

# **INSTITUTIONAL FACTORS INFLUENCING CAREER ADVANCEMENT OF WOMEN FACULTY: A CASE OF KENYATTA UNIVERSITY, KENYA**

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©2017

**International Academic Journal of Arts and Humanities (IAJAH) | ISSN 2520-4688**

**Received:** 5<sup>th</sup> February 2017

**Accepted:** 24<sup>th</sup> February 2017

Full Length Research

**Available Online at:** [http://www.iajournals.org/articles/iajah\\_v1\\_i1\\_251\\_266.pdf](http://www.iajournals.org/articles/iajah_v1_i1_251_266.pdf)

**Citation:** Malelu, A. M., Ngare, G. W. & Okemwa, P. (2017). Institutional factors influencing career advancement of women faculty: A case of Kenyatta University, Kenya. *International Academic Journal of Arts and Humanities*, 1 (1), 251-266

## **ABSTRACT**

This study examined the institutional factors militating against career advancement of women faculty: A case of Kenyatta University. The study was based on the premise that there are some hidden institutional challenges slowing career progress of women faculty. This exists despite the many attempts by universities to implement government calls to gender equality and equity. The promotion criteria at the universities is said to provide equal opportunities to women and men, yet the former are unable to comply with it. The study, therefore, set out, to analyze KU policies and practices governing promotion, as well as, suggest strategies of enhancing women upward career growth. The study was guided by Socialist Feminist Theory and Gender and Development approach. The study targeted all women faculty employed in KU on full time basis. Stratified random sampling in combination with purposive sampling was used and total of 104 respondents took part in the study. Two senior administrators and members of promotion and appraisal committee served as key informants. Primary data was collected through semi-structured questionnaires and interview guides. Secondary data were obtained from policies governing promotion and appraisal. Qualitative data was analyzed into themes, while quantitative was organized into

frequency counts and percentages. The research found that career advancement of women faculty at the upper ranks is slow and that they are faced with several challenges such as a busy university schedule, vast institutional physical set-up, biasness in the promotion criteria and in minimal leadership experience, as well as financial and time constrains. Women faculty lacked adequate opportunities to network and gain recognition, they also lacked mentors and faced a lot of negative office politics. To address these challenges the study recommends the following measures: provision of scholarships for studying and research, introduction of flexible working schedule, capacity building, affordability of university press and journal, transport and child care services as well as accommodation facilities within the institution. Gender sensitization of all stake holders, enforcement of affirmative action and reviewing of the promotion and appraisal criteria is also needed. The institution should embark on employing more teaching staff and facilitate pairing women faculty with mentors, as well as, imparting them with skills on time and stress management. This will go a long way in enhancing the career growth of women faculty in Kenyatta University.

**Key Words:** *Career Advancement, Promotion Criteria, Career Progression, Institutional Policies, Mobility*

## **INTRODUCTION**

One of the most significant changes to the workforce in the twentieth century was the dramatic increase of women in the labor force, both in the developed and developing countries. Burke and Vinnicombe (2005) suggest that, apart from entering the paid labor market, women are also

becoming career-oriented and many are pursuing managerial and professional positions. However, concerns are being raised over the slow progress of women into high ranking positions and jobs. Monroe (2008) posits that, in the workforce, gender correlates highly with occupation type, whereby higher status jobs go disproportionately to men. They further state that the academia is no different from the larger professional world. Women in the academia are said to be under-represented in almost all disciplines, and men are more likely to hold tenure track positions, achieve full professorship and be paid more for work in equal rank.

Majcher (2002) indicates that women academicians in Germany are not able to advance through the hierarchical structure from being graduates; attaining doctoral degrees to being awarded habilitation (the traditional pre-requisite for an academic career) and few are in the highest ranks of professorship. She further states that, women are more likely to be found in junior ranks and tend to fill positions of support character in teaching and research. A significant number of women faculty also work on the part-time basis an aspect that according to Majcher limits women's career tracks.

In the United States, though women are now receiving more than 50 per cent of Doctorate of Philosophy (PhDs), gender equality in the academia is still elusive (Gender Equity Indicators report 2006). The report further states, there exist substantial disparities in salary, rank and tenure between men and women faculty despite the increasing proportion of the latter in the academia. Women are also under-represented in the prestigious and high paying research universities and are said to be more likely to hold the lower faculty ranks, be unmarried or have no or few children as compared to the male faculty (ibid).

During the last two decades, Africa's higher education has witnessed an increase in both students' enrollment and academic staff. However, according to Kwesiga (2002), gender inequality at all levels; in the student's enrollment, faculty and decision-making positions are very clear. She further notes that, in Makerere University, in Uganda, there is a paucity of women in the higher ranks of full and associate professors. The same situation is replicated among the Nigerian universities where women are said to hold less than thirty-five (35) percent of all the academic posts, with the majority being in the lower and middle level ranks (Ogbogu 2006).

Chege and Sifuna (2006) posit that women's under-representation in the academic and administration levels in Kenyan universities is so pronounced. This exists despite presidential decree of 30 per cent women representation in the public service. They observe that women teachers are confronted with negative cultural attitudes and the problem of juggling between family and work. As a result, their advancement in university careers is said to be very slow as compared to their male counterparts. According to a Commission of Higher Education study (2010), there were 210 men and 24 women Full Professors (10%) in 7 public universities. The same situation was replicated in 14 private universities which reported 61 men and 10 women (14%).

Over the years, Kenya has expressed commitment in achieving gender parity in various sectors. Kenya is a signatory to key international and regional conventions including the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW: 1979), the Nairobi Forward Looking Strategies (1985), the 1995 Beijing Declaration and Platform for Action and the Millennium Development (2000), despite all these, gender inequalities still persist. Locally, the government developed the National Policy on Gender and Development (2000) and the Sessional Paper No.2 of 2006 on Gender Equality and Development, among others. Of much importance is the latest country's development blue print, Kenya Vision 2030, which aims at mainstreaming gender equity in all aspects of society. It acknowledges that women play a critical role in the socio-economic development of any nation (Gok 2008). However, gender inequalities in higher education are still a major concern.

In the Ministry of Education, the adoption of the University Act (Act No.5 of 1985) saw an increase of higher learning institutions and formation of Commission for university (CUE) to oversee the establishment and accreditation of universities. This is said to have enhanced equitable access to university education for boys and girls, men and women (Eshiwani 1993). Kilemi et al. (2007) observes that universities in Kenya have also located their campuses nearer to their target population. This has been achieved through accrediting tertiary institutions located in various parts of the country or opening up regional campuses in other areas. There is also the funding of projects in primary, secondary and in the university to promote science subjects or careers among girls and women. This has been done in collaboration by the Ministry of Education Science and Technology, Forum for African Women Educationist (Kenyan Chapter) and several universities such as Jomo Kenyatta University of Science and Technology. Further, Egerton University has established a center for women studies and gender analysis to address concerns such as sexual harassment (ibid). However, the Gender Policy in Education (2007) highlights low participation of women in lecturing, research, governance, management and administrative responsibilities at the universities. It further encourages strengthening structures such as gender task forces, advisory bodies, units and studies in the universities.

In spite of the governments' commitment, studies contend that women faculty advancement in the academia is militated against by various socio-cultural and structural factors such as multiple roles, gender stereotypes, feelings of isolation and discriminatory promotional rules (Kanake, 1998, Curtis, 2011, Zimmer, 2003). Nonetheless, Onsongo (2006) points out that there is no open discrimination in the university. However, there is subtle discrimination disguised in promotion procedures and organization culture. She further observes that requirements for advancement include high academic credentials, lengthy service and productivity (publishing articles, journals and writing books). These requirements might disadvantage women as most neither hold PhD nor are likely to have strong research and publishing records. Furthermore, university environment may be unfriendly where women face male bias, sexual harassment and cultural stereotypes in their daily work. The result is women advancing at a slow rate in their university teaching careers and majority stuck on the lower ranks for long. It is from this background that

the current study sought to identify institutional factors that influence career advancement of women faculty.

### **STATEMENT OF THE PROBLEM**

Various mechanisms such as affirmative action policies have been employed to enhance girls' and women's access to higher education. Over the years, the number of women and men enrolling for post-graduate studies has also increased tremendously. Furthermore, various universities have gone ahead to establish gender departments, and policies in support of the government call for gender equality and equity. The study notes that with increased enrollments of women at higher levels, entry into academic career positions has been enhanced. However, despite all these, women continue to lag behind their male counterparts in regard to academic growth and attainment of tenure.

In Kenyatta University, there exist well-defined criteria for advancement within the academic ranks, as is the case in most universities. In it, upward mobility is mostly dependent on one's productivity in areas such as human capital, professional networking, and strong research and publishing records, thereby, presenting equal chances for both men and women. Since the set criteria portrays no gender biasness and is known to women faculty, it is not clear why there are few women Full Professors, Associate Professors and Senior Lecturer. The study, therefore, aimed at identifying institutional- gender based factors influencing career advancement of women faculty in Kenyatta University.

### **GENERAL OBJECTIVE**

The main objective of the study was to institutional factors influencing career advancement of women faculty where the context of focus was a case study of Kenyatta University, Kenya.

### **SPECIFIC OBJECTIVES**

1. To establish career progression of women faculty employed in Kenyatta University.
2. To analyze the policies governing academic career advancement at Kenyatta University.
3. To assess institutional factors influencing academic career advancement of women faculty in Kenyatta University.
4. To suggest effective ways of enhancing women's faculty upward mobility in the academia.

### **THEORETICAL REVIEW**

The study was guided by the Socialist Feminist theory as advanced by Fraser (1998). Reviews by Fraser (2005) and Walby (2007) also inform the study. The theory looks at the role of capitalism, gender and patriarchy in the oppression of women. Fraser postulates that, in a capitalist society, a minority of people (the capitalist class) own all means of production. The great majority must work out of sheer necessity under conditions set by the capitalist, for wages. At the same time, in

such society, there exists some degree of inequality between the sexes, subjugation of women to male authority in the family and community in general. In this patriarchal system, women are objectified as form of property, and there is a sexual division of labor in which they concentrate on activities like child care and certain forms of productive labor (Fraser, 1998). Patriarchy is essential for the preservation of the capitalist system of production. In a capitalist patriarchal society, men form the ruling class controlling all means of production. Women, on the other hand, are excluded by economics and tradition from participating in public social production and are confined to private domestic labor (Ibid).

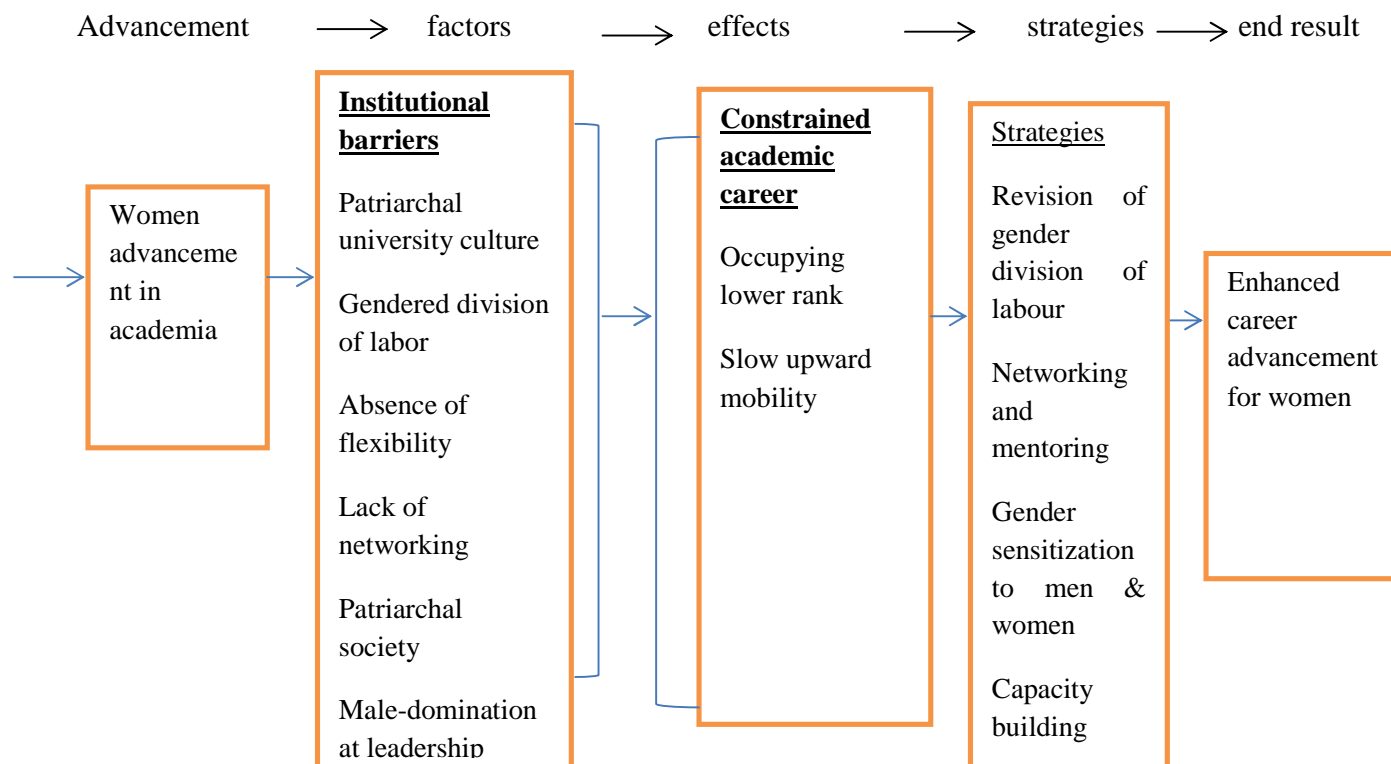
Walby (2007) refutes that motherhood and the gendered division of labor grows naturally from women's role as mothers. She opines that employers have adopted this ideology to advance gendered discrimination in the workplace. She also notes that women are not socialized to be independent, but are mostly protected and guarded in their childhood, inevitably restraining their capacity to participate fully in economic activities. Walby (2007) further notes, in a capitalist patriarchal society, when women enter the public sphere, despite having high levels of education and greater work experience, they face occupational segregation, discriminatory practices and an absence of flexibility, hence limiting their full participation in the workplace. To socialist feminists, therefore, women liberation will only be achieved by ending both the economic (seen at the workplace) and cultural sources of oppression (ibid). Socialist feminist theory was employed to explain how male dominated institutions (capitalist class) may militate against women's full participation. Criteria pertaining to promotion were analyzed to establish influence of patriarchy on women faculty career advancement.

In addition, socialist feminist theory was used to show how gender roles, stereotypes, unrealistic expectations and a hostile university culture that lacks flexibility in its operations are advanced to limit women's career advancement. The study also utilized the Gender and Development (GAD) approach as articulated by a group called Development Alternatives with Women for a New Era (DAWN). The approach was based on the concept of gender and gender relations. GAD approach argues that women's status in society is affected by their material condition of life and their position in the national, regional and global economies. The nature of patriarchal power in their society and the accepted norms and values that define women and men roles and duties are also highlighted (Momsen, 2000). The approach postulates that gender relations are key determinants of women position in society. The unequal power relations between women and men prevent the former from accessing and obtaining equal opportunities with their male counterparts. Women are also marginalized because they are not part of the power structures.



## CONCEPTUAL FRAMEWORK

The model below illustrates women faculty career progression in the academia.



**Figure 1: Conceptual Framework**

## EMPIRICAL REVIEW

Women faculty pursue careers in the academia, however, their advancement is constrained by institutional factors such as a university culture that is patriarchal, gendered division of labour, absence of flexibility, lack of mentorship among others. Consequently, women faculty take long to become Full professors and majority are stuck at the lower ranks. To enhance the career advancement of women faculty, institution of higher learning should review their university culture, provide networking and mentorship to women faculty, as well as, advocating for the revision of the socialization process and the division of labour in the society.

Scholars have considered women academicians progression in various parts of the world. In this regard, Diezmann and Grieshaber (2010) contend that women constitute less than 20% of the professorate internationally, with figures of 9% in UK, 16% in the USA, and 18% in Finland. Even so, they acknowledge that there has been an upward trend in the representation of women in the professorate substantially in the decade between 1992 and 2002. Odipo, quoting Muguchia (2012), observed that women are increasingly rising to the top in the world of work because they possess a number of key advantages; such as better attention level, good communication skills,

commitment to creating and sustaining social relationships than men. In the same article, Hakim encourages professional women to use their erotic capital such as beauty and sex appeal to get ahead at work (Odipo 2012). Promotion procedures should be standard and not based on one's gender as these may attract negative evaluation from peers, where you are seen as unqualified despite possessing required credentials.

Onsongo (2006) and UNESCO (2002) postulate that, in the academia, there exists subtler discrimination, which is disguised in promotion procedures and organization culture. They noted that women are disadvantaged in the descriptions of qualifications because few are PhD holders and many are clustered in lower ranks. In many cases, the interviewing panel was male-dominated and sometimes asked female candidates irrelevant gender specific questions. Furthermore, the university environment was unfriendly and hostile as seen through sexual harassment and long working hours that sometime extend late in the evening or weekend. Universities did not take into account gender specific roles, expectations and responsibilities in the society (ibid). An organization has its own culture that is unique, hence, the need for the current study to assess the formal and informal culture of Kenyatta University.

White (1992) observed that women academicians lack in influential organizations and informal career networks, where men have learned the unwritten rules of success. Women face seclusion in such networks through overt ridicule or informal meetings that are held in social places, traditionally perceived not fit for women, in particular, bars. The disadvantaged position of women was reinforced through negative stereotypes towards their abilities, for example, they were seen as unmotivated, incompetent and people who may leave institutions prematurely. Yet when women portray masculine traits like assertiveness and independence, they were negatively assessed (Stromberg, 1978). The studies provided insight into the impact of women faculty isolation on their careers in the academia.

Mednick et al. (1975) observed that, mobile faculty are more likely to experience a vertical promotion and an increase of salary. Traditionally, women were less mobile due to gender roles ascribed to them and their subordinate position within the family as compared to the male faculty. Due to stereotypical notions about women as nurturers, female faculty are overburdened with mentoring and advising responsibilities, which may interfere with their professional advancement, as they may fail to perform on the traditional academic requirements. Further, these extra institutional demands are not acknowledged in policies governing rank advancement (Equal Rights Advocates 2003).

Ogbogu (2013) argued that women academic face work-family conflict because of family and domestic responsibilities, an overcrowded academic job schedule, long hours of office work, and increased student enrolment without corresponding increase in academic staff. Ogbogu asserts that strain in one domain reduces productivity in the other, hence, the need for this study to investigate the impact of work-family conflict on women career advancement.



## **RESEARCH METHODOLOGY**

This study adopted a case study design to identify institutional based factors influencing career advancement of women faculty. The case study also allows the use of various methods to collect data, for example, questionnaires, interviews and analysis of documentary materials. The case study design was utilized in the study since it allowed an in depth investigation of the institutional factors influencing career advancement of women faculty in KU. In addition, gave insights into the challenges women face as they seek to advance their careers in the academia, as well as, the strategies needed to enhance their upward mobility. Women's career advancement was identified as the dependent variable. The independent variables were structural gender barriers militating against women faculty careers upward mobility. The independent variables included university schedule and physical set-up, financial and time constrains, inadequate mentorship among others.

Women faculty employed on full-time basis in Kenyatta University formed the target population in this study. As of December 2013 there were 330 women faculty members employed in KU main campus. This is 35% of the total academic staff population. The sampling frame consisted of all women faculty and senior administrative personnel at Kenyatta University. Purposive sampling was used to select key senior administration personnel among them the Vice-Chancellor, Deputy Vice-Chancellor (administration), Human Resource Manager and two members of the Promotion and Appraisal Committee, making a total of five. Purposive sampling was used to select schools that had been in existence for at least 12 years and more within the scope of this study (1985-2013). Twelve years was been utilized as it is the minimum experience one requires to have in his/her university teaching career in order to qualify for full professorship according to KU promotion and appraisal criteria(KU Promotion and Appraisal Criteria:2011). There were five (5) schools that have been in existence for twelve years out of the total fourteen (14).

The first three schools to be established were selected to form part of the study, these included the School of Education, Humanities and Social Sciences (SHSS) and that of Business. From the KU Bi-annual report on 30% gender representation for the academic year 2010-2011 show that gender balance among students has nearly been reached since at undergraduate programs the male to female ratio stood at 50:50, Masters 51:49 while in PhD it was at 60:40 in the SHSS. In the School of Education the female to male ratio were as follows, 49:51 in undergraduate, 51:49 and 54:46 for Masters and PhD respectively. At the School of Business, the study observes that, though the ratio of female to male had met the 30% threshold it was still low at 40:60 in undergraduate programs, 36:64 for Masters and 22:78 in PhD degree. In the selected schools there were a total of 21 departments; Education (7), Business (3) and School of Humanities and Social Studies (11). All the sampled departments took part in the study, so as to have adequate representation of women faculty in all disciplines.

The study utilized three research instruments namely questionnaires, interviews and content analysis. Qualitative information obtained from interviews, questionnaires and documents was organized into themes and analyzed based on the study objectives. Quantitative data were analyzed using descriptive statistics such as frequency counts of women and men in various ranks and their percentage. This was used to show the position of women within the academic ranks and their progression rate. Secondary data were utilized to cross check, supplement and confirm information obtained from interviews and questionnaires.

## **FINDINGS AND DISCUSSIONS**

### **Career Progression of Women Faculty in Kenyatta University**

The results of the study are based on 104 respondents derived from female faculty members employed in the School of Humanities and Social Sciences, Education and Business, as well as, some key senior administrators. There were no Full Professors from the sampled population. From the School of Education women representation was as follows; 3 Associate Professors, 4 Senior Lecturer, 21 Lecturers, 2 Assistant Lecturer and 7 Tutorial Fellow. While in the School of Humanities and Social Sciences they were 5 Associate Professors, 12 Senior Lecturers, 18 Lecturers, 2 Assistant Lecturers and only 9 Tutorial Fellows who formed part of the study. The School of Business had no Associate Professors or Senior Lecturer while for the rank of Lecturer 6 took part in the study and for the post of Assistant Lecturer and Tutorial Fellow 3 and 7 women were sampled in that order.

Moreover, to assess the above, the study analyzed the university human resource documents to establish the total number of women and men faculty employed in KU. Women faculty constitutes thirty five percent of the academic staff in KU as of 31st December 2013. The breakdown of their representation as of December 2013 in various academic ranks are 8% (2) Professors, 32% (19) Associate professor, 32% (41) Senior lecturers, 35% (158) Lecturers, 33% (20) Assistant lecturer's and 40% (88) Tutorial fellows. In the period between 1999 and 2013, the number of women faculty increased significantly. However, their percentages in ratio to men decline as follows; Associate Professors and Senior Lecturer's numbers decreased as from 33 % (12) to 32 % (19) and 37% (34) to 32 % (41) respectively. In terms of Full Professor the percentage of women decreased from 10% (2) to 8% (2) as their numbers remained the same.

The trend shows that there is an increase in the number of women faculty in KU despite of the noted decrease in percentage. This indicates that the number of men progressing through the ranks is still high as compared to that of women. The low numbers of women among the higher ranks of Full and Associate Professors point to there being a 'glass ceiling', hence, only a few are able to advance in these categories. The above findings are consistent with Zimmer (2003) who concludes that, there has been an upward trend in the representation of women faculty in the university however; they are highly represented at the lower ranks of lectures and tutorial fellows.

### **Policies Governing Career Advancement in Kenyatta University**

In Kenyatta University there is a promotion criterion for the academic staff, which outlines the minimum and additional requirements for appointment into various ranks. The Kenyatta University promotion and appraisal criteria for the academic staff (2011) consider performance in four main areas namely: academic, administrative, social responsibility and community service. The promotion criterion identifies five main academic ranks including: Tutorial Fellow, Lecturer, Senior Lecturer, Associate Professor and Full Professor. According to Goldberger and Crowe (2010), the highest academic rank and the envy of every young academician is the post of Full Professor. Publications and grants are highly rated in Kenyatta University, since they contribute 12 points (35.3%). This is followed by student supervision at 5 points (14.7%) and teaching which contributes 4 points (11.8%). Administrative responsibility, attendance of conferences/seminars and professional recognition are all rated the same and have a maximum points of 3 (8.8%). Academic leadership and community service are the least rated at 2 points (5.9%) each.

The study also established that 67(67.68%) women respondents had a PhD, while 31(31.31%) had a Master's degree, with only 1(1.01) having a B.Ed as her academic qualification. 73(73.74%) respondents had done courses on writing and research skills, while respondents with computer skills were 94 (94.93%). Observably only 32 (32.32%) and 51(51.51%) had pursued training in mentorship and leadership. The study further observed that, from the School of Education and Humanities and Social Sciences there were four lecturers who did not have PhD's despite them having more than fifteen years' experience in the academia.

### **Institutional Policies Influencing Career Advancement in Kenyatta University**

Kenyatta University prides itself for being gender responsive in its operation and structures. The institution was the first public university in Kenya to have a female Vice-Chancellor. During her reign, it has realized the 30% gender representation in most of its academic ranks. Women Tutorial Fellows and Lecturers who are 40% and 35% respectively show the highest representation, followed by Assistant Lecturers at 33%, while both Associate and Senior Lecturers show the same trend at 32%. The lowest representation was at the Full Professor and Teaching assistant levels both which stand at 8% and 14% respectively. Mugenda et al. (2010) further noted that in Kenyan Universities, women enter the teaching profession in small numbers and are promoted less frequently as compared to the male counterparts.

From the study, 73% of women faculty considered KU as providing a gender friendly working environment, while 25% were of a different opinion. Only 2% of the respondents did not answer the question. These results are in line with Mugenda et al. (2010) findings that the academic staff of KU viewed the institution as being ahead of others in terms of gender responsiveness. A high number of respondents (98%) who answered the question reveal that the respondents were able to analyze the gender responsiveness of their institution. The study obtained sex-

disaggregated data reflecting women's participation at different levels in the university from the Directorate for Gender Equity and Empowerment. This is important since there is statistical evidence in support of any strategy that may be employed to enhance women participation at all levels. The study also noted that the staff at the Directorate of Gender Equity and Empowerment are trained in gender issues and, therefore, are at a better position to implement programs and policies related to the same. Unfortunately, the work done by the gender units is not understood by women faculty as exhibited by 12 respondents who stated that the directorate deals with women issues only and more so in relation sexual harassment. These ends up negating their work and hence have a limited impact in enhancing women faculty career advancement.

### **Strategies for Enhancing Women's Faculty Career Upward Mobility**

The study found that all the respondents (100%) call for financial support in relation to furthering of education, undertaking research and attending conferences/seminars. 94% of the respondents recommended adoption of academic leaves and flexible working schedules, while 91% and 75% suggested making of university press accessible/affordable to enable publication of books and journals, and introduction of mentorship programs respectively. Gender sensitization education was cited by 63% of the respondents, while 40% requested for childcare centers and family allowances. Enforcement of Affirmative Action was supported by 52% of the respondents, while 34% wanted a comprehensive medical cover. Only 12% of the respondents suggested gender responsive recreational facilities as a strategy to enhance women career advancement.

### **CONCLUSIONS**

The study concludes that through various policies and strategies adopted by KU, overt gender inequalities that curtail women career advancement have been dealt with. However, subtle discrimination against women faculty persist since they are subjected to the same condition and opportunities with men without taking into consideration their different needs, roles and unique challenges, as well as, historical injustices that have militated against their career advancement. As noted in gender mainstreaming, women needs, experiences and challenges are different from those of men; even if the two genders are subjected to equal treatment gender inequality is likely to occur. Therefore, for maximum benefit for both men and women, there is a need to take into consideration cultural, historical and biological issues that militate against women's career advancement.

The promotion criteria, for example, though based on merit and provides equal chances to male and female faculty, women find it difficult due to hidden gender barriers among them; inadequate finances, opportunities and networks which limits their participation in research, publication and in activities that boost their professional recognition. The promotion criteria also disadvantages women faculty since it places more focus on research at the expense of teaching and post-graduate student supervision activities that faculty members engage in on daily basis.

Inadequate mentorship in terms of career advancement has also adversely affected women's upward mobility: The socialization process into their ascribed gender roles has impacted negatively on their aspirations whereby they lack the much needed "masculine attributes" to advance in the academia such as being assertive, vocal and ambitious. At the same time, acquired stereotypical beliefs have made them put more emphasis on their reproductive roles at the expense of career advancement. All these compounded, impair their career mobility since they affect women's participation in research, conference attendance, and administrative activities among others.

## **RECOMMENDATIONS**

This study recommends that the university management through the Promotion and Appraisal Committee should carry out an awareness campaign to educate academic faculty on the policies that influence career progression. In addition, women faculty should be trained on career development skills such as research and writing skills, public speaking, leadership, self-motivation and assertiveness. This can be done by center for career development, community based organizations and faith based organizations.

The university management, Gender and Development department and the Directorate for Gender, Equity and Empowerment should work together with other gender scholars so as to critically analyze the Promotion and Appraisal Criteria to ensure that the rating system balances research and teaching. More so, working together with the PAC in carrying out sensitization programmes so as to enhance clarity of the criteria. In addition, disseminate the criteria to all women faculty, as well as, sensitize men and women on the importance of AA and accommodating women at the place of work.

The university management, Directorate of Gender, Equity and Empowerment and the department for Gender and Development should formulate a strong women mentorship program whereby the senior academics will provide advice and guidance to those in lower ranks. The same departments should focus on organizing workshops so as to sensitize women on the opportunities available to them and also facilitate partnership programs with various bodies and institutions so as to organize for fellowship for the female faculty. This will go a long way in giving the much needed exposure and linkages for career advancement.

To enhance women participation in the academia the Ministry of Education Science and Technology together with the university management should endeavor at increasing the number of teaching staff as this will go a long way in reducing teaching work load and the burdens related to it. In addition, the university management through the heads of department should formulate a work plan to create compulsory research time once in a year for each faculty member. This will give women opportunities to engage in research, publication and attend seminars/workshops and hence gain recognition. The Vice Chancellor in collaboration with NGO's should initiate a Woman's fund that is only available to the female faculty to support

research, publication, studies, as well as, issues of child allowance when there are invited for conferences offsite.

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