

## Factors Influencing Promotions and Administrative Appointments of Academic Staff in Kenyan Public Universities

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### Abstract

### Original Research Article

This research paper outlines the factors influencing promotion and administrative appointments of academic staff in public universities in Kenya. During the last two decades, African higher education has witnessed an increase in student enrolments. To ensure adequate staffing, more teachers have been recruited. Similarly, there has been an increase in the number of administrative and managerial personnel at the same level. The number of women in higher education has remained low as women's participation in activities outside the home has widened in scope, especially in the world of organized and paid labour. Research was necessary to investigate some of the factors that may have contributed to gender imbalances among the academic staff in teaching and administration, and reduced promotion prospects for women. This study adopted descriptive research design which employed oral interviews and documentary (content) analysis. The participants were drawn from two public universities: the University of Nairobi and Kenyatta University. Sampling included determining the area to be covered by the study and selecting the respondents. The study gives suggestions and some steps that could be taken to ameliorate the low number of women in administrative appointments of academic staff in public universities in Kenya.

**Keywords:** promotion, administrative positions, academic staff.

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## INTRODUCTION

Today, women are climbing higher and higher up the academic ladder although it is still very difficult for them to gain a foothold in those professions which bestow recognition and influence, especially when they are highly rewarding. The countries of the former Soviet Union and Czechoslovakia provide a better record when compared to the United States and Britain. Yet, despite these improvements, men continue to dominate the upper academic ranks while only a small proportion of women occupy top-level administrative positions [1].

As is the case throughout the Western Europe and the former Eastern Europe, gender imbalances are well pronounced within the academic staff of African universities. On the average, based on 25 universities for which information is available, women make up roughly 12 percent of teaching staff in African. Their participation ranges from: Four to seven percent at the universities of Burkina Faso, Chad, Ethiopia, Guinea, Rwanda, Tanzania and a high rate of around 26 percent in Madagascar and Mozambique. At the highest level of Management, women serve as Chief Executives in 4 of

Africa's 97 universities (University of Benin and Lagos, State of Nigeria, University of Swaziland and University of Burea, Cameroon [2].

The situation in Kenya is similar to that of many other African countries. Even though there are no discriminatory laws in Kenyan public universities, general observation shows that there are gender inequalities among the academic staff in teaching and in administration. The result of this inequality is that fewer women obtain top level academic posts in Kenyan public universities, Amondi [3] notes that the proportion of women in the teaching profession declines at higher levels. At the university level, the proportion of women teachers is very low indeed. In addition to this, there is a large disparity in the number of men and women in the public universities who full Professors, Faculty Deans and Directors of Institutes.

### Gender Imbalances in University Administration

Women in administrative and managerial posts are very rare in all regions of the world, in developing countries as well as developed countries. According to Anker and Hein [4], 28.3 percent of the administrators and managers in the United States were women in 1982

and 11.3 percent in Europe around 1970. The two scholars further argue that women's share of administrative jobs is extremely low, being:

*Less than 5 percent in most countries of Middle East and North Africa (exception being Egypt and Cyprus); as well as in some countries of Asia (India, Bangladesh, Malaysia, Republic of Korea and Afghanistan)*

In a few African countries for which there is data, women constitute only 6 (six) percent of the administrative and management workers. This low representation of women in administration means that women do not have a very significant role in decision making decisions [5]. In addition, women who apply for jobs have less chances of being selected to administrative positions than male applicants. Similarly, Milligan [1] observes that the proportion of women in high-ranking jobs in the former Soviet Union is significantly low and declines sharply the nearer one gets to the top. He further notes that in the teaching profession, women make up 70 percent of the entire teaching force, with a big majority in every category of the classroom teacher. However, when it comes to promotion to school headships, they do much less well than their number might lead one to expect. What this means is that many children grow up in a school where they are taught mainly by women under the direction of men. This situation may well reinforce traditional attitudes towards sex-roles. Being used to seeing man in largely feminized profession, children (especially girls) experience a graphic demonstration of the idea of the man as the final figure of authority. This is likely to reduce their aspirations for administrative positions. Studies [6] echo the fact that three quarters of male employees interviewed preferred a male supervisor.

Generally, women in management (administration) are often accused of being soft, yielding and dependent on intuition (in the female sense) whereas academic values entail logical and balanced thinking and action [7]. It is said that women shy away from hard decision making and tend often to overreact emotionally. Their leadership capabilities are sometimes questioned, as they are seen not to be capable of withstanding much pressure. It is anticipated that women cannot be firm enough when dealing with some sections of the university community, in particular, with students [7]. In many parts of Africa, such stereotypes remain strong enough to constitute barriers to female participation in university administration.

According to Amondi [3] men tend to hold most of the leading positions in the educational sector in Kenya. She argues that it is only recently that women have had the privilege of holding managerial positions, something that was unheard of in Kenya before independence. She further notes that most employers are reluctant to place women in highly responsible

positions, arguing that women are unreliable because of husband transfer and maternity leave, which put tremendous psychological pressures on the females. This makes women, who prefer not to have choose between their families and their profession, opt for service jobs and avoid higher level professional choices. This can perhaps explain why women tend to be concentrated in lower positions in our public universities.

However, a survey by Lempiainena and Naskali [8] concluded that women do not even apply in sufficient numbers for management jobs. Likewise, both men and women in Kenya have been socialized to perceive men in positions of leadership as normal this could be one of the main reason that tend to keep academic women out of administrative positions in Kenya public universities. This is especially so when Africans argue that 'women cannot supervise men; hence women are passed over in internal training programs which prepare employees for advancement' [9].

Harper *et al.* [5] and Amondi [3] observe that there is no documented evidence of discrimination against women in Kenya public universities. Amondi [3] argues that you may feel that you are qualified for promotion but for unexplainable reasons, the system simply doesn't seem to move'. It was the aim of this study therefore to attempt to investigate some of the reasons that hinder women teachers from rising up to administrative positions in Kenyan public universities.

## METHODOLOGY

This study adopted descriptive research design which employed oral interviews and documentary (content) analysis as recommended by Ross *et al.* [6]. The participants were drawn from two public universities: the University of Nairobi and Kenyatta University. Sampling included determining the area to be covered by the study and selecting the respondents. The target population for this study was the academic staff from the Kenyan public universities. Initially, the researcher intended to sample 76 members of academic staff from the two selected universities. Of these, 38 members (19 male and 19 females) were to come from the University of Nairobi. A similar number was to be sampled from Kenyatta University. The members of academic staff were categorized into various academic ranks: professors, associate professors, senior lecturers, lecturers, tutorial fellows (and its equivalent rank).

As the review of the academic staff lists for the two selected universities (which had been done separately) revealed the numerical rarity of women in various academic ranks, the researcher employed stratified random sampling procedures to ensure fair representation of the study population. Sub-groups (strata) were formed for both male and female teachers of various academic ranks in each of the selected

university. Creswell [11, 15] argues that from the sub-groups with higher numbers of academic staff, the researcher can employ random sampling procedures to

get the required number. However, for the strata with fewer members, the researcher selected them purposively as indicated in tables 1 and 2 below:

**Table-1: Respondents from the University of Nairobi**

Rank	Number of participants		
	Male	Female	Total
Professor			
Associate Professor	2	2	4
Senior Lecturer	1	1	2
Lecturer	4	3	7
Tutorial Fellow	3	4	7
Total			

Grand Total 29 respondents

**Table-2: Number of respondents from Kenyatta University**

Rank	Number of participants		
	Male	Female	Total
Professor	2		2
Associate Professor	1	2	3
Senior Lecturer	5	3	8
Lecturer	5	5	10
Tutorial Fellow	5	3	8
Total	18	13	31

Grand total 31 respondents

A total number of 60 respondents therefore participated in the interviews. This enabled the researcher to collect more detailed information as opposed to having a larger number where only questionnaires would have been used. Questionnaire surveys do not elicit as detailed information as that obtained from interviews [11].

Secondary data was obtained from:

- The universities' statistical record data for 2017
- The university calendars
- Promotion and appointment criteria documents for the two public universities,

The researcher examined data from published and unpublished official documents that already existed in the two public universities or elsewhere. For the purpose of this study, the following documents were important:

- Senate documents outlining the promotions and appointments' criteria.
- University statistical records showing the number of academic staff by gender and professional rank/grade in each of the selected universities.
- The most recent university calendars, especially the 2017 calendars.

An examination of these documents was important to this study because it helped the researcher to make a survey of the situation in the selected universities as was reported in written or printed materials. The documentary analysis was thus meant to provide information related to:

- The number of academic staff both males and females in each of the selected universities,
- The numbers of academic staff with top administrative posts by gender;
- The proportions of those promoted to various academic ranks/grades and
- Appointments and promotions procedures.

Research data fell into two broad categories, each of which called for a different analysis strategy. The two data categories are the academic staff records data (documentary data analysis) and the qualitative data derived from the interview schedules. **Documentary Data Analysis:** This involved examination and organisation of the information collected from the selected documents of the two public universities. Descriptive statistics such as frequency counts of academic staff were done using the statistical records of the two selected universities. **Qualitative Data Analysis:** Much of the information that was elicited through the interviews was transcribed into written texts by merging the notes taken and the recordings made during the interviews into a single coherent? Description of the discussions. These data were then organized, examined for completeness and relevancy, and then analysed qualitatively.

## RESULTS/FINDINGS

### Causes of Women Under-representation in University Teaching and Administration

Responding to the question on the factors that contribute to women under-representation, the respondents pointed out several factors during the interviews. As far as possible then, responses were

scrutinized for emerging patterns for the purpose of forming suitable concept that would facilitate discussion. Those responses that could not fit in any of the categories but found to be important to this study were presented independently.

From the interviews conducted, it emerges that socio-cultural constraints, economic value of education, societal attitudes towards higher education for women, and historical factors are some of the main factors contributing to women under-representation in university teaching and administration. Following closely on this is the blame on female academics themselves, the Non-governmental Organisation (NGO) factor and political appointments. Each of these is discussed in turn in the following sub-sections.

### Socio-cultural Constraints

There seemed to be a general consensus among the respondents that gender imbalances at the university in teaching and administration had nothing to do with discrimination but was mainly as a result of socio-cultural norms and values of the Kenyan society, which is predominantly patriarchal. A male respondent defined patriarchy as a deliberate organisation of society's social, economic and political affairs to cater for and sustain the male supremacy over women. He continued to argue thus:

*Look at the Kenya government today. How many women are cabinet Ministers? How many women own big plantations or important businesses? If their number is negligible in almost all sectors, why should you expect more of them in our public universities?*

A female senior lecturer at Kenyatta University was even more emphatic.

*Men make laws and women obey them. They have used their position to favour themselves. They have made traditional myths 'divine' laws and have employed the same to exempt themselves from the burden of household chores, Women have thus been made to believe and accept for a long time that their place is in the kitchen that they are child minders, nurses for the sick and old, home-makers in general. What do you expect from such a situation? All the so called home responsibilities are heaped on women. We at the university are not different in any way when it comes to caring for the children or feeding the family. We have to combine this role with our academic work. In contrast, men do very little house-work and sometimes none at all. They continue to behave as if 'we are still housewives and they are the sole bread winners of the family.*

Her colleague, who was present during the interview, (though she was not part of my sample), chipped in:

*My husband will not take food prepared by a house girl. I have to be home early to prepare supper and ensure that the young ones eat their meals. Unlike us, men have a lot of free time to pursue their academic work. But when it comes to promotions, the same criteria are applied for both men and women. It is obvious even to the promotions Committee that men will bring in more publications, will have had time to attend conferences and more of them will have completed their Ph.D. studies. More men become easily eligible for promotions and appointments and 'we' (women) are sometimes accused of not applying. Some of us are also accused of refusing administrative responsibilities. How does one apply when she has had no chance to fulfill the required qualifications? We need a break; otherwise sometimes we really feel worked up.*

A male respondent at Kenyatta University seemed to agree with this respondent. He pointed out that the nature of women as mothers and home-makers requires them to be home early and to spend more time with their families. "For this reason, most administrative responsibilities would be unsuitable for women especially those with young families." In support of this, another male lecturer said:

*From the African set up, women take the upper hand in family responsibilities. They are the first to be called when there is a problem at home. I don't know how one would survive if she was appointed a Vice-Chancellor.*

It was thus noted that even when a woman is employed, household chores remain her primary responsibility - a function assigned to her by the society and which she must be seen to be fulfilling. This means the academic woman has to stay closer home most of the time, a requirement that has led to many of them specializing in the household tasks while doing very little to advance themselves academically. Child-care and other family responsibilities seem to be a significant drain on the time and energy on part of women academics and often inhibit their undertaking of professional advancement activities. This, the researcher noted, has to a large extent contributed to women under-representation especially in senior grades and in administration as a majority of them do not conduct research or publish, which are very important undertakings for promotion to senior grades and appointments to administrative posts. The above findings are in line with those by UNESCO [14] and Wilson [7] that the dual responsibility of household drudgery and work are often difficult to combine and are a major constraint on women's work and productivity, especially for those who are married.

### Economic Value of Education

The findings also revealed that the economic value of education among the various Kenyan communities were another important factor contributing to women under-representation. A relatively large



number of respondents (20 percent) expressed this view. The general argument was that due to the patriarchal nature of the Kenyan society (as already discussed above), women generally been accorded a low economic status and many parents find it less worthwhile to educate girls. One female respondent noted that in some communities, many parents felt they had more to lose than gain by educating girls because they were expected to get married - in which case the benefits of education would go to another family. She further noted that 'After all, girls could get married and dowry paid whether they were educated or not.' This respondent however pointed out that boys' education was seen to be more important economically because they would remain in their fathers' lineage and take care of their parents as well as younger brothers and sisters. She further observed:

*When such parents are faced with fees problems, most of them choose to educate boys while they marry off their daughters to provide the school fees.*

In support of this, a male respondent admitted having been a beneficiary of such practices

*My old man married off my younger sister to a rich man, far much older than she was, so that her dowry could meet my fee expenses. The husband is now dead and my sister lives miserably. I look at the whole situation and I am filled with pity.*

Such practices, it was noted, decrease the number of girls entering the education system, who would eventually become eligible for university teaching and administration.

From the foregoing, it appears that the assessment of the parents regarding the returns from their children's education has a considerable influence on who they should educate and to what level. Usually, girls are disadvantaged because they can get married with little education or none at all, and to many parents, girls' education only enriches the husband families. For these reasons, most of them, especially those from poor families have had their education terminated at lower levels so that once married, their dowry can enable their more productive brothers to continue with their education. The findings support Ukpokolo [12] study that girls sometimes offer to work as maids so that they can raise money for their brothers' education. This has considerably reduced the numbers of girls who join the school system and more so, those who join the university from where the university teachers are recruited.

### **Societal Attitudes towards Higher Education for Women in Kenya**

A notion that came up in several interviews was that although the opportunities for higher education for women are open, few women avail themselves of

these opportunities because of the negative social attitudes towards higher education for women. African men tend to shun highly educated girls especially where candidacy for marriage is concerned. Most of them view highly educated women as rude and uncooperative, unable to manage housework. Such a notion was clearly illustrated by a female lecturer from the University of Nairobi in the following words:

*I got my Ph.D. and now my husband and I are separated. Things went on smoothly before I left for studies. When I came back, my husband started complaining that I was not taking good care of our children, that I spent most of my time in my academic work. His parents said I would be unfaithful. Perhaps it was because I had a Ph.D. and he did not.*

Another female respondent, who was elderly and single, had her side of the story:

*I don't regret having remained single. I have my Ph.D. I would perhaps never have advanced if I got married. You are lucky (referring to this researcher) your husband does not cause problems for you. I have sisters who want to go for further studies but they have had a lot of problems their husbands who tell them "you cannot go for further studies. That university does not know someone's wife unless we are no longer married.*

The above argument seems to support Chabaud's 1970 observation that a male respondent observed further that even for those women who work hard enough to join the university, most of them rarely get a chance to register for second and third degrees.

*They want to capture their Mr. 'Right' early enough before the end of the first degree. Many of them fear to pursue education further as this could easily lead to the breakdown of their marriage unless their spouses are far more educated than they are.*

It should therefore, come as no surprise that, for many women who hope to get married (and a majority of them do, anyway) the motivation to be educated beyond secondary levels tends to be low. The fear of missing a marriage partner or of separation and divorce often reduces the aspiration of women and many of them prefer to have little education but be happily married. This has greatly reduced the numbers of women who pursue higher education in Kenya Hence the marked under-representation in teaching and administration in our public universities. The above findings are in line with those of Wilson [7] that men are sometimes afraid of marrying women who are too learned and it is this fear that often impedes the of girls to higher education and scientific studies.

### **Historical Factors**

The introduction of Western education in Kenya is also blamed for the under representation of

women in university teaching and administration. A female professor at the University of Nairobi argued that the colonial and missionary education which was meant to civilize the Africans was offered mostly to men. She continued thus:

*Men were useful to the Europeans at the time. They served as clerks, messengers and cooks. However, this was later to form the basis of inequality in the distribution of education services in our country because Kenyans inherited such a system and continued favoring boys. When there was only one girls' school in my province, there were six boys' schools. Even then girls who attended this school were taught different things from those of boys.*

The foregoing discussion suggests that women have been disadvantaged from the very beginning while all along their male counterparts have been enjoying education services during both the colonial and post-colonial eras. It was also noted that even when girls were allowed to go to school, they were usually subjected to a different type of curriculum from that of boys. The inheritance of such a system by Kenyans greatly shaped the education of girls/women as it is today. Few parents continue taking girls to school and for those who are lucky to join school, are taught a different curriculum from that of boys [3]. The result of this has been disproportionate representation in university teaching and administration, as few women make it to the university

The findings also explain further why women academics seem to cluster in a narrow range of subjects and why other disciplines are dominated by males. This seems to support an observation that women continue to be under-represented at the university level and they continue to cluster in a narrow range of disciplines leading to traditionally favored professions, the so-called 'caring professions' [13].

### **Gender Disparities at the Lower Levels of Education**

A notable argument that was constantly echoed during the interviews is that the problem of gender disparities at the university stems from the lower levels of education (primary and secondary), where high rates of women drop-outs occur due to unwanted pregnancies and early marriages. A majority of the respondents (43.3 percent) argued that such a problem rarely affects boys most of whom are able to continue with education. They felt that, this leads to unequal participation in university teaching and administration as only a small number of women manage to enter the universities for higher education.

In support of this, a male professor at the University of Nairobi noted that since there are fewer entries at the university teaching, the pool of men from which administrators are drawn is larger than that of women. The findings showed that girls meet many

obstacles on the education ladder, which impede the majority of them from reaching the apex. However, boys are not affected by these obstacles and therefore, most of them who perform well at the lower levels join the university while only a small number of girls manage to do so. It was thus noted that whatever action women academics take at present, their numbers still remain small both in senior ranks and in administration because their total number at the university is far much smaller compared with that of male academics.

### **Lack of Professional Commitment by Women Academics**

Some respondents (26.7 percent) blamed female academics for under-representation especially in senior professional ranks and in administration. They noted that women academics not concentrate very much on their work. A male lecturer at Kenyatta University was more categorical:

*Women are scared to venture into new fields. They are not aggressive and some of them are very lazy. Their permanence on a given assignment especially research is lacking or very low. You will hear someone complaining of a headache, disappearance of a house-girl or of a sick child once the work is started. If such a woman is an administrator, it means she will be out of office most of the time.*

In support of this, a male surveyor at the University of Nairobi observed:

*Most women prefer to concentrate in teaching and home management, doing very little to acquire the qualifications needed for promotions and appointments. During their free time, you will find them gossiping.*

He continued to argue that in the and only a few women apply for promotions. However, some female academics did not agree with this view. They argued that the male gender seems to have an edge as regards higher output in terms of research since they have relatively more free time to work on it while the female gender is handicapped with multiple responsibilities heaped on them by the society. A female tutorial fellow at Kenyatta University observed:

*If we are seen to be concentrating on teaching and home management, it is because the society requires us and not men to perform multiple roles and house girls are not dependable enough to do our work. My husband is a lecturer at the University of Nairobi. We sometimes arrive home in the evenings. I go straight to the kitchen while he sits at the table room to relax, read a newspaper or watch the television. When he is busy, he locks himself in the study room so that he is not disturbed. How can I be compared with him? It is very difficult for us to pursue a Ph.D. course or get fully involved in research especially when one has a young family.*

The findings revealed that women academics are aware that they do not concentrate very much on their academic work. However, they attribute this to the multiple roles they are expected to perform and sometimes lack of dependable house servants. Female academics feel that their male colleagues have an upper hand over them especially in terms of research activities and publications because they relatively have more free time to participate in these activities if they so wish. This situation, the researcher noted, puts women at a disadvantage when it comes to promotions and appointments as few of them qualify compared with men.

### **The Non-Governmental Organisation (NGO) Factor**

Some 20 percent respondents viewed the Non-Governmental Organisation (NGO) factor as important in contributing to women under-representation, especially in senior professional ranks and in administration. They observed that the senior academic women (especially those with Ph.D) are very marketable with national and international NGOs, especially those dealing with women affairs and the environment. A female Associate Professor at Kenyatta University pointed out that many of the female academics who would be in very senior positions usually terminate their services at the university to join these NGOs, where they are not only well paid but also act as directors and managers. It can therefore be said that due to poor remuneration in our public universities, many women academics are attracted by the NGOs, where they not only get better pay but they are also given a chance to exercise their leadership skills. This, the researcher noted, reduces the number of female academics who would be professors and senior administrators, hence the under representation in these spheres.

### **Measures to Improve the Representation of Women in Teaching and Administration**

Respondents were asked for views on what measures they thought could be taken to improve women representation in teaching and in administration. Several measures were advanced during the interviews. These measures are both long term and short-term. They focus on the society, the school, the university and its academic staff. Put into action, these corrective measures may not only help improve the representation of women in teaching and administration but may also improve the welfare of all members of academic staff in Kenyan Public Universities. The following sub-sections discuss some long and short-term measures suggested.

#### **Long-term Measures**

Most respondents called for the reconstruction of the Kenyan society in terms of the institution of the family, the school curriculum and political institutions with a view to creating a new image for the female gender in the society. A female Associate Professor at the University of Nairobi observed that gender roles are

socially constructed and can be reconstructed. She therefore called for a change in the Kenyan society to deal with outdated customs and beliefs that oppress women. Such a change, it was observed, could also deal with the division of labour in the home so that it is no longer assigned on the basis of 'sex' but of who is most capable and has the time.

Another female respondent at Kenyatta University expressed the opinion that through media, conferences and workshops, married men and women could be sensitized to share family responsibilities instead of burdening women alone. She further observed that parents could be sensitized to bring up their children equally regardless of gender. However, a male respondent observed that a change of this kind was not easy. His argument went thus:

*Don't ever think that changing what people have always believed to be right is easy. Such a thing will not happen in the near future. No one wants to give up his/her freedom or power. For such a change to be effective, the government will need to step in and perhaps even put up supportive laws where necessary.*

Twenty percent of the respondents called for gender sensitization targeted at both genders in an attempt to eradicate the rampant misconceptions existing in the Kenyan society; for instance, that sciences are for men that highly educated women may not make good wives, and that they are rude and uncooperative. The majority of the respondents also called for the government to empower women with education. In the words of a male respondent at Kenyatta University, education would help women to gain "self-reliance, self-confidence and self-understanding of their potentials and abilities and to see a wider dimension of life instead of confining in a small range of life (family)". A senior lecturer at Kenyatta University advised academic women to be more aggressive in the political field so that they participate in the decision making processes of the country.

### **CONCLUSION AND RECOMMENDATIONS**

It is noted from the study that respondents call for intensive guidance and counselling campaigns to be conducted, beginning at lower levels of education through university, showing girls that they can do well just like boys, given more effort. A female respondent at the University of Nairobi pointed out that parents should be encouraged to get more involved in the counselling of their children.

Since the ratio of girls to boys at the lower levels of education has increased in the recent past, some respondents suggested that the government and the interested NGOs should make efforts to ensure that this ratio is maintained by providing scholarships and bursaries to more girls to avoid drop-outs due to lack of school fees. Some (6.7 percent) respondents called for

the government to put up supportive laws such as those dealing with early marriages and circumcision of girls. In this regard, it is noteworthy that during the latter part of 1996, a Bill that would have outlawed female circumcision was rejected by the Kenyan Parliament.

The government is called to put up laws to ensure that school girls are not married off prematurely. Through workshops, conferences and seminars, the female gender (both students and lecturers) should be guided and counseled on how to recognise their family responsibilities and accept them. Several respondents (23.3 percent) expressed this view in various ways. One female respondent who is now a Professor and a Senior Administrator in one of the Universities argued 'I have a job, a husband and children. I have made it, why not others?'

Another important suggestion is that female academics who benefited earlier from education should act as good role models by making themselves known to other young women and girls and encouraging them to aim higher. Some respondents advised academic women not only to apply for senior posts and to pick them when a chance shows up, but also view academic advancement in a more positive way. Notably, 21.9 percent respondents advised women to encourage and stimulate one another without waiting for men to do it for them. Some other respondents suggested that teaching should be considered as an important activity for purposes of promotion since all academics cannot be talented in research, yet they actively take part in training students to become leaders of the nation. Therefore, it is advised that women set up a forum through which they can share ideas and experiences in order to inspire one another.

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