The Glass Ceiling: Representation in Question for Kenyan Women Education Managers

Phyllis Mwongeli Kalungu*   Wang Bing,

College of Public Administration, Huazhong University of Science and Technology, Wuhan, China# 1037
Luoyu Road, Wuhan 430074, P. R. China

Abstract
Women's share of managerial positions world over and especially in the Kenyan education sector has been on the increase but the rate of progress is minimal. This has been attributed to the glass ceiling effects meaning that the higher one looks through the ranks, the fewer the number of women. Glass ceiling are the challenges that come with the aspiration for the upper management positions for women and is responsible for women underrepresentation in the management roles. Results from 108 respondents suitably selected for the study from the ministry of education (MOE) and the Teachers Service commission (TSC) in Kenya indicated the existence of glass ceiling effect, which privilege men and disadvantage women. Based on Formal equality of opportunity, Reinforcement theory and Rawls theory of justice the study established two level of preparing women into leadership roles; at early school level with parents and mentors taking an active role in inculcating management attributes to the girl child and at employment level with employers and women themselves taking a leading role to promote women to the senior management positions. By analyzing the effects of socialization, education levels, training and development, the role of organizational structures and culture on women career advancement, the study provides intervening measures for razing these barriers affecting women access to management positions.
Keywords: Glass ceilings, Representation, Education, Management Positions, Organizational culture, Socialization, Training and Development, Kenya.

1. Introduction
The recent (2017) high profiling appointments of women (CEO) to steer the Kenya's Ministry of Education (MOE) and the Teaches Service Commission (TSC) respectively is an exception rather than the rule as the education management remains a male's enclave. With a career that is perceived to be female dominated, Kenyan women still lag behind in representation with 21 per cent of the total number of professional education officers and only 33.3% and 32.1% occupying top and middle management positions respectively in the Ministry's key management positions. It therefore implies that, the barriers that stifle women's access to management positions need to be identified and appropriate measures employed to boost women gender equality in education management**.** Whereas women represent 40% of the world's labor force, their share of management positions are unacceptably low, with just a tiny proportion managing to break the glass ceiling to top jobs (Cole, 2004). "Glass ceiling" refers to the difficulties faced by women in breaking into what is still a male preserve (Cole, 2009).When a glass ceiling exists, men occupy disproportionately high percentage of the higher ranks in a career field, while women tend to be overrepresented in its lower ranks(Kamau,2007). Women seldom reach top level positions in organizations and they do not appear to move up the hierarchy as rapidly as their male counterparts, (Kanago, 2005).

Despite women continued increase in their share of managerial positions, the rate of progress is slow, uneven and sometimes discouraging (ILO,2004).The report confirms that countries in North and South America have a higher share of women in top management than countries in East Asia, South Asia and the Middle East. According to Davidson& Cooper, (1993), (as cited in Cole, 2009), in the United Kingdom, women held less than 5% of senior management positions and perhaps some 26% of all managerial type positions, in a situation where they made up more than 40% of the total work force. Blake-Beard (2005) discovered in a research study that women in United States of America were yet to reach the top echelon in significant numbers, irrespective of their involvement in managerial positions.

In Africa, the situation is no different. In the Nigerian civil service, women held less than 14% of the total management level positions (CIDA, 2006), (as cited in Okafor, 2011). From statistics presented by Sadie, (2005) on the Southern African Development Community (SADC) parliamentary structures, the target of 30% representation of women in political and decision making structures was not met, except by South Africa and Mozambique which had 32.8% and 37.2% respectively. By 2004, the proportion of women in parliament was 15.4% in Angola, 15.9% in Botswana, 12% Lesotho, 14.4% in Malawi, 17.14% in Mauritius, 25% in Namibia, 22.3% in Tanzania, and 16 % in Zimbabwe (Sadie, 2005). Of all the 60 and above universities and non-university colleges in Tanzania, there are only two women Vice Chancellors and one Principal of a College(Nyoni et al., 2017)

Going by the Kenyan 2009 population census, women constituted 51% of the population yet they account

for 39% of the total workforce compared to 61% males. This statistic imply women ought to command a greater share of the available job opportunities in order to have a chance to influence policy decisions affecting them. This however is far from the it as women are still grossly underrepresented in the senior management, political and in public decision making positions (RoK, 2007).According to Nzomo,(2003), the progress towards women involvement in politics in Kenya has been very slow. In education and academic circles, it's worse especially if one looks at higher education administration which is still a man's world (Gumbi, 2006). Employment and promotion of women in the Kenya civil service is tilted in favor of men (RoK, 2007). Considering a report conducted by Ministry of Gender, Children and Social Development(MGCSD), in May 2011,there were only 898 women in top management positions (job group P and above) representing 0.9% of women in the entire civil service(RoK, 2011). In middle management levels (Job Group J to N), women representation stood at 18,405 accounting for 45.2% while 21,376 of female employees occupied the low cadre positions (Job group A-H), representing 54%, the report confirms.

In lieu of the gender gap, the Kenya government declared its commitment toward addressing the disparity through the development and enactment of various legal and policy interventions including the provisions of article 56 of the Kenya constitution, National commission on Gender and development Act (2003) and the subsequent enactment of the National commission on Gender and development, passing of the national gender policy, the presidential decree that 30% of all job vacancies   in the public service be reserved for women (RoK,2007). Kenya's ratification to international conventions and treaties like the Convention of Elimination of all forms of discrimination Against Women (CEDAW),Millennium Development Goals (MDG'S) to mention a few is worth noting. Despite these extensive efforts to eliminate gender parity, it is evident that the glass ceiling effect is dominant. Illiteracy, cultural ideologies, Organizational barriers, women's multiple roles and limited control over productive resources are key contributors to the glass ceiling effect (UNIFEM 2007).

The numerous gaps portrayed and of importance to the researchers include the requisite threshold for the top job: effects of education levels, organizational culture, socialization, training and development, existence of mentors, employers perception on women's management ability to sustain the top job gaps. Furthermore, the study was necessary so as to come up with objective findings that identify the causes and effect of the glass ceiling and their razing measures in an effort to secure equitable employment and management opportunities for women in the education sector in Kenya. Different scholars have tried to come up with different propositions on factors contributing to the glass ceiling effect. However, none of the theoretical suggestions have effectively addressed the barriers to women career advancement and their razing measures. To the researchers, this study was of great significance in order to ensure that, women's views and concerns are fairly represented in decision making tables. This study sought to establish glass ceiling existence in view barriers affecting women aspiring for management positions and suggestion of the razing measures to be adopted in a bid to empower more women access to management positions in the education sector in Kenya. More specifically, it sought to establish the effects of education levels, training and development, the role of organizational structures and culture and the effects of socialization on women career advancement. The study has also provided intervening measures for razing these barriers affecting women access to management positions and the price women must pay to sustain the top job gaps in the education sector

The next section (Section two) observes the theoretical literature used in the study: The formal equality of opportunity theory, Rawls theory of justice and the reinforcement theory form the basis of this study. The concept of "Glass Ceiling" is highlighted in what various researchers established in regard to: Levels of Education, Socialization, Organizational Structure/Culture and Training/Development. (Section three) shows the Methodology/Design for data that was used finally (Section four) focuses on findings and discussion (section 5) is the conclusion, Research limitations and the researchers' recommendations

2. Literature Review

This section looks into the theories that the researchers used. The formal equality of opportunity theory, Rawls theory of justice and the reinforcement theory form the basis of this study, Next is the contributions that various researchers came up with in their researches on glass ceiling effect on: Levels of Education, Socialization, Organizational Structure/Culture and Training/Development and measures to thrush the glass ceiling effect towards a sustainable gender parity environment for women.

2.1 Theoretical Review

Formal equality of opportunity is a subset of the theory of justice (Rawl, 1971). According to the theory, positions and posts that confer superior advantages should be open to all applicants. Equal employment opportunity aims to ensure that everyone, regardless of race, sex, religion, national origin or age has an equal opportunity based on his/her qualifications (Dessler, 2008). Equality of opportunity prevails in a society only when all worthy human capacities are encouraged, developed, and rewarded. When equality of opportunity prevails, the assignment of individuals to places in the social hierarchy is determined by some form of

competitive process, and all members of society are eligible to compete on equal terms. According to Dessler, (2008), there should be no differences in recruitment and promotions except those that can be justified on grounds of qualifications. According to Beard well, (2007), fair treatment makes good business sense in that it results to better use of human resources. He goes on to argue that by discriminating on the basis of sex, race, ethnicity and disability, managers run the risk of neglecting or overlooking talented employees. Many employing organizations have introduced equal employment opportunities policies in order to guide employment practices (Cole, 2009).

Reinforcement theory is based on the work of Skinner (1974).The theory advances that changes in behavior take place as a result of an individual's response to events or stimuli, and ensuing consequences (rewards or punishment), (Armstrong, (2003). Individuals can be conditioned to repeat the behavior by positive reinforcement in the form of feedback and knowledge of results (Armstrong,2003).Socialization is the process by which individuals are taught to follow social conventions through verbal and non-verbal cues (Otieno, 2001).The process results in boys and girls conforming to the socially determined behavior and roles. These aspects are paramount in the employment and promotion platform as a driver for interpersonal skills. He goes on to argue that the environment that one is brought up in, largely shapes their behavior since learning takes place within a social setting. According to Kamau, (2003), women continue to be socialized to believe that it is only men who can take up political leadership. A woman who takes up such challenges is said to neither be a good wife nor mother, he asserts. UNESCO, (2000), confirms that there are indeed differences in feminine and masculine attributes. These differences may be attributed to the social influences that men and women face as they grow up (Otieno, 2001).

Rawls theory of justice (1971) states that all social primary goods, liberty and opportunity, income and wealth, and the bases of self-respect should be distributed equally (Rawls, 1971). According to Armstrong, (2003), to treat people justly is to deal with them fairly and equitably regardless of their gender, age or ethnicity. The basic point throughout the theory is that, everyone deserves to be treated equally and be offered the same opportunities.

In reference to the Formal equality of opportunity theory, Reinforcement theory and Rawls theory of justice it can be deduced that organizations should restructure their policies to ensure equal opportunities for suitably qualified persons regardless of gender, race status or religion. Moreover, women should be sensitized and empowered to take over the challenging roles similar to those of their male counterparts in order to champion their representation in the management positions. Consequently, employers should know that everyone deserves to be treated equally and be offered the same opportunities and thus should fairly accommodate more women in their board rooms. However, that is not what it is and it is not what everyone does. Organizational barriers come as a great challenge that employees may face in pursuit of their career progression. In other words, there should be no differences except those that can be justified on grounds of efficiency (Dessler, 2003).

2.3 The Glass Ceiling Effect
"Glass ceiling" refers to the many barriers that can exist to thwart a qualified woman's rise to the top management of an organization (Okafor, 2011). He goes on to argue that the barriers are artificial and invisible, providing a ceiling on how far a woman can go. When a glass ceiling exists, men occupy a disproportionately high percentage of the higher ranks in a career field, while women tend to be overrepresented in the lower ranks (Sin off, 2006). Various factors are at work in limiting women's advancement to senior management positions. According to UNIFEM, (2007), illiteracy, lack of requisite skills, rigid organizational structures and cultural ideologies, women's multiple roles and limited control over productive resources are key barriers.to women's career advancement Sadie (2005), adds that socialization and the inherent patriarchal society stand to blame. Women have also lagged behind men in education (UNESCO, 2000).

2.3.1Education Level effect and Women Career Progression
Education is any long term learning activity aimed at preparing individuals for a variety of roles in society as citizens, workers and members of family groups Cole, (2009). Education is a major factor that influences the recruitment and upward mobility of women to positions of power and authority (Grits, 2001). Top level jobs are neatly tied with high levels of qualifications hence only qualified employees can apply he asserts. Education is necessary for the development and protection of democratic institutions and human rights. At family level, educated women have reduced fertility rates, brought up healthier, better educated children and reduced infant and maternal mortality rates((RoK, 2007). At the society level, educated women participate more in development activities and in economic decision making process, the report affirms. Low educational levels including high illiteracy levels undermine women's capacity to participate in the formal labor market on an equal basis with men the report asserts.

According to a report on Gender disparities in the Kenya civil service conducted by the University of Nairobi (U.o.N), in 2007, women's increased access to educational and training opportunities not only increases their participation in the labor force but also expands the range of occupational opportunities available in the

market. Findings of a report on the Millennium Development goals, their needs and costs, revealed that boys and girls have almost achieved equal access to primary education though the completion rate for girls was lower than boys for instance in 2008,the completion rate was 88.4% for girls with 91.2% of boys completing (RoK, 2009). In secondary schools, boys' enrolment and completion out numbers girls, while in Public universities, female student admission stood at 30.8% in 2003.

A study by Kanake, (1997), revealed that women form minority of University lecturers, this follows from the fact that fewer women are enrolled into universities following their high dropout rates. In general, girls tend to have limited access to education and drop out more frequently than boys. As a result, the female enrolment in institutions of higher learning remains lower for female students. According to the 1999 census report, there were 4.3 million illiterate adults in Kenya of which 61% were women (RoK, 1999). These points to a higher illiteracy level for women than men. In regard to the above gender disparity gaps, it is evident that more girls need to be educated and women sensitized and mentored to take up management positions in a bid to bridge the glaring gender gap.

2.3.2 Socialization effect and Women Career Progression

Socialization is the process by which individuals are taught to follow social conventions through verbal and non-verbal cues (Otieno, 2001). He goes on to argue that it results in boys and girls conforming to the socially determined behavior and roles. Historically, the idea that man was allotted breadwinner and females were home cares has been maintained to a large extent (Gritzs, 2001). Traditionally, women have been socialized to conform to feminine stereotypes, to be warm, kind, selfless, compliant and obedient and they are reputed to be emotional, irrational and keen on detail (Benson, 2005). Masculine characteristics are dominance, aggressiveness, blunt, independent and very good at decision making (UNESCO, 2000). The socialization process therefore structures and equips men and women to enact their respective and different roles. Socialization of the girl child in many societies stands to blame for perceived inabilities on the part of the woman, (Kamau, 2007).

According to a study by Kanake, (1997), many Kenya career women give first priority to their families, not because they lack commitment to professional growth but because they have been socialized that a good woman thinks of her family first. Kamau, (2007), in a study of senior university women in Kenya found that many women would rather wait until their children have matured before they consider making major career moves such as taking doctoral studies. According to a study on representation of women in top educational management and leadership, Osumbah (2010), the effect of socialization was rated as the second largest impediment that women face in ascending through the ranks to senior management levels. The socialization process therefore structures and equips men and women to enact their respective and different roles.

The domestic duties that women are still expected to do for their families take significantly more time and energy than those most men expect and want to do (Livingstone, 2004). He adds that this inequity is the chief persistent disadvantage that women suffer in seeking for career advancement. Women who get to leadership are troublesome in particular, strong women are labeled difficult and dangerous because they trouble the dominant masculinities and models of management by being different (Blackmore, 2003).According to Omtatah, (2008), retrogressive cultural and traditional practices such as son preference ideology, lack of belief in educating girls, forced marriages, and preference of men in leadership works against women's ascendancy to senior management positions. Women continue to be socialized to believe that it is only men who can take up leadership positions (Kamau, 2003).In light of the above findings by various researchers; it is evident that societal cultures and ideologies have continued to limit women onto management positions hence widening the gender gap in to management positions

2.3.3 Organizational Structure/Culture effect and Women Career Progression

Organizational culture as a perceived barrier constitutes the pattern of values, norms, beliefs, altitudes and assumptions that may not have been articulated but shape the way in which people behave and things get done (Armstrong, 2003).Most organizations have been established by men hence the organizations cultures tend towards a male worldview. The resultant male worldview elevates masculine pursuits to ideal while female values, experiences and behaviors   are viewed as inferior. According to Ernest, (2003), the result is that men are viewed as experts while women have to prove that they are. According to Neidhart & Carlin, (2003), the entrenched cultures and norms, the way power is defined and exercised, selection procedures, failure by senior leaders to take accountability of women advancement are key organizational barriers that stand in the way of women career progression.

Organizations are located in societies with particular cultural values, institutional practices, ideologies and stereotypes regarding appropriate sex roles and behaviors which affect internal structures and processes (Martin, 2006). According to Banducci, (2002), most organizations have been established and primarily directed by men hence the prevailing culture is more in alignment with men's styles and approaches. Evidence exists in many organizations that they often mirror society's ideals about which group of workers are appropriate for certain jobs. In a study on gender disparities in the Kenya public universities established that a set of non-merit factors exist and sometimes affect the rate of promotion and opportunities for future success, key among them nepotism,

tribalism and political loyalties that seem to play a significant role in allocating academic staff into status positions (Kanake, 1997). According to a study by Osumbah (2010), organizational barriers were rated as the greatest impediment that women face in ascending through the ranks to senior management levels. Top executive ranks are still predominantly male because the conventions of most power cultures tend to be male oriented (Savage, 2002). He further argues that many able women find themselves quickly marginalized and barred from real influences as they are faced with unexpected and acknowledged culture change together with a gap whose criteria of power and influence is automatically male. Davidson (2001) describes the Japanese management style as a set of institutionalized practices that perpetrate gender inequality.

Male dominated cultures produce a work environment that is alien to women, a culture that does not formally exclude women but which makes very few concessions to the existence of any different set of values and patterns of behavior (Heilman & Alcott, 2001). It is a culture where few women feel at ease and where most find difficult expressing their views. According to Cole, (2009), women continue to face discrimination during recruitment and selection interviews. Manya, (2000), argues that the composition of interview panels are mostly male dominated and often subject female candidates to gender biased questions which are irrelevant to the positions applied for. Some women managers have identified the timing of meetings as insensitive since they are arranged at odd hours, late at night and during weekends when they are intended to take care of their families. Such institutional practices have costed some women managers their marriages (Martin, 2006 Employees need to feel that procedural and distributive justice prevails in all aspects of the organization policy and procedures (Armstrong, 2003).

2.3.4 Training/Development effect and Women Career Progression

According to Armstrong, (2006), training is the use of systematic and planned instruction activities to promote learning. Martin (2005),contends that employees who are regularly trained stand a better chance of advancing their careers while employees not exposed to training programs stagnate on their on their career progression. Armstrong, (2003), concurs that training plays a great role towards equipping employees with more knowledge and skills on how to execute various job tasks, functions and this helps employees to advance their careers. According to Cole, (2009) lack of adequate training is contributive to the difficulties women experience in getting management jobs. Research shows that training and development programs benefit employees by increasing their skills and competencies (Grits, 2001). A study by Thompson, (2002), revealed that fewer training and developmental opportunities were made available to women. Access to organizationally sponsored training and development schemes is often unequal between the sexes according to Arthur, (2000).He further argues that women are often considered to be high cost workers due to family issues such as caring for sick kids, higher turnovers hence given fewer training opportunities.

Miller, (2004), affirms that career advancement amongst employees is dependent on how often employees are exposed to training programs and the nature and characteristics of training programs given to employees. Armstrong (2003),contents that training plays a great role towards equipping employees with more knowledge and skills on how to execute various job tasks, functions and this helps employee to advance their careers. According to Cole, (2009), management development is concerned more with career growth than immediate performance and is directed towards future needs rather than present needs. McGregor, (1960), (as cited in Armstrong, 2006), argued that managers are neither born nor made: they are grown. Since management development contributes to business success by helping the organization to grow the managers it requires to meet its present and future needs, organizations should provide conditions favorable to faster career growth through implementing career development programs (Armstrong, 2006).

3. Methodology

The study adopted a mixed method research design. Mixed method research design is appropriate as it involves qualitative and quantitative techniques (Teddlie & Tashakkori, 2003). The target population of this study comprised of 186 employees at the Kenyan ministry of education. The study used the Krejcie and Morgan (1970) formula to arrive at the sample size of 127 respondents. A questionnaire that was formatted on a five Likert scale with end-points of "strongly disagree" and "strongly agree" was selected instrument for data collection for the study. Respondents were asked to record their level of agreement against the research variables presented .Of the 127 questionnaires distributed, 108 were filled and returned forming a response rate of 85%. The information gathered in the open ended part was coded and analysed in to themes based on this research questions. Descriptive statistics data analysis method was applied to analyze numerical data gathered using open ended questions. Multiple regression analysis was used to establish glass ceiling existence in relation to factors affecting women aspiring for administration positions in the education sector in Kenya.

4. Research Findings and Discussions

Descriptive and inferential statistics have been used to discuss the findings of the study. The study sampled 127 employees in the ministry of education in Kenya. 108 of the 127 respondents filled and returned the

questionnaires, forming a response rate of 85%. A response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent (Mugenda & Mugenda, 2013). Hence in this study the response rate was excellent.

4.1 Reliability Analysis

Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. Cronbach's alpha was calculated by application of SPSS for reliability analysis. The value of the alpha coefficient ranges from 0-1 and may be used to describe the reliability of factors extracted from dichotomous and or multi-point formatted questionnaires or scales. A higher value shows a more reliable generated scale. Cooper & Schindler (2008) has indicated 0.7 to be an acceptable reliability coefficient. Table 1 shows that socialization had the highest reliability (α=0.901) followed by education levels (α=0.817), then training and development (α = 0.811) and organizational barriers (α=0.7762). This illustrates that all the four scales were reliable as their reliability values exceeded the prescribed threshold of 0.7.

Table 1: Reliability Coefficients

Scale	Cronbach's Alpha	Decision
Education Levels	0.817	Accepted
Socialization	0.901	Accepted
Organizational barriers	0.762	Accepted
Training and Development barrier	0.811	Accepted

4.2 Descriptive Statistics
4.2.1 Education Level barrier
Table 2: Impact of Level of Education and Women Career Progression

	Mean	Std deviation
Some families prefer educating boy child than the girl child	1.5309	.56536
Level of education determines ascendancy to managerial position	1.8209	.67252
Affirmative action is a discriminatory policy that should be done away with	1.5821	.55457
Gender mainstreaming into the curriculum prepares the girl child for future management responsibilities.	1.3742	.6431
Lack of women mentors negatively affects women's ambitions to senior management	1.8955	.74130
Promotion of women to senior management should be done on the basis of education qualification	1.2149	.70695

From the findings on the relationship between level of education and women's career progression, majority of the respondent agreed that some families still preferred to educate boys than girls as shown by a mean of 1.5309. Respondents also strongly agreed that gender issues should be included in the curriculum as it prepares the girl child for management roles as shown by a mean of 1.3742. They also agreed that affirmative action is a discriminatory policy that should be done away with as shown by mean of 1.5821, Respondents also agreed that promotion of women to senior management should be done on the basis of education qualification as shown by mean of 1.2149 which implied that women should be promoted on merit basis and should therefore compete fairly for management positions with their male counterparts. Respondents agreed that the level of education determines ascendancy to managerial position as shown by mean 1.8209, and that lack of women mentors negatively affects women's ambitions to senior management as shown by mean 1.8955. This information was supported by low standard deviation an indication that respondent held similar opinions. Cole,(2009) states that education is a major factor that influences the recruitment and upward mobility of women to positions of power and authority. At family level, educated women have reduced fertility rates, brought up healthier, better educated children and reduced infant and maternal mortality rates((RoK, 2007).

4.2.2 Socialization barrier
Table 3: Effects of Socialization on Women Career Progression

	Mean	Std deviation
Socialization negatively affects the career progression of potential women leaders	1.7761	.08462
Lack of women mentors negatively affects women's ambitions to senior management positions	1.6418	.88252
Women's multiple roles make them unsuitable for the demands of top leadership.	1.8806	.89650
Socializing the girl child into more proactive characteristics as being assertive, go getters, strong, capable and visionary helps them to prepare well for leadership roles.	1.6866	.91659
Women who hold top positions are perceived negatively in society	2.5776	.61196

From the findings on the effects of socialization on career progression, majority of the respondent agreed

that socialization negatively affects the career progression of potential women leaders as shown by mean 1.7761 and that lack of women mentors negatively affects women's ambitions to senior management positions as shown by mean of 1.6418 and women's multiple roles make them unsuitable for the demands of top leadership as shown by mean of 1.8806.Respondents agreed that socializing the girl child into more proactive characteristics; as being assertive, go getters, strong, capable and visionary helps them to prepare well for leadership roles.as depicted by a mean of 1.6866 However, respondent disagreed on the perception that women who hold top positions are perceived negatively in society as shown by mean of 2.5776, The socialization process therefore structures and equips men and women to enact their respective and different roles. Socialization of the girl child in many societies stands to blame for perceived inabilities on the part of the woman, (Kamau, 2007).

4.2.3 Organizational Barriers

Table 4: Effect of organizational barriers on Women Career Progression

	Mean	Std deviation
The organization selection and recruitment procedures are fair and transparent.	2.7731	.95085
There is a culture of male dominance in senior management positions	1.3582	.59548
Top management assumes accountability for women's career advancement	1.7164	.69208
The organization has a senior management development program for its senior employees	1.6418	.71141
The organization is interested in employee career progression and supports them	1.6567	.84481
The organization upholds male leadership than female leadership	1.1493	1.19663

From the findings on the effects of organizational barriers on career progression, respondent strongly agreed that there is a culture of male dominance in senior management positions as shown by mean of 1.3582, respondent agreed that the organization had a senior management development program for its senior employees as shown by mean of 1.6418, that the organization is interested in employee career progression and supports them as shown by mean of 1.6567, that top management assumes accountability for women's career advancement as shown by mean of 1.7164,respodents. Respondents were of the view that the organization upholds male leadership than female leadership as shown by mean of 1.1493 Respondents however disagreed that the organization selection and recruitment procedures are fair and just as shown by mean of 2.7731. Armstrong, (2003) indicated that most organizations have been established by men hence the organizations cultures tend towards a male worldview. The resultant male worldview elevates masculine pursuits to ideal while female values, experiences and behaviors are viewed as inferior. According to Ernest, (2003), the result is that men are viewed as experts while women have to prove that they are.

4.2.4 Training and development barrier

Table 4: Role of Training on Women Career Progression

	Mean	Std deviation
The organization has an obligation to train its employees	1.8507	.58397
Training enhances employees skills hence better performance	1.5075	.63659
Training enhances an employee's prospect of promotion to senior management	1.5672	.67921
The organization conducts training needs assessment to assess employee training needs.	2.8000	.87039
The Ministry enhances employee employability by sponsoring them for training to enhance their skills and competencies	2.2090	.84454

On the role of training on career progression, the study found that majority of the respondent agreed that training enhances employee's skills hence better performance as shown by mean of 1.5075, training enhances an employee's prospect of promotion to senior management as shown by mean of 1.5672, the organization has an obligation to train its employees as shown by mean of 1.8507, respondents disagreed that their organization conducts training needs assessment to assess employee training needs as shown by mean of 2.8000, and the Ministry does not enhance employee employability by sponsoring them for training to enhance their skills and competencies as shown by mean of 2.2090. Armstrong, (2006), training is the use of systematic and planned instruction activities to promote learning. Martin (2005),contends that employees who are regularly trained stand a better chance of advancing their careers while employees not exposed to training programs stagnate on their on their career progression. Armstrong, (2003), concurs that training plays a great role towards equipping employees with more knowledge and skills on how to execute various job tasks, functions and this helps employees to advance their careers.

4.3 Regression analysis
4.3.1 Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901[a]	.811	.798	.88195

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Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable, from the findings in the above table the value of adjusted R squared was 0.798 an indication that there was variation of 79.8% on the glass ceiling effect due to changes in education levels, socialization, organizational barriers and training and development at 95% confidence interval. R is the correlation coefficient which shows the relationship between the study variables, from the findings shown in the table above there was a strong positive relationship between the study variables as shown by 0.901.

4.3.2 Table 6: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.745	4	0.186	7.164	.018[b]
	Residual	2.678	103	0.026		
	Total	3.423	107			

From the ANOVA statics in table above, the processed data, which is the population parameters, had a significance level of 5% which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value) is less than 5%. It also indicates that the model was statistically significant and education levels, socialization, organizational barriers and training and development were significantly influencing glass ceiling effect

4.3.3 Table 7: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.510	0.114		4.474	.010
	Education Levels	0.226	0.039	.026	5.795	.000
	Socialization	0.125	0.028	.102	4.464	.020
	Organizational barriers	0.247	0.061	.212	4.049	.050
	Training and Development	0.276	0.056	.183	4.929	.020

The established regression equation was

$Y = 0.510 + 0.226 X_1 + 0.125 X_2 + 0.247 X_3 + 0.276 X_4$

From the above regression equation it was revealed that holding education levels, socialization, organizational barriers and training and development to a constant zero, glass ceiling effect would stand at 0.510, a unit increase in education level would lead to increase in the glass ceiling effect by a factor of 0.226, unit increase in socialization would lead to increase in glass ceiling effect by factor of 0.125 , unit increase in organizational barriers would lead to increase in glass ceiling effect by a factor of 0.247 and unit increase in training and development would lead to increase in glass ceiling effect by a factor of 0.276. From the above regression equation it was found that there was positive association between glass ceiling effect and education levels, socialization, organizational barriers and training and development and that these factors significantly influenced the glass ceiling effect.

5. Recommendations

- **Parents/mentors to encourage and empower girl child to increase their level of education.**

From the research findings therefore, the girl child should be encouraged and empowered to acquire suitable levels of education with parents taking a more proactive role in educating all their children without giving preference to the boy child in order to compete fairly for future management roles.

- **Gender mainstreaming into school curriculum**

It can also be deduced that gender mainstreaming and mentorship programs into the curriculum to prepare women for management responsibilities is inevitable if more women are to access to better education levels and hence reduce the glaring gender gap in the management positions.

- **Employer's role on training, promotion and policy change for women career advancement.**

Employers need to take a leading role in providing fair opportunity for women to take up training and development opportunities to better their capacity in management skills on need assessment as opposed to discriminatory practices that favor their fellow men. They should also come up with suitable policies that accommodate women into management roles.

- **Fair and transparent hiring and promotion procedures**

The study also established that organizations should embrace transparent and fair recruitment and promotion procedures based on merit to accommodate more women and minorities in the management positions. The male dominance perception should be replaced with a change of attitude towards women leadership in order to tap to the rich leadership qualities women possess.

- **Women's role in their own career development**

Women should take a more proactive role and attitude change to develop attributes perceived to be male such as

assertiveness, authoritative, go getters and competent in a bid to champion and occupy the top seats and amass more power to more equitable gender parity. Girls should therefore be encouraged to develop more proactive characteristics as being assertive, go getters, strong, capable and visionary that helps them to prepare well for leadership roles.

- **Early masculine socialization for the girl child**

It was established that socialization of girls to take less challenging responsibilities in their childhood makes them unsuitable for management position. It therefore can also be argued that if parents and instructors prepared both boys and girls for equal roles both at home and at school, this would champion the change that many would want to make in social, political and economic management spheres. The perception of men suitable and women not suitable for leadership positions should be done away with ,with both husbands and wives sharing equally to familial responsibilities thus giving all a fair chance to access to their career progression.

6. Conclusion

This research established the existence of glass ceiling but also provided remedial razing factors to mitigate the glass ceiling effect for women aspiring for top management positions in the education sector in Kenya. At school level this research established that in order for women to be more competitive, parents and mentors have a responsibility to socialize and mentor the girl child early in life to develop and take up masculine roles that once were perceived to be a male domain. The ministry also should inculcate gender mainstreaming into the curriculum in order to prepare the girl child for management roles as early as school level. On the employment level, the study also ascertained that the requisite for the top job not only requires, high education levels, training and development, existence of mentors, employer perception change on women's management ability but also suitable organizational hiring and promotion policies and structures changes that accommodate more women into management positions.

6.1 Limitations and Future Research

The present results have some limitations, though. This study was based on data from employees working in the Ministry Education, hence did not allow the researchers to infer to other state departments and organization Data collected for this study was limited to respondents from the middle and top management cadre hence might not represent the opinions of other employees. These limitations suggest directions for future research.

6.2 Managerial Implications

From the finding and conclusion the study recommends that there is need for the management of various organizations to embrace suitable policy changes that make it possible for women to access to management positions Employers should create a positive attitude towards women in top position and this will help also fight how society perceive women as incapable compared to men consequently enhancing women career progression. Consequently, women themselves should take up a more proactive role in championing the change they want to see in equitable allocation of management seats.

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