

**THE EXTENT OF IMPLEMENTATION OF GENDER
MAINSTREAMING POLICY IN HUMAN RESOURCE
MANAGEMENT AT JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY**

NJENGA JANE NJERI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
DEGREE OF MASTER OF BUSINESS ADMINISTRATION
(MBA), SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI**

November 2013

DECLARATION

This management project is my original work and has not been presented for a degree in any other university

SIGNATURE _____

DATE _____

NJENGA JANE NJERI

D61/66831/2010

This management project has been submitted for examination with my approval as university supervisor

SIGNATURE _____

DATE _____

MS FLORENCE MUNDI

DEPARTMENT OF BUSINESS ADMINISTRATION

SCHOOL OF BUSINESS

UNIVERSITY OF NAIROBI

ACKNOWLEDGEMENT

I thank the Almighty God for being my guide and provider and for giving me strength, good health and intellectual capacity to accomplish this study. Commit to the Lord whatever you do and your plans will succeed: Proverbs 16:3

I am deeply indebted to my supervisor Madam Florence Muindi for her professional guidance, commitment, availability and the invaluable counsel that she constantly gave me and which has been a source of inspiration to me. She tirelessly guided, encouraged and supported me in writing this paper.

My sincere thanks go to Jomo Kenyatta University of Agriculture and Technology management who supported this research by giving me approval to collect data from the university through interview and also availed their secondary data to me without which this report would not have been finalized.

I owe special thanks to my extended family, my friends, colleagues at work and my classmates for the inspiration, encouragement and support. They gave me ideas and suggestions that greatly enhanced my studies.

DEDICATION

I dedicate this work to my dear husband Charles Wanyoike and to my children Joy wanjiru, Peris Wambui and Edwin Kibara. Thank you for the moral and material support, perseverance and understanding. You endured my busy schedule and provided me with unwavering, consistent and selfless encouragement when I was doing my MBA studies.

ABSTRACT

Gender gaps in employment opportunities and economic investment patterns in Kenya have continued to widen across all sectors of the economy and at various levels of development intervention. Women and girls bear the largest and most direct costs of these inequalities but the costs cut broadly across the society ultimately harming everyone. In 2007 the president of Kenya called for 30% women representation in all public sectors. In the same year, all ministries and parastatals were asked to ensure that gender concerns are integrated into policy formulation and sector based planning, development and programming and in the new promulgated Constitution (2010), the principle of gender equality is emphasized as a basic requirement for equal enjoyment of rights and freedoms. The research objective was to explore the extent of implementation of gender mainstreaming in Jomo Kenyatta University of Agriculture and Technology in relation to these guidelines and the research design was a case study. Primary data was collected using interview guide while secondary data was collected from the human resource and gender policy manuals, the university website as well as pamphlets and was analysed using content analysis. Results of the study identified that the university had taken major steps to mainstream gender. It has an established gender and mentoring office and a Gender Advisory Board which command various mandate on gender issues guided by a well laid down gender policy. This is an indication of the university's commitment to the transformation process as well as promoting the university's staff in understanding of the guiding principles within the entire organization. Although the percentage of men to women still remains relatively low at 60.5% and 39.5% respectively, it surpasses the 30% legal requirement and therefore the efforts in place can not be overlooked. It has engaged in a portfolio of human resource activities in the areas of recruitment, selection, retention, performance appraisal, communication as well as employee relations that are mutually reinforcing as opposed to contradictory in ensuring that gender mainstreaming is enforced. There is an observable effort to have a portfolio of both male and female in management and senior positions. The university appreciates the fact that women in various positions make invaluable contributions and retaining them is considered to be important. A number of challenges were observed such as inadequate funding, lack of gender sensitive indicators, lack of well placed strategies for frequent monitoring and evaluation of gender mainstreaming and lack of well placed gender audits to verify program expenditure and benefits and its impacts on men and women. Social cultural factors also had a negative role to play. It is important that the university champion all the appropriate and necessary affirmative action interventions to improve the situation. Serious monitoring and evaluation of gender mainstreaming activities in all departments is necessary and more budget allocation is needed to support strategic planning process and implementation of gender mainstreaming activities such as sensitization and gender training.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
ABSTRACT	v
LIST OF TABLES	ix
LIST OF ABBREVIATIONS AND ACRONYMS	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background	1
1.1.1 Human Resource Management (HRM)	1
1.1.2 Gender Mainstreaming	2
1.1.3 Gender Mainstreaming in Human Resource Management	3
1.1.4 Jomo Kenyatta University of Agriculture and Technology	5
1.2 Research Problem	7
1.3 Objective of the Study	10
1.4 Value of the Study	10
CHAPTER TWO: LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Gender Mainstreaming Policy	11
2.3 Human Resource Functions	13
2.4 Gender Mainstreaming in Human Resource Management	17
2.4.1 Recruitment and Selection	17
2.4.2 Career Training and Development	18
2.4.3 Strategic Pay Plans	19

2.4.4 Performance Appraisal	20
2.4.5. Promotion Decisions	21
2.4.6 Retention Decisions.....	22
2.4.7 Communication and Human Relations Policy.....	23
CHAPTER THREE: RESEARCH METHODOLOGY	24
3.1 Introduction	24
3.2 Research Design	24
3.3 Data Collection.....	24
3.4 Data Analysis	26
CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND	
DISCUSSIONS	27
4.1. Introduction	27
4.2 Response Rate	27
4.3 Demographic Profile of the Respondents	28
4.3.1. Designation of the Respondents in the Departments	28
4.3.2. Years of Work Experience in the Departments	29
4.3.3. Academic Qualifications	29
4.4 Gender mainstreaming policy	29
4.5 Gender Mainstreaming in Human Resource Functions.....	31
4.5.1. Gender Mainstreaming in Recruitment, Selection and Diversity Management	
.....	33
4.5.2 Gender Mainstreaming in Performance Appraisal.....	36
4.5.3 Gender Mainstreaming in Employee Training and Development	37
4.5.4 Gender Mainstreaming in Retention Decisions	38

4.5.5. Gender Mainstreaming in Promotion Decisions	40
4.5.6 Gender Mainstreaming in Communication and Employee Relations	41
4.6 .Institutional Barriers to Gender Mainstreaming in Human Resource Management	42
4.7. Discussion.....	43
 CHAPTER FIVE: SUMMARY, CONCLUSIONS AND	
RECOMMENDATIONS.....	46
5.1. Introduction	46
5.2 Summary of Findings.....	46
5.3 Conclusions of the Study	49
5.4 Recommendations of the Study.....	50
5.5 Suggestions for Further Research.....	52
5.6 Limitations of the Study.....	52
REFERENCES	54
APPENDICES	i
Appendix I: letter Of Introduction.....	i
Appendix II: Interview Guide	ii

LIST OF TABLES

Table 4.1: Number of employees in different grades	33
--	----

LIST OF ABBREVIATIONS AND ACRONYMS

AU	African Union
CBD	Central Business District
CEDAW	Convention of the Elimination of all forms of Discrimination Against Women
DVC	Deputy Vice Chancellor
EU	European Union
GAB	Gender Advisory Board
GoK	Government of Kenya
HR	Human Resource
HRM	Human Resources Management
ILO	International Labor Organization
JKUAT	Jomo Kenyatta University of Agriculture and Technology
MDG	Millennium Development Goals
TWCW	Third World Conference on Women
UN	United Nations
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1Background

Gender disparities in employment opportunities and economic investment patterns in Kenya have continued to widen across all sectors of the economy and at various levels of development intervention. This trend has led to increased unemployment, under employment, poverty and powerlessness among many Kenyan women (Suda, 2002). Adequate controls on gender discrimination in the work force do not exist. A number of reasons are given for women's low participation in employment and these include lack of equal education and skills training compared with men, cultural attitudes about women working, or family obligations (Kabeberi, 1995). Despite progress, concerns remain regarding employment segregation, the value of women's work and the uneven division of labour. Women remain restricted in their career and, in many cases, forced to make the choice between a successful career and family life. Thundu (2008) says that women situation is affected by government policies, administrative structures, societal culture and development planning. Formal commitment to equality is very strong in government and organizational policies although there are no clear guidelines on how to translate this commitment into substantive outcomes.

1.1.1 Human Resource Management (HRM)

Marrighe (2002) defines human resource management as the managerial utilisation of the efforts, knowledge, capabilities and committed behaviours which people contribute to an authoritatively employment exchange to carry out work tasks in a way which enables the enterprise to continue into the future. These activities are commonly referred to as human resources management practices which may include;

innovative recruitment and selection, employee training and involvement, employee participation, performance management, competence development, career planning, recognition and reward. The scope of HRM involves major activities in the working life of a worker from the time of his or her entry into an organisation until he or she leaves.

Human resources management is concerned with employees both as individuals and as a group in attaining goals. It is also concerned with behaviour, emotional and social aspects of personnel, and the development of human resources, that is, knowledge, capability, skills, potentialities and attaining and achieving employee goals, including job satisfaction. It also covers all levels and categories of employees both organised and unorganised and thus, it is common in all types of organisations. An organization requires effective HRM system, backed up by sound HRM practices (Tiwari, 2012).

1.1.2 Gender Mainstreaming

Gender mainstreaming is a goal that has been accepted by governments and international organizations as a way of delivering equality for women. In those countries that have embraced a strong political commitment to equality, there has been an emphasis on the law as a means for reducing disadvantage by outlawing forms of discrimination. Alongside these legal measures, there has been a growing movement in support of “equality mainstreaming” as a means for delivering a wider societal change that works toward the elimination of structural disadvantage. Mainstreaming as an approach has developed through the women's movement as a way of addressing gender inequality and it is enshrined in international agreements and commitments (United Nations, 2002).

As a new concept, it appeared for the first time in international texts after the UN's 1985 Third World Conference on Women (TWCW) in Nairobi (Thundu et al, 2008). It was seen as a means of promoting the role of women in development and of integrating women's values into development. Mainstreaming should situate gender equality issues at the centre of analyses and policy decisions, medium-term plans, programme budgets, and institutional structures and processes. This requires explicit, systematic attention to relevant gender perspectives in all areas of work (United Nations, 2002). Governments and other actors should promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes. The principles of gender mainstreaming have been increasingly adopted by national governments, in non profit and development organizations and through local governance.

1.1.3 Gender Mainstreaming In Human Resource Management

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality (United Nations, 2002). It means taking into account gender concerns on all policy, program, administrative and financial activities, and in organizational procedures, in order to contribute to organisational change. This involves bringing the outcome of a gender – informed social economical and policy analysis into all the decision making process at

all the levels of the organization (ILO, 2009). Gender mainstreaming does not preclude women – only projects. Attention is drawn to the impact of policy on people and explores how this impact could vary for men and women, given gender differences and inequalities.

Labour markets and work organizations are clearly divided according to gender and many employers are unwilling to recruit women because they are “inferior” to men and because of the “fuss” and cost associated with women’s physiological conditions such as illness, childbearing and caring, extra legal protection, among others. Managers choose to lead either according to what they believe to be the differences between men and women, if any, or according to what other people believe are the differences (Karsten, 2010). The underlying gender issues in HRM relate to areas of recruitment, selection, promotion, training and development, postings and transfers, gender inclusive language, working environment, work harassment (respectful work place) and terms and conditions of employment.

The International Labour Organisation (ILO) (2009) notes that the facets driving the gendering of activities in Human Resources Management include: Effective application of the constitutional equality clause in all occupational and employment situations, women's right to work free of discriminatory legal limitations, equality of opportunity and reward for education and occupational training, safe working conditions for all employees, effective definition and creation of legal instruments to prevent and redress sexual harassment, equal pay for work of equal value, the existence and application of effective maternity and paternity leave and lactancy policies. They do not have the same privileges in a working world largely created by

and for men (Ely and Rhode, 2010). As a result, there is need for supportive action initiatives. Specific HR initiatives might include mandating that job candidate pools include a certain proportion of women, targeting awareness campaigns to women without changing the content of the campaign, and ensuring that there are a certain proportion of women in high potential pools within the organization. If such initiatives are successfully implemented, women will be more aware about avenues for advancement or professional development and will change the way they think about themselves in relation to these opportunities (Karsten, 2010).

1.1.4 Jomo Kenyatta University of Agriculture and Technology

It is now a now a government policy to implement the gender policy in education and employment in all government and semi government institutions to realize the Millennium Development Goals and the vision 2030 as well as meet the requirements of the new Constitution (2010). The Kenya government has made efforts to mainstream gender in its development programs through various efforts such as: Creating a ministry of gender, sports, culture and social services currently called ministry of gender, children and social services, establishing a national policy on gender and development (2000), whose overall objective is to ensure women's empowerment and mainstreaming needs of women, men, girls and boys in all sectors of development in Kenya so that they can participate and benefit equally from development activities.

In 2007, the president of Kenya passed a decree of 30% women representation in all public sectors and in the same year, all ministries and parastatals were asked to ensure that gender concerns are integrated into policy formulation and sector based planning,

development and programming while under the new Constitution (2010), the principle of gender equality is emphasized as a basic requirement for the equal enjoyment of rights and freedoms (GoK, 2011).

Jomo Kenyatta University of Agriculture and Technology (JKUAT) is one of the public universities in Kenya. Its main campus is located at Juja Town, 36kms to the North-East of Nairobi close to industrial towns of Thika and Ruiru along Nairobi-Thika Super Highway. It was started in 1981 as a middle level college (Jomo Kenyatta College of Agriculture and Technology (JKCAT)) by the Government of Kenya with assistance from the Japanese Government. Plans for the establishment of JKCAT started in 1977. It was finally established as a University through the JKUAT Act, 1994 and inaugurated on 7th December 1994.

It trains in the fields of agriculture, engineering, architecture, applied sciences, built environment management, Health Sciences and entrepreneurship and has a number of campuses that includes; Karen, Nairobi, Taita Taveta, Nairobi CBD, Mombasa CBD, Nakuru CBD, Kitale CBD, Kisii CBD, and Arusha – Tanzania campus. Continuing Education Programme (CEP) centres and plans are in place to start other campuses in other East African Countries. The university is also made up of schools that include; the school of architecture and building sciences, civil, human resource development, environmental and geospatial engineering, electrical, electronic and information engineering, mechanical, manufacturing and material engineering. It also consists of the faculties of agriculture, science and post graduate studies. It has colleges that include college of engineering and technology, health sciences, institute of energy and environmental technology, institute of tropical medicines and infectious as well as

institute of biotechnology research. The approved training centres are based at collaborating institutions and offer certificates, diploma and degree programmes under the supervision of university senate. The university currently has a student population of approximately 20,000 (www.JKUAT.ac.ke). It mainly offers traditional male subjects such as science, mathematics information technology and engineering oriented courses which are mostly a male domain and this could likely cause a certain trend in student enrolment that tend to favour men than women and likewise the employees at various levels. The university is also among the few in Kenya which are headed by a woman as the Vice Chancellor.

1.2 Research problem

The strategy of gender mainstreaming was explicitly endorsed by the Beijing Platform for Action (BPA) in 1995. The BPA called for the promotion of the policy stating that governments and other actors should promote an active and visible policy of mainstreaming gender perspective in all policies and programs, so that before decisions are taken, an analysis is made on the effects of women and men (Perrons, 2009). Gender gap exists in access to and control of resources, economic opportunities, power, education and political voice, legislation and health provision with women and girls bearing the largest and most direct costs of these inequalities. Policies are therefore required to address the development needs of both men and women and to transform structures and processes that continue to sustain inequality. While there has been some focus on legal compliance, there has been little effort to organize work differently and, unfortunately, too little research has been done concerning what organizations can do to impact the work-life balance by using practices and policies, and the potential effects of such initiatives on women's careers

(Liff, 1997). The practices and approaches adopted in mainstreaming gender policy in different governmental and non governmental remain varied and divided. There are still glaring disparities that pose challenges to attainment of gender equity and equality in higher institutions of learning in governance and management. Just like in any institution, challenges of gender mainstreaming in JKUAT are likely to occur in recruitment, selection, remuneration and grading, human resources planning, inflexible working hours, insufficient services such as child care, family friendly practices and other practices.

The university is committed to align its strategic objectives to national policy documents including the medium term plans, Millennium Development Goals, the Vision 2030 and the new Constitution (2010) (www.JKUAT.ac.ke). It is in the pursuit of this commitment that the policy is implemented in the university and a centre for gender and mentoring established to roll out gender programmes and articulate all gender issues. During the 2008/2009 academic year, the directorate of gender successfully developed a policy to guide the university in implementing gender requirements in line with government policy. The university needs assessment study was completed during the same period. Another equally significant activity was the sensitization of staff and students on the same (www.JKUAT.ac.ke).

Findings from a study conducted by Onsongo (2002) that focused on factors affecting women's participation in university management in Kenya concluded that women are underrepresented in the management of these institutions. The study attributes this to factors such as lack of confidence and fear of public office, discriminatory recruitment, unclear promotion criteria and absence of documented staff development

policies for senior managers and discrimination against female child education and recommended that for women to participate in top level university management effectively, training, elimination of stereotypes, supportive legislation and review of appointment and promotion procedures is needed.

A study on assessing gender policies in East Africa region by Thundu (2008) found out that women continue to face enormous obstacles due to lack of translation of the growing recognition of their contributions into improved access to resources or increased decision making powers and concluded that there is need to address the development needs of both men and women to transform structures and processes that continue to sustain inequality and In a study carried out by Nyachieng'a (2010) on challenges of gender mainstreaming in the public sector, it was observed that there have been impediments such as lack of appreciation of what gender is and concluded that there is the necessity to mainstream it. Ofwona (2010) while addressing the role of women in the management of constituency development fund reveal that there are factors that account for the poor participation of women in management which include lack of information, awareness, education, training, capacity building, transparency, adequate representation and nepotism.

The studies did not focus on the extent to which gender mainstreaming is being implemented at the public universities in human resource management and it is against this backdrop that this study will be carried out. With the research gap and the continuous changing environment in which public universities are operating, the question is: To what extent is Jomo Kenyatta University of Agriculture and Technology implementing gender mainstreaming policy in human resource management?

1.3 Research Objective

To establish the extent to which Jomo Kenyatta University of Agriculture and Technology is implementing gender mainstreaming policy in human resource management practices.

1.4 Value of the Study

The findings from the study will provide useful information to the policy makers in both the public and private universities to help to mainstream gender in all their human resources management activities. The study results will also help the government of Kenya as the main promoter of gender mainstreaming to come up with new ways of tackling challenges facing the proper implementation of gender mainstreaming of all policies and programs within its ministries and other departments under the public sector. It will also provide information that other researchers and scholars can use in their future research studies to understand the practices and strategies that can be used to mainstream gender in human resources management practices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter organizes the literature on gender mainstreaming policy in human resource management.

2.2 Gender Mainstreaming Policy

The growing importance of gender mainstreaming has had an influence on policy in global and international institutions like the World Health Organization (WHO), the United Nations (UN) and the European Union (EU). The UN Beijing World Conference on women in 1995 highlighted significant areas touching on gender inequality. A platform for Action was then drawn up which was built from the 1979 Convention of the Elimination of All Forms of Discrimination against Women (CEDAW) declaring that discrimination against women violates the principles of equality of rights and respect for human dignity and amounts to an obstacle of women's participation on equal terms with the men in the political, social, economic and cultural life. It created a standard reference point for policies on women (Association of Common Wealth Universities, 2010).

The official recognition and endorsement of mainstreaming was in 1997, when the United Nations Economic and Social Council agreed to adopt the principle of gender mainstreaming. Currently, over a hundred countries have embraced gender mainstreaming in their state machineries and it is a formal goal for all UN member

states. Importantly, this resolution provided an impetus for change at a national and international level (Stuart, 2012).

The commitment of the government of Kenya to attain gender equality is underlined in various international and national policy documents which outlaw discrimination on the basis of gender and emphasize social justice and equal opportunities. The Government is also a signatory to International Protocols such as Convention on the Elimination of all Discrimination Against Women (CEDAW) (1979), Convention Declaration and Platform for Action (1995), Jomtien World Conference (1990), Dakar Framework and Platform for Action, (2000), Millennium Development Goals (MDG), as well as the African Union. These documents reiterate the need to eliminate all forms of discrimination, enhance the right to education, promote gender equality and gender inclusion in empowerment and also set goals and targets for achievement programming and incorporation of gender issues throughout all governmental institutions and policies (GOK, 2006).

The government has made various attempts such as developing the National Policy on Gender and Development (2000) whose overall objective is to ensure women's empowerment and mainstreaming the needs of women, men and boys in all sectors of development in the country. The session paper of May (2006) on Government development provides a framework for gender mainstreaming and recognizes that social-cultural attitudes held by men and women and socialization are of great significance in determining the unequal status between men and women. Millennium Development Goals (MDG, 2000) commits Kenya to promote gender equality and women empowerment as an effective way to combat poverty, hunger and disease and stimulate development that is truly sustainable (GOK, 2008). The presidential

directive for 30% affirmative action in favour of women in public promotions and appointments is a target in the performance contracting guidelines. All ministries were asked to ensure that gender concerns are integrated into policy formulation and sector based planning and the new Constitution (2010) recognizes gender equity as a key right to all women and men, girls and boys in Kenya. It emphasizes the principle of gender equality as a basic requirement for the enjoyment of rights and freedoms. The two thirds gender ratio is also a requirement at the country level and is adequately provided for in the Constitution (GOK, 2011).

The changing nature of work, the development of more flexible working patterns, the narrowing educational attainment between men and women, and the rising economic costs of juggling careers and motherhood pose new challenges to men's and women's work and family lives (Anke, 2010). Policy areas may include staffing and personnel policies such as hiring more women or appointing a particular percentage to leadership positions or more structural elements such as changing the culture of the organization through gender equality mandates to make the work place more egalitarian. Steps may include influencing goals, strategies and resource allocations at the start and providing specialized gender technical input such as gender analysis and technical assistance for the design, implementation and evaluation (Rekha, 2006).

2.3 Human Resource Functions

In the literature, there are many different classifications of HR practices into more general HR domains. According to Jin (2010) it is not easy to identify commonly accepted measurements of HR work systems in previous research. Researchers have used various measures to examine different industry settings and they usually develop their own measurements to fit the needs of their studies and therefore, there is a large

variety of measurement of HRM practices in use and which vary from region to region. Although human resource management practices vary, the most important ones involve staffing and selection, assessment and compensation, industrial relations and employee participation, performance appraisal among others.

Roos (2001) says that recruitment and reliable selection procedures do influence the quality and type of skills that new employees possess. An effective recruitment and selection process could therefore be able to attract staff with the required attitudinal and behavioural characteristics, induct them into quality culture and retain their services. Recruitment and selection ideally starts with workplace planning. The basic concept of managing diversity accepts that the workforce consists of a diverse population of people. Different people will have different aspirations, expectations, opportunities, responsibilities and needs. Therefore, treating people fairly means recognizing their differences, respecting them and acting accordingly. The demographic characteristics include non visible attributes such as functional background and tenure and visible attributes such as age, race, gender, disability, personality and work style and such characteristics make people different from one another. Differences between people should be effectively managed as opposed to being rejected or viewed as a liability.

Lloyd (2006) says that loss of employees is a disruptive event and having acquired staff with reliable work habits, the challenge for most organizations has always been retention of such marketable and sought after human assets. Turnover represents an outflow of skills and may consequently hinder competitiveness, efficiency and quality delivery and when employees feel they are competent and belong, they are more likely to want to stay in the organisation. The retention of key strategic employees can

have a major impact on the success or failure of an organization. Training implies offering employees the opportunity to develop general and specific skills to increase their employability (Blanchard, 1999). This means giving new or current employees the skills that they need to perform their jobs and the task is to identify the employees' behaviours that the firm will require to execute its strategy and from that deduce what competencies employees will need and then put in place training goals and programmes to instil these competencies (Hall, 2002). Career development is an on-going series of stages characterized by unique concerns, themes and tasks and plays an important role in engaging and retaining employees (Greenhaus et al., 2000). Employees view their growth path in their organizations as a way of defining the quality of work life and the ability to expand their learning capacity through training and development as well as professional-development programs.

Employee compensation includes all forms of pay going to employees and arising from their employment. Total rewards encompass the traditional pay, incentives and benefits, but also things such as a more challenging job, career development and recognition programs. Compensation systems play a significant role in promoting organizations' strategic goals. Organizations use compensation plans to achieve many important strategic organizational outcomes, such as higher workforce productivity, superior workforce attitudes, and better membership behaviours (Milkovich et al., 2008).

Performance appraisal is centred on an individual employee and his/her contribution to the organisation as measured against some objective criteria (Fitsum, 2006). It means evaluating an employee's current and past performance standard relative to his

or her performance standards. And according to Coates (1996) it requires that the supervisor set performance standards and that the employee receives feedback, training and incentives required to eliminate performance deficiencies. It is part of the larger process of performance management.

Employee participation in decision making is a means of gaining more from an educated, technologically oriented workforce. Moriarty (2010) defines participation as the totality of forms by which individuals, groups, collectives secure their interests or contribute to the choice process through self-determined choices among possible actions. Participation signals to employees that they are valued by their employer and provides employees direct or indirect voice in decisions and a chance to influence others in different levels of the organization. In an employee participation scheme, employees have rights to help determine a firm's decisions. However, the control of decisions remains at the firm level (Moriarty, 2010).

Promotion means more pay, responsibility and (often) job satisfaction. For employers, promotions can provide opportunities to reward exceptional performance, and to fill open positions with tested and loyal employees. Individuals work within organizations and consequentially their career paths and promotional possibilities are largely determined by organization structures and behaviour. At the heart of the managerial process lies decision making, and quality decision making relies on competent communication. Syed (2004) argues communication is the primary tool to secure involvement and according to Sandra (2000) communication is a vital aspect of organizations, as it helps achieve coordination and fosters confidence in the continuity of a relationship. Effective communications are pivotal aspect as they constitute a means of conveying senior management value and commitment to their goals.

2.4 Gender Mainstreaming in Human Resource Management

Men and women have different positions and opportunities in working life. The labour market is one important sphere where gender is reproduced and women and ethnic minority groups occupy a disadvantaged place in the labour market (Connell, 2006). Women have made great strides in the workplace, but inequality persists in female participation in the labour force. The segregation of sexes across occupation is a basic feature of the world of work (Onsongo, 2002). Men and women work in different professions and different positions and do not have equal career opportunities or possibilities to combine work and family (Artazcoz et al., 2004). The injustice and inefficiency that results from the gender-based division of labour affects virtually all women, men, and children in a society. While the existing legislation, availability of social support, and other political and societal measures provide external support to reduce gender gaps in the labour market, it is the internal work of organizations, gender-aware human resource management that is crucial to achieving this goal. All actions and documents in HR processes must be free of any criteria that could be interpreted as being gender discriminative (Murison, 2004).

2.4.1 Recruitment and Selection

Recruitment decisions can, impact negatively on the decision to (or not to) recruit a female employee. Traditionally, male workers are considered to be more capable than female workers with higher participation rates, stronger adaptability, better mobility and attendance records, and a longer working life. Discrimination of different forms against women widely exists in the recruitment process and many employers are

unwilling to recruit women because they consider them to be inferior. Negative gender stereotypes are also reproduced and which hamper women from being selected. Recruitment often takes place via networks and women are often excluded from such networks (Beveridge, 2000).

Measures taken to mainstream HR practices may include issuing a statement on equal employment policy indicating that the firm is an equal employment opportunity employer and the employers commitment to the mainstreaming action, use of focused recruitment and finding qualified applicants from the target groups, publicizing internally and externally the equal employment policy and mainstreaming action, commitment at all levels, top management support for equal employment policy, survey of current minority and female employment by departmental and job classification to determine what programmes are desirable, avoidance of stereotypical judgments, carefully analyzing employer HR policies to indentify barriers and establish an internal audit and reporting system to monitor and evaluate progress (Beveridge, 2000). Attracting a diversity of applicants, using selection methods that attract both male and female, adopting gender sensitive language, induction and training of staff; including gender sensitivity in staff appraisal systems and use of balanced recruitment, selection and recruitment practices can also help to mainstream gender. Selection criteria must be job relevant and applicable to all (The Association of Common Wealth, 2010).

2.4.2 Career Training and Development

Careers today differ in other ways than few years ago with women pursuing professional and managerial careers. However, women continue to learn less than

men and are less likely to advance their careers as far as men. Their mobility in their life-long career tends to be horizontal while men's mobility is upward and they face different challenges as they advance through their careers with women reporting greater barriers (Guo, 2000). Gender segregation of tasks functions as a barrier to the attainment of training as the jobs that women perform have fewer opportunities for skills upgrading and opportunities for further training (GoK, 2011). Women's success in general career development programs is more likely when there is immense commitment in the top management echelons of the organization to equality of opportunity. Employers need to focus on breaking down barriers that impede women's career progress, fast track programs, individual career planning and careers planning workshops should be made available to help break down barriers that interfere in helping female employees progress in their careers job satisfaction (Ibrahim, 2010). Equal opportunity for training at all levels is encouraged.

2.4.3 Strategic Pay Plans

Pay scales are different predominantly for male and female jobs with men earning more on average than women (Dolan, 2004). Women are more likely to be in lower work including catering, clerical, care working, cleaners, and customer service while men are likely to be in managerial, skilled trade or machine operative positions (Atul Mitra, 2011). In general, education may reduce the wage gap but the gap remains even among the highly trained. Reasons range from the outdated notion that employers view women as having less leverage to the fact that professional men change jobs more often and gaining more in the process. Women also tend to end up in departments that pay less and they are disproportionally represented in the part

time work; they hold a huge percent of part time jobs and which are low paying and hence a wide pay gap that exist between women working part time and men working full time (Ibrahim, 2010).

Reasons for male-female gap range from the outdated notion that employers view women as having less leverage, to the fact that professional men change jobs more often and gaining more pay in the process and that women end up in department that pay less (Atul, 2011). Instituting policies and support networks that narrow or eliminate pay gaps will bring more women into the workforce. Use of mechanisms such as salary surveys about what others are paying to monitor and maintain external equity and use of job analysis and job evaluation helps to maintain internal equity. Performance appraisal and incentive pay help to maintain individual equity. Use of communications, grievance mechanisms, comparable worth and employee participation can help to ensure that employees view their pay process as procedully fair (Kirchmeyer, 2002).

2.4.4 Performance Appraisal

Managers value different attributes in men than they do in women. Even where women do achieve high performance ratings these do not necessarily translate into promotion in the way they do for men. Armstrong (2004) argues that even where specific objective criteria are being used in appraisal, it is possible for perceptions of the characteristics and abilities of men and women as groups to affect a manager' s perception of an individual's abilities and thus for performance assessment to be gendered. Men often have, and take, more opportunities than women to ensure high

and appropriate visibility, and are more likely to be involved in informal, but important, organizational networks. The best mainstreaming practices in performance appraisal call for use of standardized performance review procedures for all employees and whoever conducts the review must observe employees job performance, use of multiple raters to evaluate the appraisal results, training the supervisors who will do the appraisal, making it clear ahead of time what the performance expectations are, having a formal appeal process and documentation of everything among others (Fitsum, 2006).

2.4.5. Promotion Decisions

Gender has often been found to have a negative effect on career progression, with women being less likely to be promoted than men (Kirchmeyer, 2002). It is an assumption that people who are not part of the mainstream culture such as women and other minorities are inherently inferior and less competent for leadership positions. Women are still underrepresented in the board rooms and upper management positions. Higher level qualifications afford women greater opportunities within their jobs but do not entirely safeguard against disadvantage. Women still experience relatively less career progress in organizations and bias and more subtle barriers are often the cause. In most cases, they are promoted based on past accomplishments whereas men are promoted based on their potential.

Where they perceive this to be occurring in their organizations, they are likely to be less involved in their jobs and are less likely to apply for certain promotions and training, given the likelihood of longer working hours, frequent travel and transfers to

other parts of the country or outside the country (Story, 2005). Women's triple role could affect their access to promotions because they are more likely to focus on their reproductive roles, while male staff members are easily able to attend training courses, leading to faster promotions (GOK, 2011). When in positions of authority and responsibility, they may not be taken as seriously as men are. Secondary factors such as having few women employed in the hiring department and lack of role models may also be the cause (Gomez, 1992).

It is the onus of firms to confront the institutional gender biases that keep women from advancing. Promotion of women as a discriminated group is a vital means to establish equal opportunity. Organizations need to create an environment that is supportive and make it work. They need to develop an equal opportunity policy, covering recruitment, promotion and training and review the policy constantly to ensure that they are delivering the policy and interview panels must be gender diverse.

2.4.6 Retention Decisions

Women leave the workforce at a higher rate than men even when in successful careers (Stuart, 2012). Family and child care, boredom and frustration can "pull" women away from work. Women and minority employees also lack career growth opportunities. Lower job satisfaction translates into higher resignation rates, with a resulting loss of valuable talent and in the wave of lay-offs; women are one of the vulnerable groups, much less lucky than their male counterparts. Factors that "push" women to leave job would seem to be more directly manageable by organizations such as coaching and mentoring programs for women, women-friendly practices, training targeted at women returning to the workforce in an attempt to retain and

attract high quality female employees (Ducharme, 2000). While social support uniformly enhances job satisfaction of all workers, it appears to be more important for female workers.

2.4.7 Communication and Human Relations policy

One study found that most communication within organizations occurs between members of the same sex and race even at the top level (Sandra, 2000). Women and minorities often miss opportunities or are unintentionally penalized for not being part of the mainstream communication networks (Syed, 2004). They are often excluded from social activities in and out of the office. Subtle forms of discrimination, such as exclusion from informal network conversations and social interactions outside of work still occur. Making the workplace friendly for everyone including women and other minorities will help alleviate the problem of communication and human relations between men and women (Syed, 2004). In-home communications would encourage employees' involvement and help transmit gender message. An improved communication channel through unions, workers' committees with a representation of women and men, management-worker meeting is encouraged. Language used for communication should be understandable to all workers. Channels of communication that women feel comfortable using may be developed and a confidential and accessible channel through which to report to the management is encouraged. Women must be given greater voice and empowered to make their own views more available and audible in the organization. If their views are more appropriate than that of men, these views must be appreciated, recognized, valued and implemented (Syed, 2004).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design that was used in order to meet the objective of the study set out in the introduction.

3.2 Research Design

The researcher sought to conduct a case study with an objective to determine the extent to which Jomo Kenyatta University of Agriculture and Technology was implementing gender mainstreaming policy in human resource management practices. Case studies are often used when a researcher intends to place more emphasize on a full contextual analysis of fewer events or conditions and their interrelations. According to Cooper and Schindler (2003), emphasize on the detail provides insight for problem solving, evaluation and strategy. It allows evidence to be verified and avoids missing data.

3.3 Data Collection

This study used both primary and secondary data. Data collected was largely qualitative and was collected using an interview guide. This is a two way conversation initiated by an interviewer to obtain information from a participant. A note pad was used to collect the data. The greatest value was in the depth of information and detail that was secured. The interviewer was able do more things to improve the quality of the information received and was able to note conditions of the interview, probe with

additional questions, and gather supplemental information through observation. The interviewer also had more control of the interview and was able to set up and control interview conditions.

The target respondents to the study were Deputy Vice Chancellor (DVC) Administration, the Human Resources Manager, Director (Gender and Mentoring), Deputy Registrar (Programmes and Training) and the Director (Directorate of performance Contracting and Appraisal). The category of respondents was preferred because they were considered to be more familiar with gender policy at the university and so were likely to be more knowledgeable.

However, due to unavoidable constraints, the researcher managed to get the audience of a senior assistant registrar who had five years experience in the department, two senior administrative assistants with two and three years work experience in their departments and a senior secretary in grade ten who had seven years work experience at the university. Even though none had been earmarked to be interviewed, they all held positions that enabled them to participate in policy formulation and implementation on gender issues and this enabled them to adequately understand and respond to the questions and thus proved to be of much help in the realization of the research objective.

The questionnaire comprised both open and close ended questions. It was divided into two parts; Part A contained data on demographics, while part B contained data on the gender policy as well as gender mainstreaming in human resource management at the university.

3.4 Data Analysis

Content analysis was used to analyse the data. This is a research technique for systematically analyzing written communication from collections of text. It is a technique for the objective, and systematic description of the manifest content of a communication and measures the semantic content of the message (Cooper and Schindler 2003). It involves the systematic description of behaviour asking who, what, where and how questions within formulated systematic rules. The secondary data used included materials of interest to management research such as interviews, speeches, advertisements, promotional brochures pamphlets and words. It also included coding the data for common words by identifying common themes in responses and then grouping words in written form in order to find the meaning. Data was sorted into different categories by identifying common themes in responses and then grouping it in broad and sub categories. It was then displayed in a manner that clearly showed the meanings and conclusions drawn from the data and the display took the form of manuscript using simple computer software.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1. Introduction

This chapter presents the data analysis, results, and the discussions of the research findings. The nature of the data obtained during the study was qualitative and the researcher employed interview guide to collect data which was then analyzed using content analysis. The main purpose of this study was to establish the extent of implementation of gender mainstreaming policy in human resource management at Jomo Kenyatta University of Agriculture and Technology.

4.2 Response Rate

The total response rate is considered as an indicator of the representativeness of the sample respondents. It is considered to be a mathematical framework that defines thresholds or limits for the application of data as representative for a given sample (Cooper and Schindler, 2003). To achieve the intended objective, five departments at the university were targeted due to their involvement with gender and human resource management issues. These included: The office of the deputy vice chancellor (DVC) administration, the office of human resources management, the office of gender and mentoring, the office of the deputy registrar (programs and training) and the office of the directorate of performance contracting and appraisal.

The category of respondents was preferred because they are familiar with gender policies in human resource management as result of their involvement with gender and human resource management issues and so they were likely to be more knowledgeable. The researcher managed to get response from four respondents out of the targeted five. This represented 80% response rate which was considered a good

result for analysis. According to Mugenda and Mugenda (2003) response rate of 70% and over is excellent to be used as a basis for conclusions. Of the four, two were male and two were female and this portrays a gender balanced response. Secondary data in pamphlets and manuals was easily obtained from the respondents and in the offices, and the university's web site also proved to be invaluable. Copies of the interview guide were circulated to the respondents in advance to allow time to make relevant references and generally prepare for the interview.

4.3 Demographic Profile of the Respondents

The researcher sought to know the demographic profile of the respondents in terms of their designation and the number of years they have served the department. The purpose of this was to ensure that the respondents were the right persons to interview.

4.3.1. Designation of the Respondents in the Departments

The target respondents were the deputy vice chancellor (DVC) administration, the human resources manager, the director (Gender and mentoring), the director (programs and training) and the director (Directorate of performance contracting and appraisal). The category of respondents was preferred because of their familiarity with the policies and so they were likely to be more knowledgeable with the topic. However, all the targeted respondents were either on leave while others had very busy schedules and therefore delegated the activity to other officers within their departments. The researcher managed to get response from a senior assistant registrar, two senior administrative assistants and a senior secretary in grade ten which in essence is a management position. Even though none had been earmarked to be interviewed, they all held positions that enabled them to participate in policy

formulation and implementation on gender issues and this enabled them to adequately answer the questions and thus proved to be of much help in the realization of the research objective.

4.3.2. Years of Work Experience in the Departments

The number of years of work experience was of essence to the study since this aided in identifying the viability of the information given. The senior assistant registrar had five years work experience in the department, one of the senior administrative assistants had three years of service in the department while the other had two years of work experience. The senior secretary in grade ten had seven years experience at the university. This gave an indication that the respondents had abundant experience at the university since they had worked there long enough to understand and therefore comfortably respond to the questions on issues regarding the extent of gender mainstreaming at JKUAT.

4.3.3. Academic Qualifications

Education level is significant in any study since the opinions tend to vary with respect to one's level of education. The results indicated that one of the respondents was pursuing Doctorate studies; one had completed Masters studies while the last two were pursuing Masters studies. The respondents were considered to have the relevant level of education to understand the issues and the extent to which JKUAT has mainstreamed gender.

4.4 Gender Mainstreaming policy

The study established that JKUAT has a gender policy in place to guide the university. This policy acknowledges on going initiatives globally and in Kenya as

well as the ministry of education in bridging the gender gaps. The policy is based on the assumption that gender equality is an integral part of the university's policies and programmes and that women empowerment is central to achieving gender equality. It recognizes that partnership and teamwork between men and women is important and that specific steps are designed to eliminate gender inequalities. All policies and programmes are aimed at contributing towards a gender sensitive environment. It provides a comprehensive framework of the principles and strategies to be pursued in order to achieve gender equity and equality.

The implementation structure of the policy in human resource management is achieved through two organs: the Director of Gender and Mentoring Centre and a Gender Advisory Board. The Gender and Mentoring Centre is mandated to provide short training courses to enhance understanding of the gender issues, engage in outreach programs, establish a resource centre for information on gender issues, provide consultancy and counselling services on gender issues, offer mentoring programs, conduct research and facilitate gender mainstreaming in all sectors of the university. The Gender and Advisory Board on the other hand is guided by terms and reference mandated to facilitate interpretation and implementation of gender policy, to initiate laws, policies and programmes that promote gender equity, promote public relations, communication, and rapid response to emerging issues, mobilize resources for gender related activities such as those in recruitment of staff, performance appraisal, and communication, ensuring that there is gender sensitization and also ensure that gender is mainstreamed in all university operations such as training policies, and recruitment programmes.

Intervention strategies cover all the university's functions and processes. The policy requires commitment, participation, support and contribution of all staff members as well as the students. This requirement is supposed to be reflected in all academic programs, work plans, research and publications, in budgeting as well as in technical co-operation activities of the university with other institutions. All departments are expected to develop plans for action in order to integrate gender perspectives into the daily work and also monitor progress on gender mainstreaming and all members are encouraged to participate. Collaboration and networking is done within and outside the university through advocacy as well as through sensitization.

The respondents agreed that they were aware that gender policy existed and this was a clear indication on the improvement of gender sensitive work environment within the university and its various campuses. They agreed that gender mainstreaming was accepted as a strategy to promote sensitivity and integration of gender issues and concerns that affect men and women. It was seen as an important strategy to bring about gender equity and equality through specific interventions to integrate gender in institutional policies.

4.5 Gender Mainstreaming in Human Resource Functions

The researcher sought to explore the extent of gender mainstreaming in human resource functions in JKUAT in relation to the presidential directive for 30% affirmative action in favour of women in public recruitment, promotions and appointments and also as a clause in the Constitution of Kenya 2010. This directive has ensured at a minimum the establishment of employment equity targets as an indicator for mainstreaming gender in government institutions.

The regulations which govern the human resource functions of the university are contained in several documents and are aimed at guiding the behaviour of how employees carry out their duties and responsibilities. All the respondents agreed that while the existing legislation, availability of social support, and other political and societal measures provide external support to reduce gender gaps in the labour market, it is the internal work of organizations and a gender-aware human resource management that is crucial to achieving this goal. An institutional gender policy formalizes the rights and responsibilities of all people. Employees clearly understand and implement the policy requirements for their added value purposes, and not just for regulatory compliance.

All actions and documents in human resource processes are free of any criteria that could be interpreted as being gender discriminative. The respondents indicated that all managers have standard guidelines to follow in handling employee matters such as recruitment, pay procedures, promotion policies, grievance and other human resource matters. This gives the managers effective basis for notifying every employee in the organization of the standards required of them and the policies that affect them. According to the respondents, the management seeks to ensure that no discrimination or victimization is practiced towards any individual or group of individuals either in relation to selection of personnel, personal advancement opportunities or pay and other conditions of employment.

The respondents unanimously agreed that women were not well represented in management levels but were relatively well represented in non management levels in the university and that stereotyping, being too preoccupied with other things, cultural

beliefs, history among other factors keep women out of employment from the university.

4.5.1. Gender Mainstreaming in Recruitment, Selection and Diversity Management

Secondary data was sourced from the university’s human resource records to establish the number of males and females at the various levels in both the academic and administrative positions and the following information was obtained.

Table 4.1: Number of employees in different grades

Grade	Male	%	female	%	total
2	27	39.7	41	60.3	68
3	99	54.4	83	45.6	182
4	125	56.3	97	43.7	222
5	97	60.2	64	39.8	161
6	72	62.1	44	37.9	116
7	48	62.3	29	37.7	77
8	92	45.1	112	54.9	204
9	42	48.3	45	51.7	87
10	105	61.8	65	38.2	170
11	190	68.3	88	31.7	278
12	211	75.9	67	24.1	278
13	100	75.8	32	24.2	132
14	15	27.8	37	68.6	54
15	17	72.3	5	22.7	22
Total	1240	60.5	811	39.5	2051

Source: (Researcher 2013)

Primary data was sourced from the respondents while secondary data was sourced from the university's human resources and gender policies. This data was as at December 2012 and it was the latest data on staff. Even though some changes may have occurred, the figures were not likely to have changed much.

The overall figure of the total population comprising both men and women at the various grades stood at 2015. The total number of women stood at 811 thus constituting 39.5% of the total population compared to the total number of men standing at 1240 and constituting 60.5% of the total population. However, it was worth noting that out of the fourteen grades at the university, eleven had achieved or surpassed the 30% target in employment of women.

The positions below grade eight represents below management levels with management positions starting from grade eight. Grades eight to ten represents middle level management while grade twelve to fifteen represents senior management positions in both the academic and non academic positions. It was noticeable that there are slightly more females in grade eight as a result of the efforts done by the university to appoint women to these positions. This trend was also noted in grade fourteen where women had a higher number than men as a result of appointments to the positions. However, it was noted that the number of women steadily dropped in the grades immediately after. In general, it was noted that there was a huge discrepancy of male and females in senior positions in teaching and non teaching positions at the university with huge representation of men in these positions.

The data showed that employment of employees at the university tilted in favour of men whose total number was quite high as compared to that of the women. There were gender disparities in employment with male dominance in staffing. Women were relatively well represented in non management levels at the university but occupied the least positions in both the administrative and academic positions at the upper levels of the university management indicating that gender parity was still immense at the upper levels except for grade eight and fourteen. It was clear that women were under-represented in top decision-making positions of the university and this meant that they were not well represented to take part in decision making. Men on the other hand were over-represented in positions that command significant decision making, power, high salary scales and prospects for advancement.

The respondents however pointed out that the university has made efforts to employ and promote women and that there was an emerging trend which showed an upward change in the proportion of women to men at the university. The recruitment regulations are in line with employment act and the 30% presidential directive on affirmative action where either of the gender is disadvantaged. For example, it had been observed that women were not well represented in management and thus were encouraged to apply and also appointed to the positions. This explains why at grade eight where management positions begin there were more women than men. This has assisted in providing direction to the recruitment and appointment of women at the university.

In order to encourage women to apply, areas where women have generally greater expertise are encouraged. Job titles and specifications that enhance gender stereotype

are not acceptable and media that are accessible to women for example magazines, or newspapers that are popular among women are employed. Women are encouraged to apply through appropriately worded advertising and the university goes further to target relevant women groups, networks and systems to widen recruitment possibilities. All questions focus on what is required for the job and comparable questions are posed to female and male incumbents.

JKUAT is an environment of diversity of staff and students that aims to enable full potential of employees regardless of the gender and where either of the gender is disadvantaged; the 30% affirmative action is enforced. It aims at attracting a diversity of applicants, using selection methods that attract both male and female but where necessary, women are encouraged to apply. Job titles and specifications that enhance gender stereotypes are not acceptable. Gender sensitive language is adopted, induction and training of staff including gender sensitivity in staff appraisal systems is applied and balanced recruitment is emphasized. Discrimination against women during a recruitment exercise is against the law as well as the university policy.

4.5.2 Gender Mainstreaming in Performance Appraisal

The performance appraisal process at JKUAT provides the management with the continuing opportunity to seek out new methods and practices to improve services. It provides an on going staff performance assessment and in so doing offering them the opportunity to excel in their roles, increase job satisfaction, and assist in the development of their careers irrespective of their gender. Information obtained from primary data indicated that the performance appraisal process is open to gender bias and stereotyping due to differing perceptions about career development, which may result in women performing more poorly than their male counterparts. However, the

university has done great efforts to contain the situation by ensuring that supervisors fully comprehend the appraisal system to ensure that individual staff performance evaluation does not penalize women for trying to balance their social and professional responsibilities for example, judging a woman who cannot work overtime to be less committed than their male colleagues. The appraisal process and methods that are applied are favorable to women and do not aim at intimidating their efforts. A criterion has also been established to ensure that the efforts of staff members to mainstream gender actions issues in their day to day work are recognized and rewarded.

4.5.3 Gender Mainstreaming in Employee Training and Development

It was clear that JKUAT offers elaborate training and development programs aimed at promoting the rights and freedom of every employee. All the respondents indicated that the university recognizes training and development as a critical determinant in the quality of services rendered by the staff. New employees are provided with induction and orientation training on gender issues. Such training is also a useful indicator of progress towards gender equity and equality since it is readily accountable, in terms of expenditures, time, number of women being trained and the level of skills or knowledge being imparted. The training times, facilities and opportunities are appropriate and friendly to women's participation.

Increase in expenditure on women in organizational level is in place to encourage them to occupy those areas where they are underrepresented. There is a deliberate effort to train women for jobs that have traditionally been men's preserve for example in engineering and ICT. Training programmes aim to promote equity and equality between men and women while at the university and ensure that training does not

promote inequitable gender roles and relations. They also aim at creating equal opportunities for effective work and personal development. In house training is also provided and seminars are regularly conducted to improve on specific skills needed by women in special areas such as engineering with an aim to support women growth and remove stigma. The managerial cadres are trained on how to mainstream gender in policy formulation and project implementation. Staff members are required to take a gender mainstreaming course as part of their training plan.

4.5.4 Gender Mainstreaming in Retention Decisions

Effective organizations tailor retention efforts to high value individuals and employees in critical jobs. The respondents agreed that women were encouraged to apply and fill such critical positions. With demand increasing in certain practice areas in the academic industry, many talented employees may feel the pull of new opportunities. To prevent staff migration and especially the women, the university has intensified its efforts to strengthen employee loyalty and boost retention rates. One way that the university accomplishes this objective is by helping women achieve work-life balance. The respondents cited flexible work schedules as one of the most effective retention strategies. The university was using programs such as flexible scheduling, part-time options, telecommuting and compressed workweeks to make it easier for women employees to juggle the demands of their professional and personal lives.

The university also boosted retention rates through training and other types of professional development aimed at improving the status of women. Formal and

informal mentoring programs, employee-employer sponsored training, reimbursement for continuing professional education or certification and cross-training are some of the best practices that the university had adopted with an aim of promoting women retention. The university is able to attract and keep qualified female candidates by using multiple recruitment methods, providing sufficient opportunities for career development and supporting workers at work/life balance. Women are also recognized and rewarded for certain responsibilities and skills that they have brought to the job in order to encourage them to stay for long. They are also acknowledged and rewarded for hard work and level of responsibility particularly in what is seen as typically female jobs in lowly paid jobs.

Other efforts by the university include provision of a health facility, an early child hood care, well staffed primary school and a well maintained field where children can play while at school or even when they are out of school and adequate staff quarters. The respondents reported that women were more interested in such facilities as compared to men due to the freedom that they accord to help them balance work and other family duties. While social support uniformly enhances job satisfaction of all workers, it appears to be more important for female workers.

Such initiatives drive towards the ultimate goal of deepening the relationship and encouraging long-term employment for both men and women. Women are more likely than men to face gender-based harassment at the place of work, which can contribute to a work environment that is not conducive for them and the university has developed a code of conduct on sexual harassment, which provides very clear definitions of sexual harassment and workplace harassment. Every staff member,

including senior management attends training on sexual harassment either as part of their annual training or during the induction training process. The respondents said that with such efforts, the university is likely to survive the current staffing challenges that universities continue to face as a result of emerging private universities that compete precipitously with the public universities.

4.5.5. Gender Mainstreaming in Promotion Decisions

The respondents ascertained that promotions are regulated by government policy and internal recruitment processes which require that certain positions be advertised before they can be filled. However, women are still less likely to apply for certain promotions given the likelihood of longer working hours, frequent travel and transfers to other parts of the country where the university has established itself. Moreover, women's triple roles affect their access to promotion because they are more likely to focus on their reproductive roles, while male staff members due to their limited parenting responsibilities are able to take up such positions and also attend training courses, leading to faster promotions.

The respondents however pointed that the university was keen to ensure that succession plans that are developed and implemented are gender responsive as a way of illustrating a willingness to proactively identify women who can be potentially promoted. Gender is mainstreamed at all levels of the university and women empowerment programmes have been enhanced to ensure that females are represented in management. The respondents pointed out that women were encouraged to apply for management positions such as those between grades eight and fourteen and they are also appointed to the posts.

It was also observed that supervisors and heads of divisions were advised to proactively identify women to attend training courses and provide them with support to integrate new skills into the work environment to ensure the effects of training are optimized leading to faster promotions. A tracking system through the efforts of the heads of departments was also in place to monitor the advancement of women into decision making positions at the university and assess the extent to which women are promoted and advanced to senior management positions. Activities such as multi-media activity, talks and seminars and related interventions have been put in place to enhance participation of women in governance and management of the university. Rotational leadership is also encouraged to allow different people to hold certain positions at different times. The university recognizes women disproportionate roles such as the heads of family responsibility and do not use these as an excuse to downgrade them. In departments where either of the gender is disadvantaged; the 30% affirmative action is enforced.

4.5.6 Gender Mainstreaming in Communication and Employee Relations

The findings of the study were consistent with the literature review for a clear communication understandable to all irrespective of the gender. It was clear that the university's policy is to provide all employees with the widest possible information on events within the university, and its progress. The university has an information base on gender issues so that all people can have access. It also aims at promoting expression and participation of all persons and especially females in decision making, problem solving, and research work as well as in publications. In particular, the aim

was to keep employees well informed about all matters which affected them directly. Most of the respondents unanimously agreed that it was the most effective way to help employees understand the university's objectives and to contribute towards achievement of the goals.

The management has overall responsibility for internal communication, mainly by use of notice boards in each department and at one public place on every floor, or through the university's newsletter. Employees are served with a wide range of notices and memoranda, both official and personal and which are open to all through circulation or pinned on the notice boards. From the information collected, employees are encouraged to ask their supervisors questions to maintain an open relationship and avoid misunderstandings and both men and women are given voice. Women are not ignored just because they are women.

An improved communication channel through unions, workers' committees with a representation of women and men, management-worker meeting are encouraged. It was also reported that there are team-building programs for enhancing working relationships between employees in the institution and the language used for communication is not aimed at any given time to lessen women's voice. The management recognizes the unbalanced power relations that exist and encourages women to participate and air their voice.

4.6 Institutional Barriers to Gender Mainstreaming in Human Resource Management

Despite the efforts made by the university, the respondents were keen to observe that gender mainstreaming efforts have continued to be a challenge at national, community

and institutional levels. This was consistent with similar studies by (Nyachienga, 2010) and (Ofwona, 2010). The respondents were of the opinion that gender stereotyping is a belief that is still quite infiltrated in the Kenyan society in general and this had greatly affected gender mainstreaming efforts. Social cultural factors such as socialization, gender prescribed roles and others had affected gender mainstreaming efforts to a great extent. Because of socialization, some women always believe that they are a weak sex therefore not able to compete with men. Social cultural attitude factor was noted to have proved very hard to deconstruct.

Key institutional barriers to gender mainstreaming observed included lack of adequate budget, lack of proper monitoring of the implementation on the ground, lack of adequate gender disaggregated data, lack of continuous sensitization plus training, stereotyping, lack of good will by some staff as well as lack of proper communication to enhance the understanding. The respondents indicated that lack of sensitization of staff on issues pertaining the policy was one of the barriers affecting policy implementation as most staff did not know how to apply the gender perspectives in their daily activities. Lack of adequate training on gender issues was a barrier and that lack of goodwill to implement was also a problem. It was pointed that women have not been accorded some positions as men in some departments but it was however noted that things are slowly changing and taking a positive course.

4.7 Discussion

The studies reveal that the university has embraced gender mainstreaming as a basic principal in its HR activities and this compares with Stuart (2010) who observed that gender mainstreaming has become a formal goal for all UN member countries in the management of the institutions and Kenya is a member. It is observed that the Kenya government is committed to achieve gender equity and the policy is enshrined in various national policy documents and this equally compares with the efforts made by the university to have a gender policy in place for reference on gender matters.

Roos (2001) acknowledges that the basic concept of managing diversity accepts that the workforce consists of a diverse population. This statement agrees with the recognition by the university that the workforce comprises of a variety of people including women and each of these people may call for a different kind of treatment.

Lloyd (2006) says that loss of an employee is a disruptive event and that the challenge with most organisations has been retention of the workforce. JKUAT recognizes this and has intensified its efforts to strengthen employee loyalty and boost retention. On way that the university achieves this is by training, provision of flexible work schedules, scheduling and use of compressed work sheets to boost women retention, encourage growth and hence promotions. In the literature, it is observed that specific efforts have to be made to encourage women to take up certain positions especially those in the management. The university has taken efforts such as appointment of women to certain grades such as grade eight and fourteen. In communication, Syed (2004) acknowledges that if women views are more appropriate

than those of men, they must be appreciated and recognized and it is evident this actually happens in JKUAT. However, according to Onsongo (2002), segregation of sexes across occupation is a basic feature of the world of work and this statement conflicts with the observation that in JKUAT, all actions and documents in HR processes are free of any criteria that could be interpreted as being gender discriminative.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter of the study focused on the summary of the research findings, conclusions, recommendations, suggestions for further research and limitations of the study. The findings were presented in respect of the main objective which was to identify the extent of implementation of gender mainstreaming in Jomo Kenyatta University of Agriculture and Technology.

5.2 Summary of Findings

The objective of the study was to identify the extent of gender mainstreaming implementation in JKUAT. The respondents to the study included a senior assistant registrar, two senior administrative assistants and a senior secretary in grade ten. The senior assistant registrar had served the department for five years and was pursuing Doctorate studies, the senior secretary had served the department for seven years and had completed Masters Degree while the administrators had served for two and three years respectively and they were both pursuing Masters Degree.

The university has taken great strides in mainstreaming gender following a presidential directive in 2007, in reference to the promulgated Constitution in the year 2010, and as a result of the university's own initiative. It has an established gender and mentoring office and a Gender Advisory Board which command various mandate on gender issues. It has a well laid down gender policy to guide the university on gender issues. The formulation of a gender policy is an indication of the university's

commitment to the transformation process as well as promoting the university's staff in understanding of the guiding principles within the entire organization. By adopting the policy, the university is strongly committed to addressing obstacles to the advancement and empowerment of women. It has resulted in more effective service on the part of operation, power and resource control. Gender policy implementation has called for a lot of effort, dedication and a positive attitude right from the top management to the lower level management. There are on going efforts to have the staff at large made more aware about the importance of the policy such as through sensitization and training. Response to key policy changes has been made with the potential to greatly improve the situation of women at the university.

Although government ministries and state corporations have been slow in implementing the 30% affirmative action, there is a positive response in representation of women in various positions in JKUAT as shown in increased number of women in recruitment, selection, retention, promotion, performance appraisal as well as in communication and human relations. Gender mainstreaming in JKUAT is therefore a reality. It has engaged in a portfolio of human resource activities that are mutually reinforcing as opposed to contradictory in ensuring that gender mainstreaming is enforced. The recruitment regulations are in line with employment act and the 30% presidential directive on affirmative action.

Even though women continue to dominate in non management positions, there was an observable effort to mix both males and females at management and senior positions at the university through efforts such as appointment and promotion of women to some grades. The university has made efforts to eliminate the obstacles of hiring and

promoting women and has therefore increased female applicant flow. There is an emerging trend which shows an upward change in the proportion of women to men at the university except for a few job grades notably grades twelve, thirteen and fifteen. Efforts made to retain women employees have called for reasonable accommodation that has included redesigning jobs, modifying work schedules, use of formal and informal mentoring programs, employee-employer sponsored training, reimbursement for continuing professional education or certification and cross-training.

The university appreciates the fact that women in various positions make invaluable contributions and retaining them is considered to be important. The appraisal process and methods that are applied are favourable to women and do not aim at intimidating their efforts. A criterion has also been established to ensure that the efforts of staff members to mainstream gender actions issues in their day to day work are recognized and rewarded. In training, new employees are provided with induction and orientation training on gender issues. The training times, facilities and opportunities are appropriate and friendly to women's participation. There is a deliberate effort to train and develop women for jobs that have traditionally been men's preserve such as ICT.

The university is keen to ensure that succession plans that are developed and implemented are gender responsive as a way of illustrating a willingness to proactively identify women who can be potentially promoted. Gender is mainstreamed at all levels of the university and women empowerment programmes have been enhanced to ensure that female are represented in management. They are encouraged to apply for management positions such as those between grades eight

and fourteen and they are also appointed to the posts. Women are not ignored just because they are women and they are given the freedom to express themselves. They are allowed to participate in management decision making, worker's unions, in meetings and in other forums. There are team-building programs for enhancing working relationships between employees in the institution and the language used for communication is not aimed at lessening women's voice. The challenge is to move beyond the present position and ensure that gender relations at the university are fundamentally transformed to empower women and increase the numeric target of women particularly in top management and create an enabling environment to ensure that the talents and potential of female staff members are harnessed and nurtured.

Despite the steps that have been taken by JKUAT to mainstream gender in its human resource facet, there were a number of challenges that were observed such as inadequate funding of gender activities which has created a hindrance in the implementation of gender policy in the institution. Lack of gender sensitive indicators was also observed and the university also lacked well placed strategies for frequent monitoring and evaluation of gender mainstreaming in the departments in order to keep track of any deviations or improvements for purposes of record keeping and ensuring proper implementation of the policy. The institution lacked well placed gender audits to verify program expenditure and benefits and its impacts on men and women. Social cultural factors such as socialization and gender prescribed roles had also affected gender mainstreaming efforts to a great extent.

5.3 Conclusions of the Study

From the study, it can be concluded that gender mainstreaming is indispensable and all institutions including those of higher learning must embrace it. It is an important

strategy for achieving equality and equity for men and women, boys, and girls in a country. A focus on gender does not ask for special treatment for women. It stresses the identification of different needs and the formulation of policies and strategies that address those needs. It thus prioritises equality of opportunity rather than numerical equality and allows for the advancement of gender equality and equity.

The university has taken a great stride to formulate gender mainstreaming policy in accordance with the presidential directive and as a legal requirement in the Constitution in human resource activities such as recruitment, selection, performance appraisal, communication as well as retention. This is notable from a reasonable number of female staff in the various cadres of the university. Although the percentage of women to men still remains relatively low at 39.5% and 60.5% respectively, it surpasses the 30% legal requirement and therefore the efforts in place can not be overlooked. Just like in many other institutions, the gender issue remains a challenge but the determination by the university is quite significant.

5.4 Recommendations of the Study

In view of the above findings, it is apparent that gender mainstreaming is integral if an institution is to achieve equality and equity. The world at large is taking gender mainstreaming to be integral in the development process. More and more women have acquired enough education and knowledge to compete favourably with men when it comes to recruitment and promotion to senior posts, political representation and other decision making levels and this state of affairs will continue. A lot need to be made to ensure that institutions clearly understand and implement the policy requirements for their added value purposes, and not just for regulatory compliance.

It is necessary that the university take all the necessary steps to deconstruct all the social-cultural factors that have been seen to be one of the main challenges facing the implementation of gender mainstreaming policy. The university should also ensure that all departments have working policies and that actual implementation of the policy is taken seriously by all departments. There is need to conduct serious monitoring and evaluation of gender mainstreaming activities in all the departments to ensure that there is compliance, and proper implementation. The human resource department should in particular work with the gender office to see to this implementation. The gender coordinating office should also work more forcefully with the management of the university to ensure that policies are implemented accordingly.

It is imperative to point out on the importance of establishing gender units in all targeted institutions by the university in order to reduce gender imbalances in these institutions. Gender units play a very significant role in fostering gender policy more closely unlike when control is done from a centralized place. This would help in enhancing sensitization and awareness through education, training and research at the local levels.

The study recommends for more budgetary allocations to support strategic planning process and implementation of activities on gender mainstreaming which involve rapid sensitization, training programmes and recruiting more employees to carry out the activity. The policy should also be integrated with the larger institutional long term business strategies. This study also recommends effective implementation of the policy and coordination of gender programmes to ensure that everyone is clear about gender policy.

The study also recommends that the institution frequently conduct short training courses through gender and mentoring centre to enhance the understanding of gender issues. It should also engage in outreach programmes and advocacy in gender related issues, regular public lectures, short courses and seminars on a regular basis. This can be achieved through engaging employees in inter university programmes to discuss issues affecting gender balance amongst employees in the work place and ways of dealing with these problems.

It is further recommended that a gender framework policy specific to the sector is developed. Mobilisation of resources to support gender activities within the university, scaling up and mainstreaming best practices on gender issues is encouraged. Championing appropriate and necessary affirmative action interventions, undertaking public relations communication and rapid response to emerging issues should be part of the objective. It is also necessary to partner and collaborate with gender stakeholders when approaching the issue. Linking international developments on gender to national efforts to promote gender issues in the university is encouraged.

5.5 Suggestions for Further Research

The study focused on the extent of implementation of gender policy in human resource management in JKUAT which is one of the public universities in Kenya. The finer details of how universities are approaching this issue may be obtained by doing a study in all the public and private universities in Kenya. This may be a ripe ground for any further study to assess if there are any commonalities or unique factors.

5.6 Limitations of the Study

Limitations are encountered in all research studies and this one was not an exception. The researcher would have wished to interview the people earmarked for the interview as well as more of the staff who had been involved in the implementation of gender mainstreaming policy but due to time constraint and accessibility, this was not done. The study was also limited to an in-depth case study of JKUAT university hence the findings are unique to this organization in the industry.

REFERENCES

- Anke C. P., Scott J., Pia S, (2010) "Gender equality in paid and unpaid work: priorities for UK policy intervention", *An International Journal*, Vol. 29
Iss: 7, pp.711 – 715
- Armstrong, M, Baron A. (2004) *Managing Performance*. Performance Management, CIPD
- Artazcoz, L., Artieda, L., Borrell, C., Cortes, I., Benach, J., Garcia, V. (2004), "Combining job and family demands and being healthy: what are the differences between men and women?" *European Journal of Public Health*, Vol. 14 pp.43-8.
- Association of Common Wealth Universities. Training Manual. *Introduction to Gender Mainstreaming of Common Wealth Countries*. (2010), in C. Bacchi, J. Eveline (Eds), University of Adelaide Press. Adelaide, Australia.
- Atul, M. Nina G., Jason D. Shaw, (2011) "A comparative examination of traditional and skill-based pay plans", *Journal of Managerial Psychology*, Vol. 26
Iss: 4, pp.278 – 296
- Beveridge, F., S. Nott, K. Stephen (2000), "Mainstreaming and the engendering of policy making: A means to an end?" *Journal of European Public Policy*, Vol. 7 pp.385

Blanchard, P.N., Thacker, J.W. (1999), *Effective Training: Systems, Strategies, and Practices*, Prentice Hall, Englewood Cliffs, NJ,

Coates, G., 1996. Image and identity: performance appraisal in a trust hospital. *Health Manpower Management*. Volume 22 · Number 3 · 1996 · pp. 16–22 © MCB University Press · ISSN 0955-2065

Connell, R. (2006), "Glass ceilings or gendered institutions? Mapping the gender regimes of public sector worksites", *Public Administration Review*, Vol. 66 pp.837-49.

Constitution of Kenya, 2010. *Laws of Kenya*. Published by the National Council for Law Reporting. Available at www.kenya.law.org

Cooper, D. R., Pamela S. Schindler. (2003) *Business Research Methods*. Eighth Edition. Tata McGraw-Hill Publishing Company Limited. New Delhi.

Dolan, C., Opondo, C., Sally Smith. *Gender Rights and Participation in the Kenya Cut Flower Industry*. NRI Report; 2768; SSR Project No. R8077 2002-4. Natural Resources Institute.

Ducharme, L.J., Martin, J.K. (2000), "Unrewarding work, co-worker support, and job satisfaction", *Work and Occupations*, Vol. 27 No.2, pp.223-43

Ely, R.J. and Rhode, D.L. (2010), “*Women and leadership: defining the challenges*”,
in Nohria, N. and Khurana, R. (Eds), *Handbook of Leadership and Theory
Practice*, Ch. 14, Harvard Business Publishing, Boston, MA.

Fitsum, G., Karsten, L, (2006) "Human resource management practices in
Eritrea: challenges and prospects", *Employee Relations*, Vol. 28 Iss: 2,
pp.144 – 163

Gomez-Mejia, L.R., Balkin, D.B. (1992), *Compensation, Organizational Strategy,
and Firm Performance*, South-Western, Cincinnati, OH.

Guo, H.M. (2000), "Gender discrimination in women's employment and the
completion of relevant laws and regulations", Shanghai, *Management
Review* Volume: 16 Number: 7 Year: 2001 pp:334348 Copyright©MCBUP Ltd
ISSN:0964-9425

Government of Kenya (May 2006): Sessional Paper No. 2 of 2006 on *Gender
Equality and Development*. Nairobi: Government Printers

Government of Kenya (November 2011) *Gender Mainstreaming Guidelines*.
Working Towards Gender Equality. Nairobi: Government Printers.

Government of Kenya (June, 2008): *Training Manual in Gender Mainstreaming*.
Nairobi: Government Printers

Grant, J. (2002), "Training needs assessment: assessing the need", *British Medical Journal*, Vol. 324 No.7330, pp.156-9.

Greenhaus, J.H., Callanan, G.A., Godschalk, V.M. (2000), *Career Management*, 3rd ed., Dryden Press/Harcourt College Publishers, Fort Worth, TX,.

Hall, D.T. (2002), *Careers in and out of Organizations*, Sage Publications, Thousand Oaks, CA,

<http://www.jkuat.ac.ke>

<http://www.jkuat.ac.ke/gender-office/>

<http://www.jkuat.ac.ke/2012/06/annual-gender-and-disability-week>

ILO 2009. *Global Employment Trends for Women*. March 2009-Geneva:ILO ISBN:

Ibrahim, S., Ying-Ying L., (2010) "Training interventions: fulfilling managerial ends or proliferating invaluable means for employees?: Some evidence from Iran", *European Business Review*, Vol. 22 Iss: 2, pp.128 – 152

Jin, Y., Hopkins, M.M., Wittmer, J.L.S. (2010), "Linking human capital to competitive advantages: flexibility in a manufacturing firm's supply chain", *Human Resource Management*, Vol. 49 No.5, pp.939-63.

Kabeberi, J. M., (1995). *Law and Status of Women in Kenya*. International Environmental and Research Centre. Geneva

Karsten, J., and Martha L. Maznevski IMD, Lausanne, Switzerland, and Schneider, S., (2010) Gender Differences in leadership-believing is seeing. Implications for managing diversity. *An international Journal of Human Resources Management*. Universite' de Geneve, Geneva, Switzerland.

Kirchmeyer, C. (2002). Gender differences in Managerial Careers: Yesterday, Today and Tomorrow. *Journal of Business Ethics*, 37(1), 5-24

Liff, S. and Cameron, I. (1997), "Changing equality cultures to move beyond women's problems", *Gender, Work and Organisation*, Vol. 4 No. 1, pp. 35-46.

Lloyd J., Taylor III, Murphy B., Price W., (2006) "Goldratt's thinking process applied to employee retention", *Business Process Management Journal*, Vol. 12 Iss: 5, pp.646 – 670

Milkovich, G.T., Newman, J.M. (2008), *Compensation*, McGraw Hill-Irwin, New York, NY,

Moriarty, J. (2010), "Participation in the workplace: are employees special?", *Journal of Business Ethics*, Vol. 92 pp.373-84.

Mugenda, O.M., &Mugenda, A.G.(2003), *Research Methods: Quantitative and Qualitative Approaches*. Nairobi. Acts Press. Pg 160-166

Murison, S., (2004). *Elements of Gender Mainstreaming Strategy*. The capacity Development group.pdf

Nyachienga, E., M., (2010): *Challenges of Gender Mainstreaming in the Public Sector of Kenya*. Unpublished MBA Thesis, University of Nairobi

Ofwona, E., M., (2010). *An Investigation into the Role of Women in the Management of Constituency Development Fund in Westlands*. Unpublished MBA Thesis, University of Nairobi

Onsongo, J., (2000). *Factors Affecting Women's Participation in University Management in Kenya*. African Books Collective City Of Publication. Oxford University Press. Great Britain.

Perrons, D., (2009): *Women and Gender Equity in Employment*. Patterns, Progress and Challenges. London School of Economics. ISBN\

Rekha, M., G., R., G., (2006) *Gender Mainstreaming: Making It Happen*. Consultant, Gender and Economic Development President, International Center for Research on Women (ICRW)

Republic Of Kenya (2011): *Working towards Gender Equality through Gender responsive National Policy and Planning*. Office of the Prime Minister. Government Printing press.

Roos, S. And Roos, G(2001) *Measuring the impact of knowledge management in Companies*. Paper presented at the 5th world Congress on Intellectual Capital. Master Business Conference, Hamilton, Canada.

Sandra, O., (2000) "Symmetrical communication: does reality support rhetoric?", Corporate Communications: *An International Journal*, Vol. 5 Iss: 1, pp.

- Schneider S. C. (2010). Gender differences in leadership –believing is seeing: implications for managing diversity *An International Journal*. Universite' de Genève, Geneva, Switzerland.
- Story, L. (2005), "Many women at elite colleges set career path to motherhood", New York Times, September 2005.
- Stuart, S., (2012, Mainstreaming Equality: Challenges and Opportunities for Public Management, (*Critical Perspectives on International Public Sector Management, Volume 1*), Emerald Group Publishing Limited, pp.47-72
- Suda, C., (2002) Gender Disparities in the Kenyan Labour Market: implications for poverty reduction: *Nordic Journal of African Studies 11(3): 301-321*
- Syed S. Andaleeb, Gretchen, V. W., (2004)" Participation in the workplace: gender perspectives from Bangladesh", *Women in Management Review*, Vol. 19 Iss: 1, pp.52 – 64
- Tiwari P., (2012) Institute of Management Research. *Human Resource Practices. A Comprehensive Review*. Ahmedabad.
- Thundu, N., K., O., (2008): *Assessing gender Policies in EA region*. Nairobi. ISBN
- United Nations, (2002): *UN Declaration on the Elimination of Violence against Women*. Available at <http://www.rhrc.org/resources/gbv/bob/intrtr.php>
- Wickramarringhe, V., (2012): *Influence of Total Quality Management on Human Resources Practices. An Exploratory Study*.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Jane N. Njenga
P O Box 00300-8233
NAIROBI
Tel:0725724818
Email:jnwanyoike74@yahoo.com

TO WHOM IT MAY CONCERN

I am a post graduate student in the School of Business, University of Nairobi pursuing a master's degree in business administration. I am undertaking a research on the extent to which Jomo Kenyatta University of Agriculture and Technology is implementing gender mainstreaming policy in human resource management as outlined in the new Constitution (2010) and as a presidential directive in 2007.

You have been selected as one of the respondent. I therefore kindly request you to help me answer the questions regarding this issue at the university. All the information received will be handled with confidentiality and will only be used for academic purposes. I hereby undertake not to make any direct reference to your name in any presentation or report and a copy of the final report can be made available to you upon request.

I would appreciate any additional information in form of suggestions and comments which you may deem necessary to make my research findings conclusive, relevant and reflective of the study area. Thank you.

Yours faithfully

Jane N. Njenga

APPENDIX II: INTERVIEW GUIDE

The study seeks to answer the following research questions

PART A: DEMOGRAPHIC PROFILE

1. Which is your Department?
2. What is your designation?
3. What is your level of education?
4. How many years have you served in the department?

PART B: GENDER MAINSTREAMING IN HUMAN RESOURCE PRACTICES

1. Do you have a gender mainstreaming policy in place?
2. How is the policy formulated?
3. Do you think that the policy has helped the university achieve gender parity?

4. Do employees report that they perceive positive behavior change as a result of mainstreaming efforts?
5. Kindly provide information of the males and females in management and subordinate levels
6. Please specify any factor that you think keeps women out of employment from the university
7. In your opinion is the gender mainstreaming policy well received by all men?
8. What are the weaknesses of your organization gender mainstreaming policy?
9. What challenges does the university encounter in its endeavor to mainstream gender?

Which strategies are used to promote gender mainstreaming in the following human resource practices?

10. Recruitment, Selection and Diversity Management
11. Career training and Development
12. Performance and Promotion Decisions
13. Retention Decisions
14. Communication and Employee Relations