecting women's performance in management and where applicable take the necessary action.

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## ABBREVIATIONS

·International Labor Organization

KGDRC-Kenya Gender Data Resource centre

EEOC-Equal Employment Opportunity Commission

EEO-Equal Employment Opportunity

GCA-Gender Centered Approach

OSA-Organizational Structure Approach

GOSA- Gender Organizational System Approach

OECD-Organizations for Economic Cooperation and Development

D V C –Deputy Vice chancellor

VC – Vice Chancellor

EACU-East African Catholic University

EAU-East African Universities

ACU- African Commonwealth Universities

IFUW-International Federation of University Women

FAWE-Forum for African Women Educationists

KU-Kenyatta University

JKUAT-Jomo Kenyatta University of Agriculture and Technology

SPSS- Statistical Package for Social Sciences

## DEFINITION OF TERMS

### MANAGEMENT

Mangham (1986) defines management as doing things through others and with others to attain organization goals. Management is a process, which involves doing the following functions planning, organizing, staffing, controlling, coordination, decision-making and directing. Therefore managers are those who are responsible for completing tasks that require supervision for other members or organization of resources.

According to (Armstrong, 2003) managers can typically be described as first line, middle or top-level managers depending on the organization structure.

**First line managers** are the lowest level of management and manage the work of non-managerial staff/ individuals who are involved with the creation of the organizations products or offer services directly to the customer. In the universities first line managers include administrative assistants, coordinators, assistant managers, supervisors, deputy officers and departmental heads.

**Middle line managers** – include all levels of management between the first line and the top level of the organization. These managers manage the work of first line managers and may have titles such as deans, project leaders, senior managers, directors, divisional managers, faculty heads etc

**Top level managers** – these are managers who are at the top or near the top of the organization, who are responsible for making organization wide decision and establishing the plans and goals that affect the entire organization. These individuals typically have titles such as chancellors, VCs, DVCs, executives, presidents, managing director, chief operating officer, chief executive officer, principals, registrars, chairman of board Etc

**WOMEN IN MANAGEMENT:** are those women in organization who are first line, middle or top-level managers. Women who work with and through employees by coordinating their work activities in order to accomplish organizational goals. They are women workers who have been given authority to make decisions on behalf of other employees.

**PUBLIC UNIVERSITIES:** A public university is a university that is predominantly funded by the public means through the national government. In Kenya public universities are under government of Kenya in the ministry of education.

**GLASS CEILING:** Describes a barrier so subtle that it is transparent, yet prevents women and minorities from moving up the management hierarchy. (Morrison and von Glinow 1990:200) .can also be referred to as invisible artificial barriers, created by organizational prejudices, barring women from top executive jobs.

**STEREOTYPES:** refers to social perception of an individual in terms of his or her group membership rather than in terms of his or her actual personal attributes. Such perceptions are often in accurate for the person concerned and may even be invalid for the group as a whole. (Halsanger, 1993).

**PATRIACHAL ENVIRONMENT:** An environment where men are in control and are the rulers. A male dominated organization is where we have more men than women. (Oxford English dictionary, 1989).

**SEX DISCRIMINATION:** Defined as overt or covert differential treatment based on gender. (Devanna, 1987)

**CAREER DECISION:** Conscious commitment to advancement over the long-term.

**DUAL RESPONSIBILITY:** This refers to the double roles that women play in the workplace and home as mothers.

**PSYCHO-SOCIAL ATTRIBUTES:** This refers to personality characteristics, attitudes and behavioral skills that women manager's exhibit in the workplace.

characteristics that are associated with the field of psychology.

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# CHAPTER ONE

## 1.0 INTRODUCTION

This chapter examined the background of the study, a statement to the research problem, the research questions, and objectives of the study, significance, scope and limitations of the study.

## 1.1 BACKGROUND OF THE STUDY

Management is a challenging occupation for any one, male or female with many demands. Common stressors shared by women and men managers alike include role demands, workload, interpersonal relations on the job and extra organizational conflict. (Powell, 1988)

The aspirations of men, women, boys and girls in any given society in terms of their career development and leadership roles depend on the socio-cultural, economic and political environment. Women and men have grown in a social cultural context where certain values and norms are assigned to either gender. The feminine roles traditionally assigned include childcare, home care and passivity. The male roles assigned to men include being responsible and in charge. Therefore due to these issues female leaders in this case managers, are 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 today operations. While women are joining the managerial ranks in increasing numbers, few women are managing to reach middle level management or above (Fagenson, 1993).

Statistics of the world Bank, International Labour office (1980) showed that women in low level management are not only more numerous but they work longer hours at lower pay than their male counterparts and rarely have the opportunity to acquire the academic qualifications and professional skills necessary to compete with men on equal footing within all employment sectors. As one writer observed laconically, statistics showed that women represented 1/3 of the world workforce, did 2/3 of the world's working hours, but they earned 1/10 of the world's income, owned 1/100 of the world's resources and they held less than 1% of the worlds executive positions. (ILO, 1980).

Over the last 3 decades, both industrialized and newly industrializing countries, women have significantly improved their participation in management in higher education. More women are in under graduate programs, enroll in postgraduate studies, and take up employment in higher education institutions. In most countries, a small proportion of women are also beginning to reach the top management positions in higher education institutions as vice chancellors and DVCs, deans and heads of departments while the numbers are still small, they form a highly visible and influential group who may help change the organizational climate and structures of higher education to enable more women to play their rightful role in academia.

An overview of women in higher education management in African Commonwealth Universities (ACU) as presented by Dr. (Singh, 2002) in a workshop on women in management in reported that between 1997-2000, the period of two ACU surveys, the situation pertaining the status of women in senior management and academic positions in

commonwealth universities had improved only marginally. At senior lecturer and above level, in 2000, there were 28,310 women from a total of 125,212 representing 22.6% of all academic staff employed in universities at this level

Top management positions remained the domain of men. In 2000, only 9.0% of vice chancellors and presidents were women. Of the senior management team, comprising, deputy VCs, Deputy Presidents, registrars, special advisers, only 19.8% were women. Women were more visible in positions of heads/directors of academic departments/centre, with overall nearly 18% of women in these posts. Of all the professors in the survey, 13% were women. Women had made greatest advances in taking up some second level management positions, taking responsibility for personnel, public relations, equity, international affairs, quality assurance and staff development. Women occupied about 30% to 40% of these positions. Generally women status in African universities left much room for improvement.

An observer, representative of International Federation of University Women (IFUW) in a committee on status of women in 2004 pointed out that despite many problems that affect women's performance in management; women with ambition, drive and willingness to take risks have succeeded in management. Those women whose careers survive and thrive are undoubtedly among the most competent, politically astute, and motivated managers in society. Their skills, intelligence, and determination will set a standard for aspiring women now entering the workforce.

Attracting and retaining women executives is not just a matter of speaking out on the virtues of diversity but organisations that have successfully cultivated female managers have embraced work life balance and other issues vital to women as strategic initiatives. More fundamentally, they view women as strategic assets. Thus the effectiveness of Kenya's development efforts and the ability to sustain them is dependent on the full utilization of all human resources (both women and men).

The problems of women managers are grounded in historical traditions, which include the socialization of women in the home, the devaluation of women's work and the employment of women in traditionally undervalued female positions and occupations. Many women managers hold positions that are excluded from job ladders that lead to senior management posts and most of them have minimal jurisdiction or authority over others (Dobbins and Platz, 1986). In general, women managers have few subordinates, make few final decisions, have little control over substantial resources and have few to no male subordinates.

Women managers also confront discriminatory organizational policies and job assignments that have excluded women from the workplace and limited their access to positions of power. The legal process which is designed to redress sexual discrimination and harassment and alleviate stress is, ironically and unfortunately, often both stressful and professionally devastating (Dobbins and Platz, 1986).

Cussler, (1984) notes that when women managers have problems regardless of the nature of the problem or how its handled, it is inevitably impacted upon all aspects of a persons life including work, relationships with co-workers and overall productivity of the organization.

What is apparent is that women managers are now an established part of our work culture, our organizational relationships and our managerial structures (Morgan, 1994). Research is needed to understand more about the experiences of women in management to allay prejudice and develop better working relationship. This information is particularly necessary in Kenya where little work on women in management has been carried out. This study therefore endeavored to analyze the specific problems experienced by Kenya women managers specifically those in the public universities.

## **1.2 STATEMENT OF THE PROBLEM**

In the past much attention has been given to women's struggle to crack through proverbial 'glass ceiling' and assume positions in the upper echelons of organisations, yet less attention has been given to the problems these women face while in such management positions. Women in management has been examined extensively in studies done in the west, but, very little has been done locally. Much of the studies done locally focus on the general female workforce, with low level employees being the main target population.

Management being a patriarchic environment there are very few women who have made it up to management positions in public universities. The few women in management in

the Kenyan public universities experience hurdles that adversely affect their performance at the workplace and for any meaningful progress or development to take place in Kenya, organizations should take advantage of utilizing 100% of our population (women and men), therefore there is need to understand some of the key problems facing women bosses. What are these problems that women managers experience while in such male dominated environments? Previous studies have not provided conclusive answers to these questions; this therefore provides rationale for the study. The study endeavored to assess the specific problems affecting women's performance in management in relation to the unique characteristics they possess in a hitherto – male dominated management environment.

### **1.3 OBJECTIVES OF THE STUDY**

The main objective of this study was to analyze the key problems affecting women's performance in management in relation to the characteristics they possess at the workplace. The study sought to:

- To determine the characteristics of women who are in management positions in the Kenyan public universities.
- To determine the problems experienced by women in managerial positions in public universities.
- To determine the types of problems that were significant in affecting performance of women in management at the workplace.

## 1.4 RESEARCH QUESTIONS

The study was guided by the following research questions:

- What are the characteristics of women who are in management in public universities?
- What are the problems experienced by women in management in public universities?
- Do the problems experienced by women in management important in affecting their performance at the workplace?

## 1.5 SIGNIFICANCE OF THE STUDY

Increased structural barriers, institutional practices of discrimination, attitudes regarding proper sex roles, job dissatisfaction and stress for upper and middle level managerial women have had a negative impact on women's performance and overall organizational productivity. This study therefore attempted to find out the weight and frequency of these problems. It is hoped that the findings of this study will be important in the following ways;

- Will bring to attention of the employers, the government, institution's management and policy makers, the problems faced by women in management. Based on the findings all concerned will be in a position to adopt appropriate approaches and strategies in dealing with problems facing women bosses.
- Will help women in management in understanding the problems they face and what they need to do in order to be more effective in their

roles and succeed in occupying more jobs at the top management positions in their organisations.

- Will help students of management who will be provided with further information in the area of study of women in management.
- Will inspire other researchers/academicians to carry out further research in this seemingly important area in Kenya.

## **1.6 SCOPE OF THE STUDY**

The study was carried out in public institutions of higher learning. The researcher was limited to the answers given to the questionnaires by the respondents. Due to financial constraints and the limited time available the study only dealt with the women in management in selected public universities in Kenya that is, Kenyatta, Nairobi and JKUAT. It only targeted those present at the time of administering questionnaires. Caution was therefore taken in generalization of findings to Kenya.

## **1.7 LIMITATION OF THE STUDY**

- The finance available was not sufficient enough to carry out a detailed research in all the public universities therefore the research was conducted in selected public universities in Kenya
- The time available was limited which might have had a negative impact on data collection, some of the managers were not present at the time of administering questionnaires and it would not have been possible to wait for them.

- The results from the research were used to generalize the findings to all the public universities; perhaps if all public universities had been included the results might have been different.
- Difficulties in getting some desired information from institutions on women managers because it was considered as classified information and most senior managers declined to fill the questionnaires on the grounds that they were busy. However despite these limitations, the study was carried out with utmost care to reduce any errors that may have arisen due to the limitations.

## CHAPTER TWO

### 2.0 INTRODUCTION

The following chapter presents; theoretical framework, empirical studies and conceptual framework.

### 2.1 THEORETICAL FRAMEWORK

Since the 1970s, women managers' experiences and impact on the workplace have been the subject of much discussion, investigation, and theorizing (Powell, 1988). An approach often taken to the study of gender diversity in management is known as the "person centered" or "gender centered" approach (GCA). This framework argues that gender influences men and women's behaviors, attitudes, traits and the like and encourages comparisons between women and men to evaluate the occurrence of gender-based differences. When gender differences are found, they are often attributed to differences in women and men's biological heritage and/or their socialization patterns (Powell, 1988).

While the gender-centered perspective has proven useful in the analysis of women managers' experiences, actions and impact in organizations, it has been criticized for ignoring situational variables in organizations that may be orchestrating women's and men's movement, behavior, attitudes etc (Fagenson, 1993).

According to an alternative theory that is, the situation or organization structure approach (OSA), the perceptions, beliefs and behavior of men and women managers are

a function of different organizational structures they experience (Kanter, 1977). Women are typically few in the management ranks, are placed in positions with little job mobility and are vested with little organizational power as compared with men (Powell, 1988). According to this perspective, any observable difference in behavior, attitudes, traits etc of men and women managers are attributed to such structural and situational factors.

A third approach, the gender-organization system approaches (GOS) or perspective, agrees with the basic tenets of both the theories presented above and makes two additional assumptions.

- a) An individual and his or her organization cannot be understood separate from the society (culture) in which he or she works.
- b) When the individual, the organization or the system in which they are embedded changes, the other components change as well. Systematic factors that can influence individuals and organizations include but are not limited to laws, policies, sex role stereotypes, expectations, ideologies, cultural values and histories. (Fagenson, 1993). The GOS approach further suggests that the organizational context affects individuals' behaviors, experiences and orientations. The organizational context includes such factors as corporate policies, history, ideology and culture as well as the organization's structure. Thus the GOS model examines the status and experiences of women and men in organizations but also the organizational and societal system in which they function. Differences in men and women managers' behavior, attitudes, traits etc are attributed to individual, organizational and or systematic factors.

According to GOS approach the factors, which are examined as far as they are impacted on problems facing women in management, include job and family responsibility, stereotypes, and commitment to career, psycho-social attributes and the level of management.

### **2.1.1 JOB AND FAMILY RESPONSIBILITY**

It has been frequently observed that extensive family responsibilities especially those involving marriage, childcare and household activities can impede women managers' career achievements (Gutek, et al 1987). Involvements in the family domain produce extensive work –family conflict to which women respond by reducing their employment involvement, which in turn, restricts career opportunities and advancement. Based on long held stereotypes, organizations often assume that married women (especially those with children) will and should pay attention to their family, therefore such organizations are unlikely to invest in the development of their women managers inform of training, sponsorship and assignment to jobs that provide power and opportunity (Devvana, 1987), women managers have not achieved equity in terms of balancing work and family. Most women managers do not have enough support to be mothers, wives and powerful, successful career women, because society, organizations and spouses are not willing to provide what it will take to make this a reality.

### **2.1.2 STEREOTYPES**

(Schein, 1989) states that the single most important hurdle for women in management in all countries is the persistent stereotype that associates management with being male. The task of this study is to establish whether or not gender stereotypes exist in Kenyan public universities.

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.

According to Jane Skinner et al (1988) stereotypes cannot be dismissed lightly even when they are wrong, because they affect people's expectations. Femininity is associated with values of passivity, submissiveness, politeness, humility and obedience. Masculinity is associated with values of strength, competence, power and leadership. These stereotypes are borne and nurtured by society and greatly influence the way men and women behave in workplaces. The study therefore examined whether gender stereotyping in Kenyan public universities affects women's performance in management.

### **2.1.3 LEVEL OF MANAGEMENT**

According to (Boyd, et al, 1990), women managers have been recruited primarily to manage other women and, like the women they manage, they are crowded into lower and middle hierarchical levels. Women rarely manage men. In general, women have few

subordinates, make few final decisions, have little control over financial resources, have few to no male subordinates and are over represented in smaller enterprises. (Boyd, et al 1990). Women are rare in senior management posts. This is due, I suggest, to the normative masculinity of management. Despite women's influx, managerial work remains normatively the job of men, whom can do-devote fulltime to the job and who can rely on their wives to take care of children, marriage and home. Because of this, women have less legitimacy as managers, especially when the position brings with it power and authority over men, substantial resources and major decisions.

#### **2.1.4 COMMITMENT TO CAREER**

Career decision is the conscious commitment to advancement over the long-term. Gutek and Larwood (1987) studied differences in career paths of successful men and women in major institutions in USA. They found out that overall, men had higher professional standing and higher positions within their departments than women. Unlike men, women are not accustomed to planning their lives. Very often they remain in jobs with no prospect of promotion because they have never given much thought to their future. Many women let themselves to 'drift' in the work; they do not make conscious choices about which jobs they apply for and at what stage of their lives. They are not assertive when it comes to career decisions.

The requirement for continuous employment is another characteristic of the managerial career that conflicts with women's family roles in every country. It has been argued that, contrary to the stereotype, turnover rates are not significantly higher for women than for

men, but women and men leave for different reasons, men to pursue career options or further training, women to care for the family. Upon their return to the labour force, from the perspective of the same or the next employer, men's leave will have enhanced their human capital; women's leave is generally perceived to have resulted in their professional obsolescence. (OECD, 1985).

A typical career path (ladder) assumes that the person on the path works full time all their life and is free to move around to get experience in different kind of areas and job and can devote long hours to work. Most women are not in a position to fulfill such requirements because of domestic responsibilities or obligations. (Jane skinner and Celia Robison, 1988).

According to ILO (1980) men and women in the university began careers on equal footing but between 30-40 years of age, Women began to slip backwards in relations to promotion a trend linked closely to maternity. It was not lack of childcare that created the problem. It was the contradiction between the family model, which designated mother responsible for the education of children, and management model, which demanded total dedication to the job.

The failure of the institutional structure of work to accommodate work-family conflicts has clearly influenced the career development of managerial women. Gutek and Larwood (1987) found out that a larger than expected proportion of women in managerial positions were single, divorced or separated, an indication that women who are committed to

careers are especially prone to perceive work and family responsibilities as competitive and incompatible. Much is lost when a choice is made between one and the other.

### **2.1.5 PSYCO-SOCIAL ATTRIBUTES**

This includes personality characteristics, attitudes and behavioral skills of women themselves. Management skill requires a lot of practice for any one to be successful particularly crucial is the ability to state one's position assertively in a way which is definite but not aggressive, hostile or passive aggressive. When a woman acts with appropriate decisiveness and assertiveness, her behavior is likely to be interpreted negatively because it contradicts definitions of what is acceptable feminine. It takes some self-esteem some sense of legitimacy of one's own stance and experience in order to make assertive behavior normal. (White et al, 992).

Recent data on people's attitude on success indicates that women managers show much fear for success than men managers and it is believed that this is because women are afraid that being very successful jeopardized their sense of acceptable femininity. Given the key characteristics attributed to women is their valuing of relationships it seems almost an acceptable cruel that according to many studies women in management (particularly those in senior management) are lonely (Powell, 1988) such loneliness leads to their further isolation as 'tokens' of proof of organisation equality or 'tokens' of proof of women's managerial competence. There are women who view upper levels of management or professions as ulcer land and want none of it, thus this negative attitude is a major hurdle for most women in management.

Dr Edda Gachukia Consultant and former Director of FAWE pointed out a catalogue of desirable qualities, which women need to possess to be successful in universities. A woman is expected to prove her competence while that of a man is assumed. The woman manager has to work twice as hard as her male counterpart and face stiffer opposition and criticisms. The study will therefore examine the extent to which psycho-social attributes of women managers in Kenyan public universities affects their performance in management

In summary we can say that the literature review has shown us how structural barriers, institutional practices of discrimination, attitudes regarding proper sex roles for upper and middle level managerial women have all had a negative impact on women's performance in management.

Along with anti-discrimination legislation (EEO) the presence of large numbers of women in the labor force, a substantive number of women holding managerial positions and the possibility of acceptance of a diversity of leadership styles may provide enough for a critical mass of people to change attitudes towards permanent acceptance of women doing executive work and to break down structural barriers that held back many women managers over the years. Therefore this study addressed the specific problems affecting women's performance in management in selected number of public institutions of higher learning in Kenya.

## 2.2 EMPIRICAL STUDIES

(Morgan, 1994) in analyzing the plight of women managers worldwide found out that although women constitute over half of the world's population the proportion of women holding managerial positions falls far short of that of men and that women have been negated as a source of managerial talent. They emphasize that no systematic evidence exist to prove that women are ineffective as managers and conclude that the barriers to female advancement are both structural (legal, educational, cultural, social and historical) and psychological.

In Kenya, out of 240,000 civil servants, 45,000 are women. Generally the majority of women are found in the lower cadres of the public sector. Women constitute 21% of all civil servants and only 9% are in management position. With the expansion of education and training in the recent years, and as women have persistently performed their duties diligently, more and more women have progressed to higher levels of the public service. These are performing as teachers, administrators, doctors, scientists, lawyers, engineers, bankers etc in the civil service and other public bodies as professors and lecturers in the universities and other institutions of higher learning, and as senior officers in the national armed forces (KGDRC, 2000)

A similar trend is discernable in the private sector, women are now found in the various managerial positions in industry and commerce. Others run their own private firms in addition to their official role as employees in the public and private sector; these women

have given their time and expertise voluntarily to the service of the communities in which they live. (Wandeka, 1985)

According to a study carried out by ESAMI (an intergovernmental regional organization for human and institutional resources development, 2001) management is presumed to be a fulltime and continuous job that is incompatible with divided attention. Managerial commitment may best be explained by other variables other than gender. For example age, education level, experiences, self-actualization needs and job circumstances such as higher job satisfaction, meaningful work and greater utilization of skills are positively correlated with commitment. This same study also concedes that the fact of being married and having children could affect women managerial commitment resulting in role conflict and role stress.

There is no doubt that a complex set of factors including socio- cultural and behavioral expectations as well as organizational policies and practices do influence women's opportunity to move into management positions and also affect how they adopt and perform once in such positions.

According to (Fagenson, 1993) men and women have critically different beliefs and assumptions which they hold about themselves and each other, about organizations and the management career. These differences result in different styles, different emphases and very different ways of responding to typical management situations on day-to-day

basis. Men understand their own mindsets but not those of women. The reverse is equally real and the outcome only too often is confusion, misunderstanding and misinterpretation.

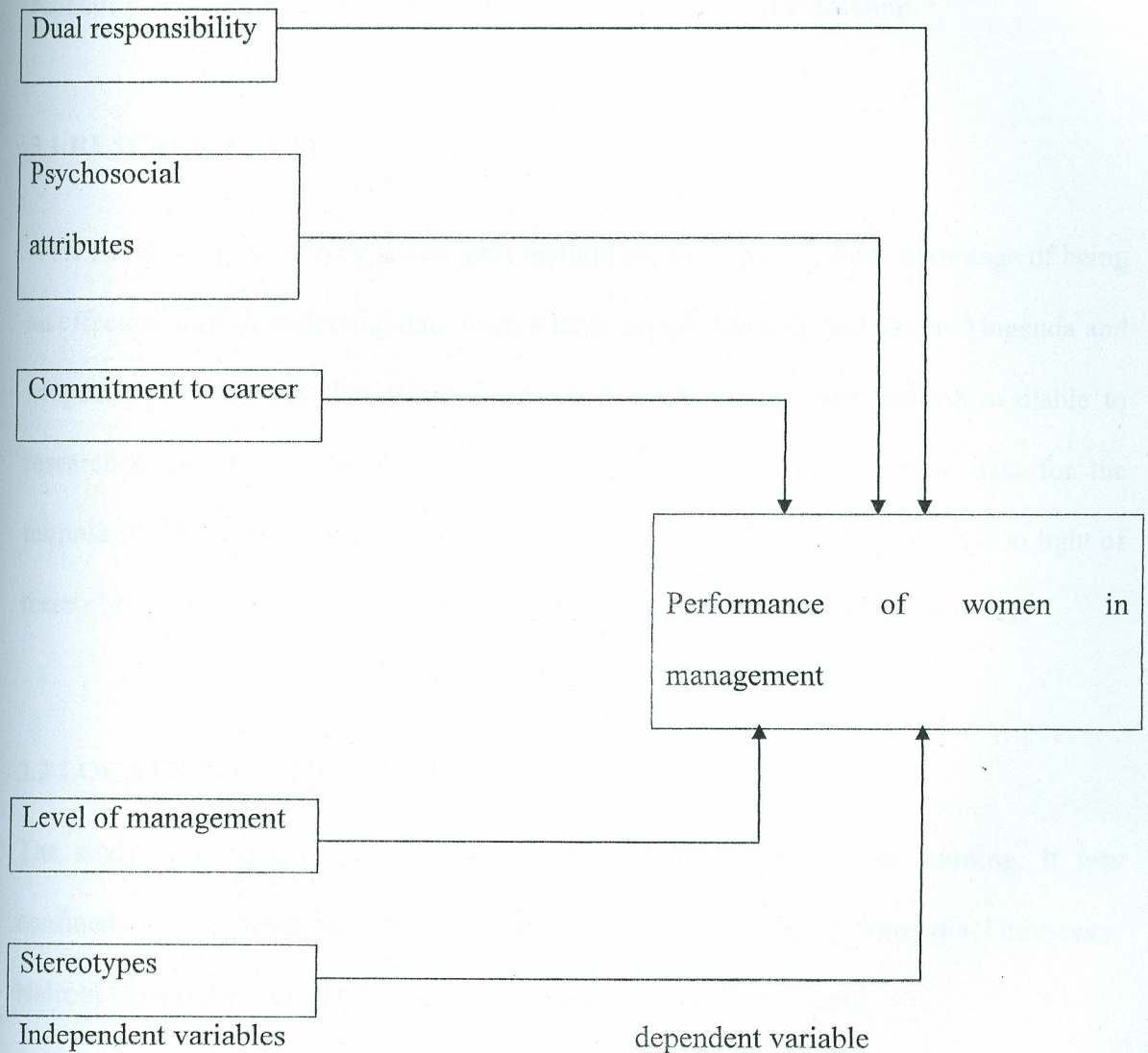
According to (Mathenge, 2001) problems facing professional women in management especially, are not that men use their power to intimidate women, the problem occurs when the balance of power has shifted so that it is the woman who is now 'on top' and therefore men cannot reconcile this relationship with their images of women as either subordinates or helpmates. As a result due to conflict of interests and roles, women managers are expected to experience problems in their leadership roles, which could either be from within or without the organization and this adversely affect their performance in the workplace.

## 2.3 CONCEPTUAL FRAMEWORK

Fig I: The link between the problems experienced by women managers in relation to the characteristics they possess and their effect on performance.

### Assumptions

- Each independent variable is linearly related to the dependent variable.
- The independent variables also inter-depend on each other and therefore the whole relationship is as a result of a complex set of factors.



(Source; personal)

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter lays out the research methodology, describing the specific procedures employed by the researcher in order to address the study objectives. These include research design, Area of study, population, sample plans, data collection instruments, and reliability and validity of the instruments, data analysis and presentation

#### **3.1 RESEARCH DESIGN**

This is a descriptive survey study. This method seems to have a clear advantage of being an effective way of collecting data from a large sample cheaply and faster. Mugenda and Mugenda (1999) notes that survey research is probably the best method available to researchers in social sciences who are interested in collecting original data for the purpose of describing a population which is too large to observe properly. It is in light of these observations that the researcher settled on this research design, in this study.

#### **3.2 LOCATION OF THE STUDY**

The study was carried out in Kenyan public institutions of higher learning. It was confined only to selected number of public universities that is Kenyatta University, Nairobi University and JKUAT, due to time and financial constraints.

### **3.3 POPULATION**

The study population consisted of all women in managerial positions in all the six public institutions of higher learning in Kenya. This includes all women in these institutions with titles such as administrator, head of department, dean, supervisor, executive, manager, assistant manager, principals, director, vice chancellor, chancellor etc.

### **3.4 SAMPLE PLAN**

A sample has been described by Newmann (1994), as a small proportion of the target population selected using some systematic procedures for the study. In Kenya there are six public universities, due to financial and time constraints the study was conducted in 50% of the public universities (3 universities). That is Kenyatta University, Nairobi University and JKUAT. Then from each of these selected universities stratified sampling based on management level and systematic random sampling of women managers in each level was used to select 15 women managers in Kenyatta University, 18 women managers in Nairobi University and 9 women managers at Jomo Kenyatta University of Agriculture and Technology, who were expected to complete the questionnaires. In total the sample size population was expected to be 42 respondents, but those who were available during the administration of questionnaires were 39 (See Table 1) for their frequency distribution in each of the selected universities. The advantage of these sampling methods is that stratified sampling provides data to represent and analyze the different strata (levels of management) while random sampling is free from bias and each subject had the same chance of being selected.

Table 1: Distribution of the sample population

University	Sample population	Sample size (50% of the sample population)	Percentage
KU	29	14	35.9%
Nairobi	36	17	43.6%
JKUAT	19	08	20.5%
TOTAL	84	39	100%

(Source: personal)

### 3.5 DATA COLLECTION INSTRUMENTS

The main research instruments used was questionnaires. The questionnaires were given to women in management who were asked to complete the questionnaires in a specified time. The questionnaire was chosen because it is essential in collecting information from a larger sample within a relatively short period. The study relied mainly on primary data collected but in addition to that the researcher reviewed relevant literature.

### 3.6 RELIABILITY AND VALIDITY OF THE DATA

Pre-testing of the data collection instruments was done before the actual field research was carried out, to determine the validity and reliability of the research instruments. The pilot study enabled the researcher to modify the research instruments where applicable.

### 3.7 DATA ANALYSIS AND PRESENTATION

Before processing the responses, completed questionnaires were edited for completeness and consistency. Data generated by questionnaire was analyzed using descriptive statistics. The data was coded and entered into a computer for analysis through statistical package for social sciences (SPSS). The descriptive statistics used included the following; frequency distributions and percentages. The descriptive statistics analyzed the responses relating to respondent characteristics such as Age, marital status, education level, working experience etc.

The chi-square was used to determine the factors that were important in affecting performance specifically this technique was used to establish whether problems experienced i.e. in dual responsibility, stereotypes, career commitment, management level and psycho-social attributes by women managers were important in affecting their performance. The factor is said to be significant if its P-value is less than 0.01 at 1% level of significance. The research findings were presented in form of tables and graphs and others in qualitative form was presented as text.

## CHAPTER FOUR

### FINDINGS, PRESENTATION AND INTERPRETATION

#### 4.0 INTRODUCTION

This chapter presents the results of the collected data and includes interpretation of the findings of the study.

The questionnaires issued to respondents consisted of three parts. Part A required the respondents to give their bio data. Part B and part C required the respondents to give their opinions or attitudes towards certain identified factors in institutions.

The procedure used in scoring the attitude responses was the Likert type scale questions. In the second part (part B) respondents were asked to indicate the degree in which they agree or disagree with statements provided. Part C required respondents to indicate the relative importance attached to each of the given items in affecting performance.

The findings were as follows:

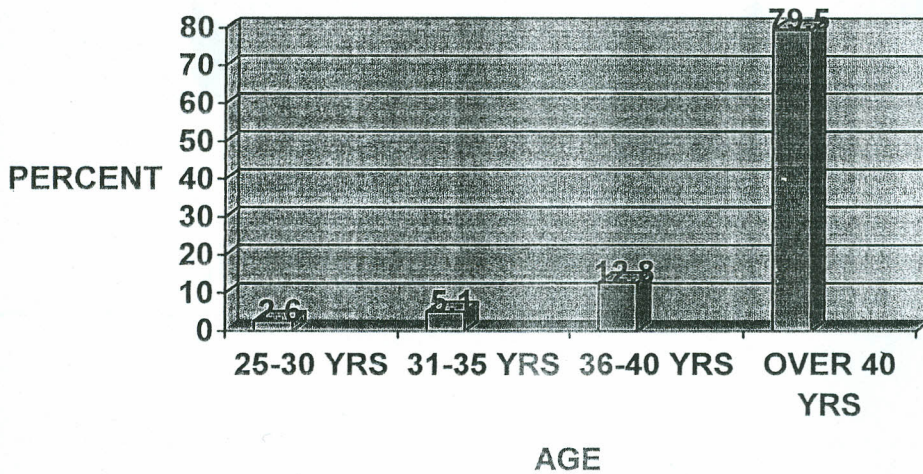
## 4.1.0 AGE

Table 4.0 below shows the frequency distribution of the age of women managers.

**Table 4.0: Age distribution**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30 years	1	2.6	2.6	2.6
	31-35 years	2	5.1	5.1	7.7
	36-40 years	5	12.8	12.8	20.5
	Over 40 years	31	79.5	79.5	100.0
	Total	39	100.0	100.0	

**Figure II: Age Distribution of Respondents**

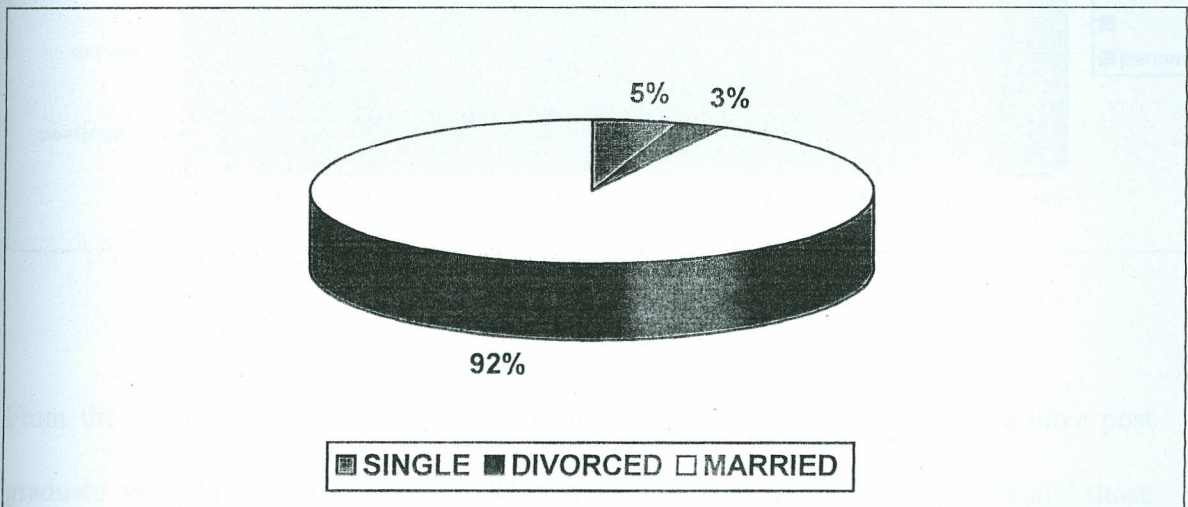


The study sought to find out the age of women managers in the public universities. Table 4.0 and fig.II above presents the results of the distribution of their ages. From the distribution table we can see that most of the women managers were over 40 years (79.5%). Those between ages 36-40 were 12.8%, between 31-35 made up 5.1% and the least were those below 30 years (2.6%). This indicates that by the time a woman progresses into management she will have advanced in years.

#### 4.1.1 MARITAL STATUS

Figure III below shows the marital status of the women managers.

**Figure III: Marital Status of Respondent Women managers**



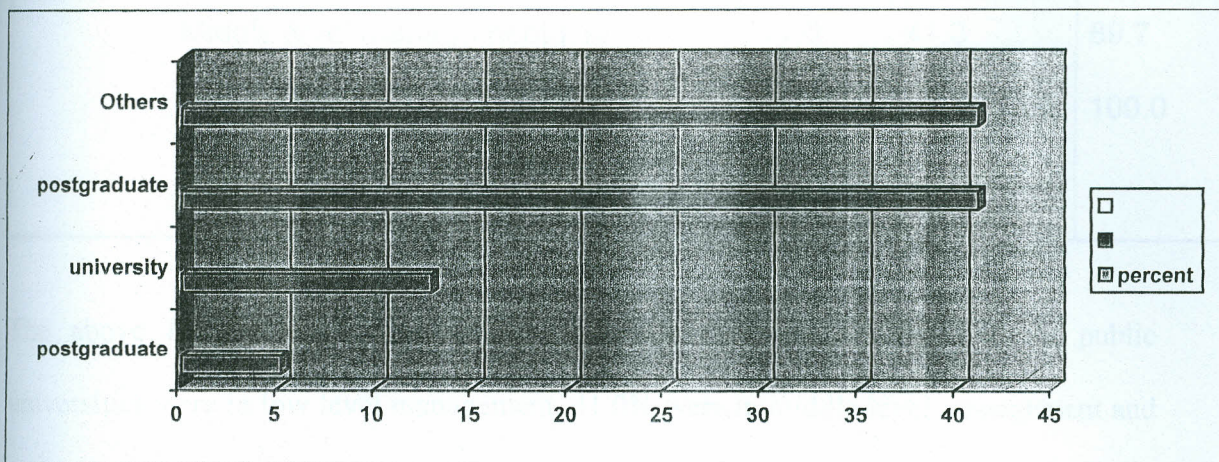
As we can see from the above figure 92.3% were married, 2.6% divorced and 5.1% were single. This means that most of the women managers in public universities are married

and the issue of job/family conflict is not a major problem because the percentage of those divorced is very minimal.

#### 4.1.2 HIGHEST EDUCATIONAL LEVEL

Figure IV shows the highest educational qualification for the respondents.

Figure IV: Highest Education level of Respondents



From the above figure majority of women managers in public universities have post graduate and other qualifications i.e. 41%, those with first degree were 12.8% and those with diploma was 5.1%. This indicates that most of the women managers in universities have reached high education levels, therefore they are qualified to hold such positions.

### 4.1.3 MANAGEMENT LEVEL

Table 4.1 shows the distribution of the positions of women managers in management.

**Table 4.1: MANAGEMENT LEVEL**

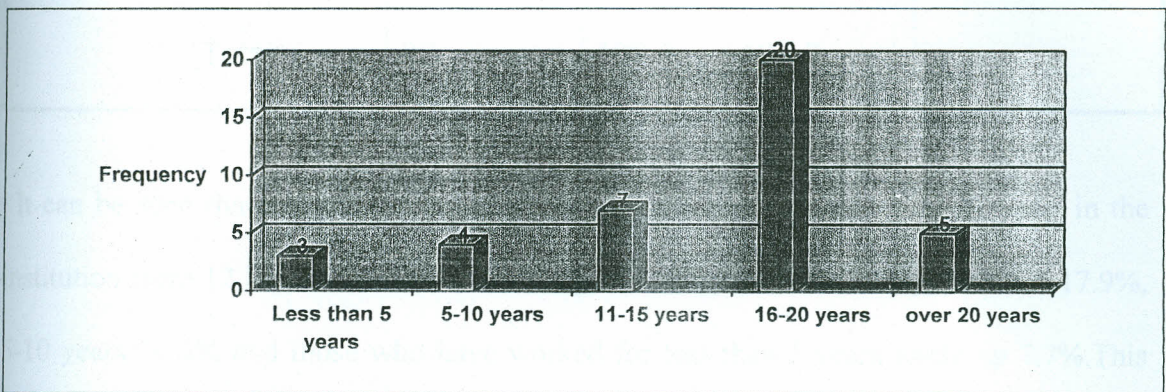
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First line management	19	48.7	48.7	48.7
	Middle level management	16	41.0	41.0	89.7
	Top level management	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

The above figure shows that 48.7% of the sampled women managers in public universities were in low level management, 41.0% were in middle level management and only 10.3% in top level management. This indicates that majority of women managers in universities are still in the lower levels; very few have gotten foot into the higher ranks of the institutions.

#### 4.1.4 YEARS WORKED IN THE INSTITUTION AND TIME TAKEN SINCE THEY CHANGED POSITIONS

Figure V and Table 4.2 below shows the number of years the women managers have worked in the institution and the number of years taken since they changed to their current positions respectively.

**Figure V: Number of years worked in the institution**



**Table 4.2: HOW LONG HAS IT BEEN SINCE YOU CHANGED POSITION**

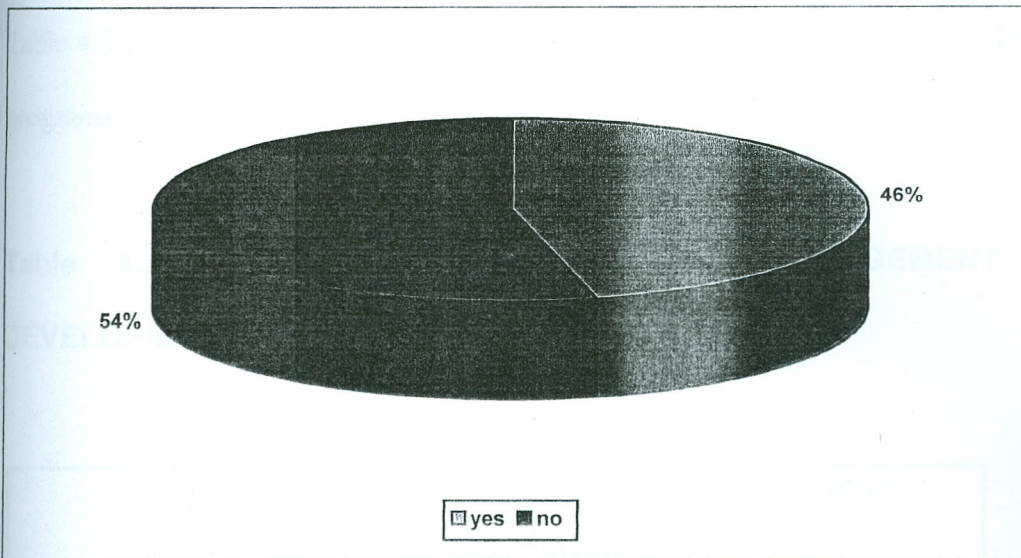
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	14	35.9	35.9	35.9
	5-10 years	4	10.3	10.3	46.2
	11-15 years	21	53.8	53.8	100.0
	Total	39	100.0	100.0	

It can be seen that those women managers who have worked for over 20 years in the institution were 12.8%, those between 16-20 years were 51.3%, 11-15 years were 17.9%, 5-10 years 10.3% and those who have worked for less than 5 years made up 7.7%. This means that for a woman to be a manager it requires enough experience, majority of the women managers had over 16 years working experience.

Table 4.2 shows that 53.8% of the women had worked for over 11 years in the same position, 10.3% had 5-10 years and those who had taken less than 5 years were 35.9%. This implies that most of the managers had taken too long in one position and this may be due to personal or institutional factors.

#### 4.1.5 PROMOTIONAL SCHEMES

Figure VI: Do you have well defined promotional schemes?



From the above figure it can be seen that 46.2% of the respondents agreed that, they had well defined promotional schemes in their institutions but 53.8% did not have well defined promotional schemes. This implies that in most public universities policies regarding promotion were either not clear, not known by all or non-existent that is why majority of the women agreed that they had no well defined promotional schemes in their institutions.

KEJALIA UNIVERSITY

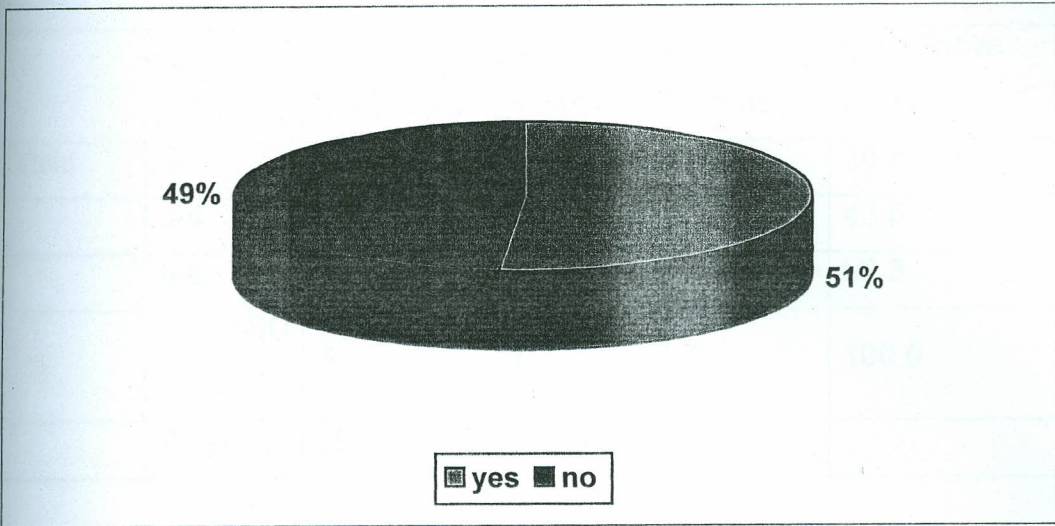
#### 4.1.6 ATTENDANCE TO MANAGEMENT DEVELOPMENT TRAINING PROGRAMS

Table 4.3 below shows the attendance of the managers to management skill development programs.

**Table 4.3: HAVE YOU ATTENDED ANY MANAGEMENT SKILLS DEVELOPMENT TRAINING PROGRAMS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	20	51.3	51.3	51.3
NO	19	48.7	48.7	100.0
Total	39	100.0	100.0	

**Figure VII: Have you attended any management skills development programs?**



From the above figure 51.3% of the women managers have attended management development programs while 48.7% have not gone to such training. This indicates that most women managers are committed to their careers to the extent that they attend training programs to improve their performance.

#### 4.1.7 CHILDREN

**Table 4.4: DO YOU HAVE CHILDREN?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	39	100.0	100.0	100.0

Table 4.5:

## HOW MANY CHILDREN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	12	30.8	30.8	30.8
	3-4	5	12.8	12.8	43.6
	5-6	19	48.7	48.7	92.3
	7 AND ABOVE	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

Table 4.6: IF MARRIED IN WHAT WAYS DOES PARTNER CONTRIBUTE TO CHILD RAISING, HOUSEWORK AND DIRECTLY TO YOUR CAREER?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Shares equally in all areas	5	12.8	12.8	12.8
	Shares significantly but not equally	10	25.6	25.6	38.5
	Helps in work related issues	3	7.7	7.7	46.2
	Gives emotional support and encouragement	8	20.5	20.5	66.7
	Insignificant or no support	10	25.6	25.6	92.3
	Total	39	100.0	100.0	

From the above frequency tables it can be seen that all women managers sampled out in the study had children (100%). Majority of the women (48.7%) had 5-6 children and on average most of the women managers were being supported by their partners in child raising, housework and career.

#### 4.1.8 OPINIONS OF WOMEN MANAGERS

Table 4.7 shows the frequency distributions of opinions given by women managers regarding to certain identified elements in them and in their institutions.

**Table 4.7**

	S.agree		agree		uncertain		disagree		s.disagree	
	freq	%	freq	%	freq	%	freq	%	freq	%
Women have equal advancement opportunities as their male counterparts	12	30.8	8	20.5	7	17.9	2	5.1	9	23.1
Gender stereotyping is still firmly rooted in management of institutions	19	48.7	2	5.1	3	7.7	6	15.4	9	23.1
The very structure of work in modern world is male oriented	16	41.0	7	17.9	7	17.9	1	2.6	7	17.9
The more successful a female becomes the more likely she will feel alone	17	43.6	3	7.7	12	30.8	4	10.3	3	7.7

I have a strong motivation to succeed	27	69.2	2	5.1	7	17.9	1	2.6	1	2.6
I am uncomfortable when I think of moving into more responsible roles in my work	20	51.3	4	10.3	7	17.9	4	10.3	4	10.3
I have to be assertive to get recognition	25	64.1	6	15.4	4	10.3	1	2.6	3	7.7
Women special duties in the family require them to commit less time and energy to their work	20	51.3	5	12.8	6	15.4	3	7.7	5	12.8
Unfair pressure is still applied to women managers	19	48.7	5	12.8	12	30.8	3	7.7	3	7.7
Other women in leadership roles inspire me	15	38.5	4	10.3	13	33.3	7	17.9	1	2.6
I am always confident on the decisions I make no matter the outcome	19	48.7	6	15.4	10	25.6	3	7.7	1	2.6

S.agree-strongly agree

S.disagree-strongly disagree

From the above table the first element was whether the women had equal advancement opportunities as their male counterparts. 30.8% of the women strongly agreed, 20.5% agreed, 17.9% were uncertain, 5.1% disagreed and 23.1% strongly disagreed. Since the percentage of those who strongly agreed is higher then we can say that women nowadays have equal opportunities with men.

For whether gender stereotyping is still firmly rooted in the management of institutions 48.7% strongly agreed, 5.1% agreed, 7.7% were uncertain, 15.4% disagreed and 23% strongly disagreed. From the results we can say that gender stereotyping is still firmly rooted in the management of institutions that is why we have very few women in the top level management as shown in the findings.

Concerning the issue of work in the modern world being male oriented, 41% of the women strongly agreed, and 17.9% agreed, 17.9% were uncertain, 2.6% disagreed and 17.9% strongly disagreed. This implies that most of the structures of institutions were developed by men, therefore for women to fit in the system it requires effort and commitment.

On the element that the more successful a female becomes the more likely she will feel alone 43.6% strongly agreed, 7.7% agreed, 30.8% uncertain and 7.7 strongly disagreed. This indicates that since there are few women at the top when one becomes successful, she is likely to feel lonely because most of the time she will not be interacting with fellow women but with men who are the majority at that level.

69.2% of the women managers strongly agreed that they had strong motivation to succeed, 5.1% agreed, 17.9% were uncertain, 2.6% disagreed and 2.6% strongly disagreed, this shows that most of the managers to reach such positions they had some inner drive although we have exceptions those who just 'drift' in the job without making any effort.

On the issue of moving into more responsible roles in the work place 51.3% strongly agreed that they were uncomfortable, 10.3% just agreed, 17.9% were uncertain, 10.3% disagreed and 10.3% strongly disagreed. These results show that most of the women are uncomfortable in moving into more responsible roles.

Concerning being assertive to get recognition 64.1% strongly agreed, 15.4% agreed, 10.3% were uncertain, 2.6% disagreed and 7.7% strongly disagreed. This indicates that for a woman to be able to perform well in management she is required to be assertive and confident in decisions they make.

Most of the women managers 51.3% strongly agreed that women special duties in the family require them to commit less time and energy to their work. This shows that most women struggle to balance job and family requirements which may be too demanding to an individual, sometimes people have to make stark choices between family and job becoming a source of stress.

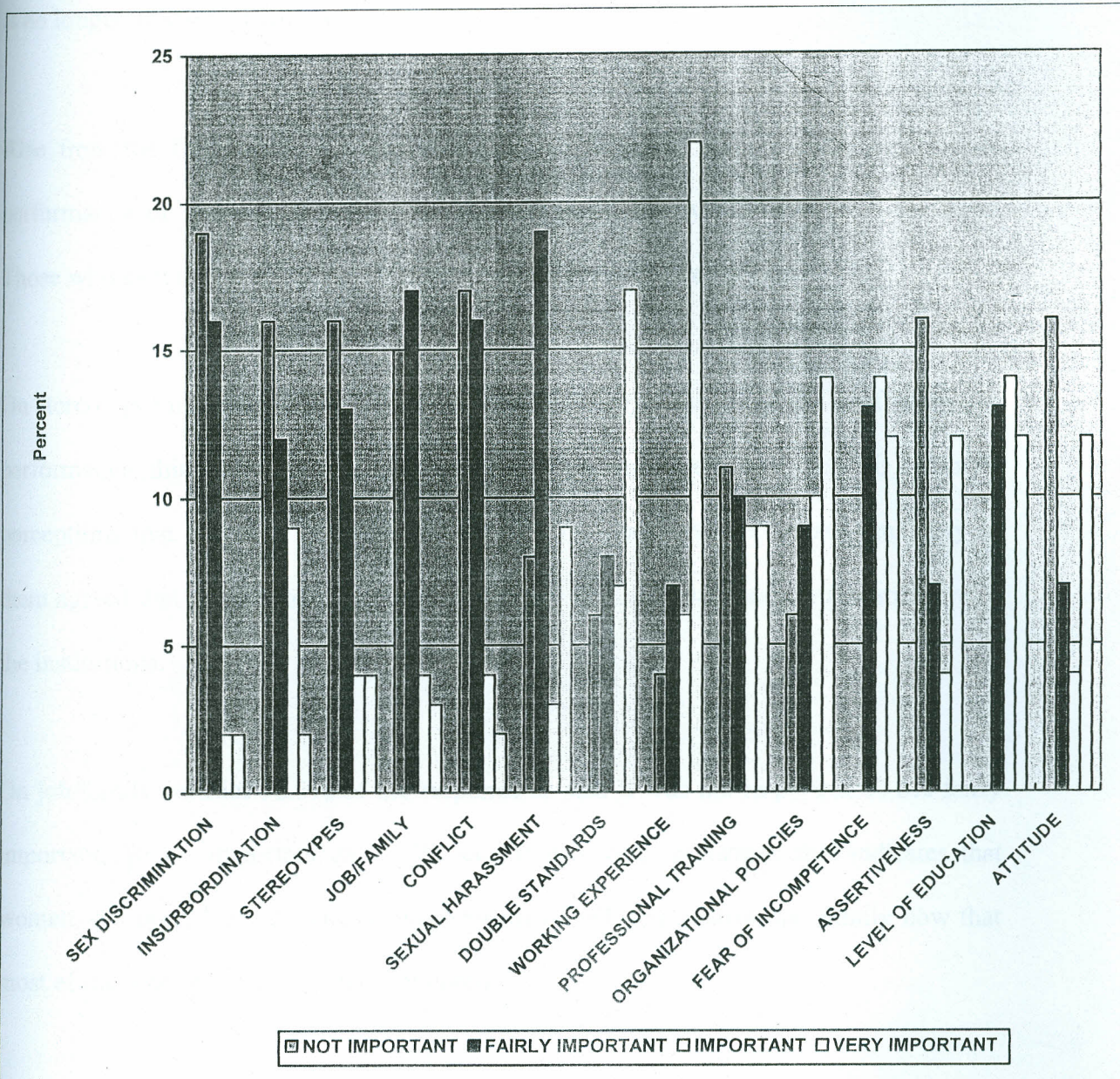
On inspiration 38.5% of women managers strongly agreed that other women in leadership roles inspire them, we can say that they have role models who they emulate.

On the issue of unfair pressure or what we call double standards being applied to women managers 48.7% strongly agreed, 12.8% agreed, 30.8% were uncertain, 7.7% strongly disagreed. This indicates that because of the structure of institutions being male oriented for women to be considered competent they are expected to out perform their male counterparts in comparable jobs, this may be the reason why women are crowded at the low levels of management.

#### 4.1.9 FACTORS THAT AFFECT PERFORMANCE

This required the respondents to indicate the relative importance attached to the items identified in affecting their performance as shown in the figure given below

Figure VIII: Factors that affect performance of women managers



The first element was sex discrimination. On sex discrimination 48.7% of the women said that it was not important in affecting their performance. 41% was fairly important, 5.1% important and 5.1 very important. This indicates that in public universities sex

discrimination is not common because of EEO legislations. Therefore sex discrimination is no longer an issue of concern.

Also from the findings we see that insubordination is also not important in affecting performance of women managers which was represented by 41% of the respondents. Those who said it was important were 5.1% which are some exceptions.

On stereotypes majority (41.0%) of the women said that it was important in affecting the performance, this might imply that most of the women have learnt to live with the social perceptions that are there in struggling to enter the male domain, because majority of them agreed that gender stereotyping is still firmly rooted in the management structure of the institutions.

On job/family conflict 38.5% of the respondents said it was not important, 43.6% fairly important, 10.3% important and 7.7% said it was very important, this indicates that women managers have developed mechanisms of balancing work and family now that most of them are married and have children.

On sexual harassment 43.6% of the respondents said it was important in affecting their performance, this percentage was the highest, this indicates that state laws on such issues have taken effect in institutions therefore it is no longer an issue of concern to women managers.

For working experience majority of the women managers 43.6% agreed that it was very important in affecting their performance and 15.4% said it was not important. This can be deduced from the fact that majority of the women have taken over 15 years in their current positions; therefore we can say from the findings that experience is a contributing factor to performance.

Majority of the women managers from the findings regarded professional training as very important in affecting performance (53.8% ), this is supported by the fact that majority of them as earlier shown have attended management development training programs.

On organizational policies 10.3% said it was not important, 17.9% fairly important, 15.4% important and 56.4% said it was very important. This indicates that institutional policies play very important in determining the performance of women; therefore it should be women friendly.

Finally the last element was the relative importance of attitude in affecting performance. 41% said it was not important, 17.9% fairly important, 10.3% important and 30.8% said it was very important. This implies that attitude is not considered as an important factor in affecting performance as suggested by the majority of the women managers.

A statistic test was carried out using chi square to establish the important variables that affect performance, it was discovered that sex discrimination, stereotypes, job/family conflict, sexual harassment, unfair pressure , working experience, professional training

and organizational policies are important factors that affect performance of women managers in public universities in Kenya. (See Table 4.8)

Table 4.8: Chi- square analysis

Factor	Chi-square	Degree of freedom	P-value(Significance value)
Sex discrimination	25.103	3	0.000
Insubordination	10.744	4	0.013
Stereotypes	20.103	4	0.000
Job/family conflict	16.282	3	0.001
Sexual harassment	18.949	3	0.000
Double standards/unfair pressure	13.821	3	0.003
Working experience	17.282	4	0.002
Professional training	21.205	3	0.000
Organizational policies	21.000	3	0.000
Fear of incompetence	0.282	3	0.963
Assertiveness/aggressiveness	3.359	3	0.340
Level of education	0.154	2	0.926
Attitude	8.692	3	0.034

According to chi-square analysis a factor is said to be significant if its p-value is less than 0.01 at 1 % level of significance. As such the factors considered as significant are;

- sex discrimination
- stereotypes
- job/family conflict
- sexual harassment
- unfair pressure
- working experience
- professional training and
- organizational policies

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 INTRODUCTION

This chapter presents summary of the study, conclusions and recommendations of the study.

### 5.1 SUMMARY

This chapter gives a summary of the study according to the objectives set out for the study. The main purpose of the study was to analyze specific problems affecting women's performance in management in Kenyan public universities.

The study had three main objectives. The first one was to determine the characteristics of women who are in management positions in Kenyan public universities. The second one was to determine the problems experienced by women in managerial positions and lastly the third one was to determine the problems experienced by women managers that were significant in affecting their performance.

The data obtained from respondents was analyzed using frequency tables and percentages, bar charts and pie charts. The chi square was also used to determine the very

important problems that affect performance of women managers in the public universities.

## **5.2 DISCUSSION**

Based on review of literature and the findings of the field research on women in management in public universities in Kenya several issues have arisen. These issues shall be examined in light of the objectives and variables used in the study.

The study established that majority of women managers were over 40 years. This indicates that by the time a woman progresses into management she will have advanced in years. Most of the women managers were married and had children and they agreed that they were being supported by their spouses in child raising, house work and career. This may imply that job/family conflict is no longer a major problem in the universities may be because of the nature of the program of work, contrary to women managers in other organisations.

Also it was found out that most of the women in management had the necessary qualifications, therefore they are justified to hold such positions within their institutions and can compete equally with men. Of all the respondents 48% were in lower level management this was the highest percentage, this means that women are still underrepresented in higher levels of management. In general women have few subordinates, make few final decisions and have little control over financial resources.

Regarding commitment to career , the study found out that majority of the women managers were committed to career advancement, 51.3% had attended management development programs and majority of them had enough work experience, for instance 51.3% had worked over 15 years in their current positions. Apart from the above mentioned factors majority of the respondents agreed that they were assertive, had confidence in their decisions, had a strong motivation to succeed and had role models who inspired them in the workplace.

From the study the problems experienced by majority of women managers include;

- Gender stereotyping which is still firmly rooted in the management of institutions.
- Universities also lack proper policies on promotion or appointment of senior managers.
- The structure of work in institutions is male oriented therefore it becomes a problem for women managers to fit in the system.
- Fear of incompetence, majority of the women strongly agreed that they were uncomfortable when they thought of moving into more responsible roles in the workplace.
- Double standards being applied to women whereby for a woman to be considered competent they are expected to out perform their male counterparts in comparable jobs.
- Another problem is loneliness, the successful a woman becomes the more likely she feels alone this is because there are very few women at the top.

Using chi square statistical test to establish the relative importance of each of the problems in affecting performance at 1% significance level it was discovered that the problems that were very important in affecting performance of women managers included; stereotypes, job /family conflict, organizational policies, working experience, double standards and professional training.(see appendix c)

### **5.3 CONCLUSION**

From the forgoing, we can conclude that there are many challenges facing women managers in the institutions of higher learning and a lot is still needed to be done to improve the situation. Women should be taken seriously and respected in the workplace and for those who wish to make their contributions in management should be encouraged to do so and be developed to achieve their full potential.

### **5.4 RECOMMENDATIONS**

The following recommendations arising from the study could be given;

Our norms, assumptions, ideas, values and approaches need to change if women managers are to have improved personal and professional lives. A 'brave new corporate world' that is proactive on issues important to women manager need must emerge.

Public universities need to have policies and programs that address issues faced by women managers such as promotion/appointment, discriminatory/harassing behaviour, job/family conflicts and foster equal opportunity and support for all employees.

## **Institutional policies**

Policies should be clear, written down and generally accessible. Senior managers in institutions must continue in encouraging women to participate on equal basis to men by ensuring that more management posts are really open to all equally. This is because according to the study majority of the women managers have stagnated in the same position for a very long time. Selection to such posts should be on merit.

## **Institutions structure and culture**

Gender stereotyping arises from the culture and structure of the institutions. Women managers must learn the nature of the implicit structure, culture and channels in the institutions in which they work in order to play part in initiating, encouraging and carrying through changes that will help change attitudes of people towards women in their institutions.

## **Training**

Training is important for everyone to do their job effectively. For women training often gives confidence as well as appropriate knowledge and skills with which to do the job better. Therefore public universities need to encourage the women managers to attend management development programs through sponsorships or personal initiatives.

## **Networking**

We recommend that women in public universities form caucuses to clarify problems of particular interest and to suggest solutions. Networking can provide support, strength, information and friendship. Also through networking women can find themselves mentors and be available to help other women who are less advanced in their careers.

## 5.5 SUGGESTIONS FOR FURTHER RESEARCH

The findings of this research indicate that further research needs to be carried out.

Suggested areas that could be looked into are;

- A similar research should be conducted on private universities in Kenya.
- Women in leadership in Kenya.
- Policies relating to women in employment.
- Gender stereotyping in organisations in Kenya.

Apart from these areas , it evident from the study that there is still a great need for research to be carried out in the broad area of women in employment in Kenya as there seems to be limited available data on the area.

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## APPENDIX A: A LETTER OF INTRODUCTION TO RESPONDENTS

Rosebella Cheserem

Department of Business Administration

Kenyatta University,

### To Respondents

Dear Madam,

I am a master's student pursuing an MBA in Human Resource at Kenyatta University. I am carrying out a research entitled

“Problems affecting women's performance in management in the Kenyan organization: A case of public universities.

This study seeks to analyze the key problems affecting women's performance in management in the public universities.

I will very much appreciate if you could spare some few minutes of your busy schedule to complete this questionnaire. The information you give will be used for academic purposes only, it will be handled in strict confidence and your anonymity is guaranteed.

Thank you

Yours sincerely

Rosebella Cheserem

Cell phone: 0720791918

## APPENDIX B: QUESTIONNAIRE

### TO WOMEN IN MANAGERIAL POSITIONS

INSTRUCTIONS: This questionnaire has 3 parts. Respond to all questions. Where provided tick ( ) against the answer that suits you most.

Name of the institution-----

#### PART A

#### PERSONAL PROFILE

1. What is your age?  
 below 25  
 25-30 years  
 31-35 years  
 36-40 years  
 over 40 years
2. What is your marital status?  
 Single    married   
 divorced    widowed
3. What is your highest educational qualification? (Tick as appropriate)  
Secondary   
Post-secondary certificate or diploma   
University   
Post graduate diploma   
Postgraduate degree

Any other specify -----

4. Please indicate your current position in the organization-----

5. At what management level is this position?

First line management level ( )

Middle level management ( )

Top-level management ( )

6. How many years have you worked in the institution?

( ) less than 5 years

( ) 5-10years

( ) 11-15 years

( ) 16-20 years

( ) over 20 years

7. How long has it been since you changed job position or location of job?

( ) Less than 5 years ( ) 5-10 years

( ) 11-15 years ( ) over 16 years

8. Do you have well defined promotional schemes in your institution?

Yes ( ) No ( )

9. Have you attended any management skills development training programs sponsored by your institution or self sponsored?

Yes ( ) No ( )

10. Do you have children?

Yes ( ) No ( )

11. If yes, how many do you have?

1-2 ( ) 3-4 ( )

5-6 ( ) 7 and above ( )

12. If married, in what way does your partner contribute to child raising, housework and directly to your career?

Shares equally in all areas ( )

Shares significantly but not equally ( )

Helps in work related issues ( )

Gives emotional support and encouragement ( )

Insignificant or no support ( )

**PART B**

Indicate with a tick in the corresponding box  the extent to which you agree or disagree with each of the following statements in relation to public universities in Kenya.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
i) In my opinion in institutions of higher learning women have equal advancement opportunities as men					
ii) Gender stereo typing is still firmly rooted in the management of the institutions					
iii) The very structure of work in modern world is male oriented; even women without families face obstacles as they pursue their careers.					
iv) The more successful a female becomes, the more likely she will feel alone.					
v) I have a strong motivation to succeed.					
vi) I am uncomfortable when I think of moving into more responsible roles in my work.					
vi) I have to be assertive to get recognition.					
vii) Women special duties in the family					

require them to commit less time and energy to their work than men do.

ii) Unfair pressure is still applied to women managers, where they are expected to outperform male counterparts in comparable jobs or to work flawlessly with no complaints, for them to be considered competent.

ix) Other women inspire me in leadership roles.

x) I am always confident on the decisions I make no matter the outcome.


## PART C

Below you are given a scale to rate the factors that are believed to affect your performance, indicate the extent to which it affects your performance. (Tick in the appropriate box where applicable)

	Not important (1)	Fairly important (2)	Important (3)	Very important (4)
Sex discrimination				
Insubordination				
Stereotypes				
Job/family conflict				
Sexual harassment				
Double standards /unfair pressure				
Working experience				
Professional training				
Organizational policies				
Fear of incompetence				
Assertiveness and aggressiveness				
Level of education				
Attitude				

## APPENDIX C: CHI-SQUARE ANALYSIS

# CHI-SQUARE ANALYSIS OF THE FACTORS WHICH AFFECT PERFORMANCE OF WOMEN MANAGERS

### SEX DISRIMINATION

	Observed N	Expected N	Residual
NOT IMPORTANT	19	9.8	9.3
FAIRLY IMPORTANT	16	9.8	6.3
IMPORTANT	2	9.8	-7.8
VERY IMPORTANT	2	9.8	-7.8
Total	39		

### INSUBORDINATION

	Observed N	Expected N	Residual
NOT IMPORTANT	16	9.8	6.3
FAIRLY IMPORTANT	12	9.8	2.3
IMPORTANT	9	9.8	-.8
VERY IMPORTANT	2	9.8	-7.8
Total	39		

### STEREOTYPES

	Observed N	Expected N	Residual
NOT IMPORTANT	16	7.8	8.2
FAIRLY IMPORTANT	13	7.8	5.2
IMPORTANT	4	7.8	-3.8
VERY IMPORTANT	4	7.8	-3.8
NO RESPONSE	2	7.8	-5.8
Total	39		

### JOB/FAMILY CONFLICT

	Observed N	Expected N	Residual
NOT IMPORTANT	15	9.8	5.3
FAIRLY IMPORTANT	17	9.8	7.3
IMPORTANT	4	9.8	-5.8
VERY IMPORTANT	3	9.8	-6.8
Total	39		

**SEXUAL HARASSMENT**

	Observed N	Expected N	Residual
NOT IMPORTANT	17	9.8	7.3
FAIRLY IMPORTANT	16	9.8	6.3
IMPORTANT	4	9.8	-5.8
VERY IMPORTANT	2	9.8	-7.8
Total	39		

**DOUBLE STANDARDS/UNFAIR PRESSURE**

	Observed N	Expected N	Residual
NOT IMPORTANT	8	9.8	-1.8
FAIRLY IMPORTANT	19	9.8	9.3
IMPORTANT	3	9.8	-6.8
VERY IMPORTANT	9	9.8	-.8
Total	39		

**WORKING EXPERIENCE**

	Observed N	Expected N	Residual
NOT IMPORTANT	6	7.8	-1.8
FAIRLY IMPORTANT	8	7.8	.2
IMPORTANT	7	7.8	-.8
VERY IMPORTANT	17	7.8	9.2
NO RESPONSE	1	7.8	-6.8
Total	39		

**PROFESSIONAL TRAINING**

	Observed N	Expected N	Residual
NOT IMPORTANT	1	9.8	-8.8
FAIRLY IMPORTANT	9	9.8	-.8
IMPORTANT	8	9.8	-1.8
VERY IMPORTANT	21	9.8	11.3
Total	39		

**ORGANIZATIONAL POLICIES**

	Observed N	Expected N	Residual
NOT IMPORTANT	4	9.8	-5.8
FAIRLY IMPORTANT	7	9.8	-2.8
IMPORTANT	6	9.8	-3.8
VERY IMPORTANT	22	9.8	12.3
Total	39		

FEAR OF INCOMPETENCE

	Observed N	Expected N	Residual
NOT IMPORTANT	11	9.8	1.3
FAIRLY IMPORTANT	10	9.8	.3
IMPORTANT	9	9.8	-.8
VERY IMPORTANT	9	9.8	-.8
Total	39		

ASSERTIVENESS AND AGGRESSIVENESS

	Observed N	Expected N	Residual
NOT IMPORTANT	6	9.8	-3.8
FAIRLY IMPORTANT	9	9.8	-.8
IMPORTANT	10	9.8	.3
VERY IMPORTANT	14	9.8	4.3
Total	39		

LEVEL OF EDUCATION

	Observed N	Expected N	Residual
FAIRLY IMPORTANT	13	13.0	.0
IMPORTANT	14	13.0	1.0
VERY IMPORTANT	12	13.0	-1.0
Total	39		

ATTITUDE

	Observed N	Expected N	Residual
NOT IMPORTANT	16	9.8	6.3
FAIRLY IMPORTANT	7	9.8	-2.8
IMPORTANT	4	9.8	-5.8
VERY IMPORTANT	12	9.8	2.3
Total	39		

Factor	Chi-square	Degree of freedom	P-value (Significance value)
Sex discrimination	25.103	3	0.000
Insubordination	10.744	4	0.013
Stereotypes	20.103	4	0.000
Job/family conflict	16.282	3	0.001
Sexual harassment	18.949	3	0.000
Double standards/unfair pressure	13.821	3	0.003
Working experience	17.282	4	0.002
Professional training	21.205	3	0.000
Organizational policies	21.000	3	0.000
Fear of incompetence	0.282	3	0.963
Assertiveness/aggressiveness	3.359	3	0.340
Level of education	0.154	2	0.926
Attitude	8.692	3	0.034

According to chi-square analysis a factor is said to be significant if its p-value is less than 0.01 at 1 % level of significance. As such the factors considered significant are;

- sex discrimination
- stereotypes
- job/family conflict
- sexual harassment
- unfair pressure
- working experience
- professional training and
- organizational policies

## APPENDIX D: BUDGET

ITEM/ ACTIVITY	AMOUNT IN KSHS
<b>1 PROPOSAL WRITING</b>	
a) 1 copy 50 pages @ Kshs 30	1,500
b) 6 copies photocopy @ Kshs 3	900
c) Spiral binding copies @ Kshs 70	420
d) Research in other university; travel, photocopy	5,000
<b>Total</b>	<b>7,820</b>
<b>2 INSTRUMENTS</b>	
a) Copy of questionnaire 2 pages @ Kshs 30	60
b) Copy of questionnaire 6 pages @ Kshs 30	180
c) 4 copies of code 001, 2 pages @ Kshs 3	24
d) 50 copies of code 002, 6 pages @ Kshs 3	9000
<b>Total</b>	<b>9,264</b>
<b>3 PILOT STUDY</b>	
a) 4 copies of questionnaire 2 pages @ Kshs 3 code 001	24
b) 10 copies of questionnaire 6 pages @ Kshs 3 code 002	180
c) Transport during pilot study Kshs 300 per day x 7 days	2100
<b>Total</b>	<b>2,304</b>
<b>4 DATA COLLECTION</b>	
a) Transport for research Kshs 300 per day for 42 days.	12,600
b) 2 research assistant Kshs 300 per day x 42 days	25,600

c)	Stipend	10,000
	<b>Total</b>	<b>48,200</b>
5	<b>DATA ANALYSIS</b>	
	Computer and data entry and analysis	20,000
	<b>Total</b>	<b>20,000</b>
6	<b>PROJECT WRITING</b>	
a)	1 copy approximately 100 pages @ Kshs 30	3,000
b)	6 copies photocopy @ 100 pages @ Kshs 3	1,800
c)	Binding 6 copies each 200	1,200
d)	Miscellaneous expenses	10,000
	<b>Total</b>	<b>16,000</b>
	<b>TOTAL EXPENSES</b>	<b><u>93,588</u></b>

## APPENDIX D: TIME SCHEDULE

ACTIVITY		TIME IN WEEKS
1.	Pilot study	1
2.	Adjustments	1
3.	Data collection	6
4.	Data coding	5
5.	Data analysis	5
6.	Compiling and report writing	5
7.	Submission of the report	February 2007

### TABLE OF EVENTS

Phase	Activity	Number of weeks											
		1	2	3	4	5	6	7	8	9	10	11	
I	Pilot study	■											
II	Adjustment		■										
III	Data collection			■	■	■	■	■	■	■			
IV	Data coding				■	■	■	■	■	■			
V	Data analysis					■	■	■	■	■	■		
VI	Compiling						■	■	■	■	■	■	
VII	Report submission												■