

The Glass Ceiling: Strategies to Sustain Women Managers In Education Sector In Kenya

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ABSTRACT:

Purpose: The study sought to establish the strategies employed to sustain women managers in education sector in Kenya. Specific objective was to establish how sustainability for women managers in education sector can be maintained through increased representation, management and mentorship programs, social professional networking and collaboration and work place support.

Design/Methodology/Approach: Mixed method research design was used for this study. This study was carried out in the Kenyan education sector. The target population for the study consisted of 520 respondents; the study used stratified random sampling to select a sample of 156 respondents. The study used different methods of data analysis including inferential and descriptive methods.

Findings: The study found that there is a statistically significant positive relationship between representation, management and mentorship programs, social professional networking and collaboration and workplace support and sustainability for women managers in the education sector in Kenya. Therefore representation, management and mentorship programs, social professional networking and collaboration and workplace support will positively influence sustainability for women managers in the education sector.

Research /implications: There is need to create awareness on the need to educate more girls so that a 'pool' of professionals is created in the Country. There is need for a review of promotion guidelines to make the movement to the next grade timelier and use of meritocracy.

Research: Limitations: A more inclusive study testing diverse constructs and in diverse government department would give a more balanced view.

Practical implications: Unless key policy makers find suitable strategies to eliminate existing barriers, gender equity in education management will be unachievable

Originality/value: The paper highlights strategies employed to sustain women managers in education sector in Kenya.

KEYWORDS: Glass Ceiling, Strategy, Sustainability, Education, Management and Mentorship Programs, Social Professional Networking and Collaboration And Work Place Support.

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I. INTRODUCTION

During the past few decades, women have attained soaring levels of education in many parts of the world and their proportion comprises around 40 percent of workers worldwide, (ILO, 2012). In many countries, women have higher rates of enrolment in schools and universities and dominate certain economic sectors such as education and nursing fields. This phenomenon however, has not been paralleled by equal access to work opportunities at higher levels of organizations. There is a persistent world trend affecting female managers where their career development plateaus at middle management positions, (Wentling, 2013).

Women accumulating management experience and completion of professional education programs do not seem sufficient to ensure their access to senior management positions at a comparable rate to men (Ogenyi & Victoria, 2014). Although women have made some gains in entering and rising in managerial ranks in organizations worldwide, men continue to dominate executive and senior management positions (Lize & Nkomo, 2010). According to Grant- Thomson (2007), a business survey carried out internationally revealed that: in four out of ten businesses in the world, there are no women in senior positions. In the UK and USA there has been an increase in the number of women in management at junior and middle management levels (Lyness & Heiman, 2012). However, career advancement remains slow and uneven despite government legislation, legal sanction, greater participation in education and increasing entry into the workforce in general and into

management occupations in particular. Only a very small proportion of women advance to senior management positions (Metz & Simon, 2010).

A study carried out by the World Economic Forum (WEF) to measure the gender gap revealed that in terms of narrowing the gender gap, Sweden, Norway, Finland, Iceland and New Zealand were among the top of ten countries in the overall rankings (Greig, Hausmann, Tyson, & Zahidi, 2014). Noticeable absences in the top ten were the USA, UK and Australia. According to the WEF report, no country in the world has yet reached equality between women and men (Greig *et al.*, 2014), nor eliminated the gender gap where women and men share decision-making power. The same report analyzed the status of women in management and revealed that although women were reported to be employed for wages in similar numbers to men worldwide, the number of women holding managerial positions was found to be much lower (Tlass & Kauser, 2014). Women were reported to be making “slow and uneven progress” (Lopez-Claros & Zahid, 2015) in achieving equality in managerial positions, with only 20-40 percent of management positions reported to be held by women in 46/63 countries (Wood, 2008).

In Africa, a study carried out by United Nations (2000), revealed that the average percentage of women legislators, senior officials and managers is 28.7 percent across the six sub-Saharan African countries. A census conducted in South Africa by Grant Thornton International (2007), revealed that despite a slow increase of women in senior positions, they still lag behind their male counterparts in terms of representation in management and CEO positions. In Nigeria, Chovwen (2006) noted that despite their increasing representation, women experience difficulties in developing their careers in male occupations.

According to United Nations Development Fund for Women (UNIFEM, 2016), Kenya remains one of the countries where women have not made significant progress in women’s representation let alone participation in all sectors of development since independence. Although Kenyan women are gradually joining the public service and making significant strides to develop careers in the previously male-dominated professions, they are still grossly underrepresented in senior management and public decision positions in job group P and above compared to 24.3% of those in job group A-G (UNIFEM, 2016). Although some progress has been made in addressing gender disparities in Kenya, through affirmative action and gender mainstreaming policy, a lot of effort still needs to be done given that women play a critical role in social-economic development of any nation; there is an urgent need to remove all the obstacles that hinder their contribution to national development.

Although Kenyan women are gradually joining the public service and making significant strides to develop careers in the previously male-dominated professions like the education sector, they are still grossly underrepresented in senior management and public decision positions in job group P and above, they only form 0.5% compared to 24.3% of those in job group A-G (UNIFEM, 2016). Furthermore Kenya remains one of the countries where women have not made significant progress at senior levels (UNIFEM, 2016). Data available shows that employment and promotion of women in the education sector is tilted in favor of men and that although some institution in the education sectors have made efforts to employ and promote more women, gender parity is still far from realization (GoK, 2010).

Women in education management face numerous barriers which are multi-faceted, highly complex in nature and deeply interwoven in cultural norms and values (Bunyi, 2008; Onderi & Makori, 2013). Women tend to be barred from full participation in education management by male dominance, unfriendly policy guidelines, dearth of mentors, limited in-service training, and resistance from male colleagues, cultural stereotypes, gender violence, and negative media portrayal among others (Ongaki, Omwoyo, & Musa, 2015). Other factors include lack of collaboration and work place support; lack of buy-in; operating under a single leadership model; work-life balance pressures; lack of opportunity; and lack of social professional networking. By addressing these factors, and advancing employees based on performance, organizations can reap a positive return on investment by fostering a productive and engaged workforce (Hellman, 2011).

Undoubtedly, breaking the glass ceiling matters and it signals an end, or at least the beginning of an end, to gender exclusivity in firm leadership (Jeong & Harrison, 2017). Public administration is the foundation of government and a major employer in most countries. As such, women’s participation in the civil service is vital for their economic empowerment as well as for mirroring the fabric of society in a country’s public institutions (Lee, 2015). This study give an insight on how sustainability for women managers in education sector can be maintained through increased representation, management and mentorship programs, social professional networking and collaboration and work place support.

II. LITERATURE REVIEW

Theoretical Review

This study was based on the Social cultural beliefs theory. In society there is a belief that a good mother must give less effort and priority to work demands, she is therefore seen as less committed mother if she is more committed to work than family (Ridgeway, 2001). This biased belief is likely to create barriers to women advancement in the workplace. These barriers make women lack opportunities to present their ideas, therefore reducing their influence over group decisions.

In contrast to the societal judgment made towards mothers, employed fathers are regarded as better parents and more professionally competent (Feugen, Bienat, Haines & Deaux, 2004). This notion includes the belief that mothers must do more than fathers to be labeled as good parents and that mothers are held to higher standards of responsibilities than fathers. The study is supported by social role theory that guides judgment of mothers and fathers where fulltime employed mothers are judged as violating the norms of caretaker role but employed fathers embody the provider role. Therefore motherhood has a detrimental effect on women's career progression.

Strategies for Women Managers Sustainability

Coping strategies include redesigning one's roles and relationship and manipulating resources and demands to do so (Voydanoff, 2005). In career domain, ambitious women develop social networks, enter mentoring relationships and seek promotions opportunities (Brett & Stroh, 2003; Ibarra, 1997), to advance. Women must also develop androgynous interpersonal style with which both male and female counterparts are at ease (McGregor & Tweed, 2001; Resign & Cotton, 1998). Where family demands are concerned, ambitious women seldom rely on organizational support for fear of reinforcing communal stereotype (Broad- Bridge, 2008). Many women executives and those in elite occupations cope by making discreet choices between career and family such as opting out or delaying marriage and parenting (Brail-Loy, 2001). Women also increase their personal domain resources by relying on spousal support.

Some organizations have tried to achieve gender equity by implementing organizational policies like flexible work hours, paid leave of absence, subsidies for child care, job sharing, home based employment, mentoring, networking and finding ways to create a better work life balance which has enabled women in those organization advance in their careers (Cooper, 2001). There is also evidence that appropriate education and training is of critical importance to women's career development (Wentling, 2003). A study carried out in USA by Wentling (2003), revealed that those women who have progressed into senior positions do share some common characteristics. Some of the factors women believed were most important to their progress were consistently exceeding performance expectations, developing a style which male managers are comfortable, and seeking out difficult or high visibility assignment. Henning and Jardim (1977) further identified some characteristics that successful career women have in common. These included sharing some ideas of their future career goals, hard work, determination, perseverance, commitment to their careers, and achieving positions and status in spite of many barriers. In some cases women do not want to work with other women, or to solve their problems.

In the face of impediments to leadership positions, women principals have to look for strategies to cope. Women who are aspiring for leadership must of necessity overcome childhood socialization which discouraged development of some essential qualities of leadership such as assertiveness. The popular perception of the maleness of leadership must also be overcome. Some of the strategies currently used by female executives include:-

Presentation and Sustainability for Women Managers

When one woman is a leader, it changes her and when more women are leaders, it changes politics and policies (Rosenbluth, Kalla & Teele, 2015). A study in Malawi by Tam O'Neil, Joseph Wales and Mkandawire (2016) surveyed two women MPs (Members of Parliament) who had been re-elected in 2014. The two both exhibited a strong belief in their own ability to lead combined with willingness to comply with gender norms when interacting with constituents. Successful women MPs thus walk the fine line between masculinity and femininity. Rather than rejecting them outright, this suggests effective women politicians adopt a strategic approach to gender norms and expectations in pursuit of political or electoral gain. Corporate and political groups are likely to become supportive of women leaders when there are at least three women in the leadership group. It was found in a study of 317 Norwegian firms that attaining a goal of at least three women on a corporate board was significantly correlated with higher levels of organizational innovation (Torchia, Calabro, & Huse, 2011).

Women have been obtaining advanced and professional degrees and proving capable of successful senior-level leadership (Anzia & Berry, 2011). Women have proved their competence as successful senior-level

leaders (Billing, 2011). In spite of all of their preparations, their commitment, their hard work, and even their gains, women remained underrepresented in senior leadership positions (Fain, 2011).

The professional workforce, and rapidly attaining higher and more secure jobs as compared to men (Sharma & Sehrawat, 2014). The participation of women in the workforce has been argued to bring particular gender-specific capabilities (relationship focused, open communication styles, motivating abilities toward followers, and the sharing of power) to the economic sector (Bullough, 2008.) As women continue to hold more senior administrative and leadership positions in organizations, it is becoming clearer that women in leadership are not a fleeting trend. To change a culture, underscoring behaviors and beliefs should morph. Evidence of changing attitudes in one study demonstrates more acceptance of women in leadership. By looking at individual qualities, rather than through a filter of preconceived notions about a gender, the stereotypes are less apparent (Elsesser & Lever, 2011).

Several participants commented on whether having women in positions of leadership improved the gender responsiveness of policies and programmes. A few participants reported instances where women with decision-making authority succeeded in introducing changes to improve the lives of many women (United Nations, 2007). Margaret Rukuni of the Zimbabwe Open University noted that the country has “finally passed a Domestic Violence Act, primarily because our Minister of Women's Affairs are a female with passion for alleviating women from poverty, ignorance and repression.” Similarly, Margaret Mburu of the Tabasco Community Network and the Engendering Peace Process Initiative in Kenya shared the example of how women leaders, supported by a woman parliamentarian, were able to get a 15 per cent reduction on tax levied on sanitary napkins. This was a significant achievement of benefit to the millions of women in the country who rely on these products (United Nations, 2007).

Inculcation of female college presidents rose in the past two or three decades, but the number has not consistently hovered at critical mass. Mentoring women into the position of president seems to positively influence this low number. Female presidents, vice presidents, and provosts in higher education have found themselves in leadership because of support and value from those around them, including spouses and children (Dindoffer, Reid, & Freed, 2011)

Management and Mentorship Programs and Sustainability for Women Managers

Education plays a greater role in creating the self-confidence and making the individual independent. Building competence and capacity in women can empower them to take their own decisions and negotiate on their own terms. According to a study conducted by Division for the Advancement of Women Department of Economic and Social Affairs, Several participants raised the issue of tokenism when women are being appointed to leadership positions to fulfill affirmative action requirements rather than on the basis of merit. Shola Oshodi-John of the Gender Initiative for Transformation, Nigeria, noted that “As democracy gets entrenched in countries within West African sub-region, it is imperative that a paradigm shift is made from appointing women into leadership position as a favor a question of women’s right to adequate representation and participation in the affairs of their nation, as citizens with equal rights with men and not as a lesser citizen based on their sex.

A number of participants (from countries such as India, Indonesia, Iraq, Nigeria and Tanzania) highlighted a lack of specific management training, skills training, professional development, decision-making skills and mentorship programs, which prevent women from being seen as effective leaders. Legislation on equal pay for equal work, free choice of profession or employment, equality in hiring and promotions, freedom from sexual harassment in workplace and other critical rights are increasingly being promoted in India. Women should be provided with strong mentoring and personal development programs that specifically address personal effectiveness in managing family and household demands while simultaneously climbing the proverbial corporate ladder (Boone *et al.*, 2013)

Previous studies have noted that women are disproportionately represented in staff positions, those that are less visible, have less responsibility and do not necessarily lead to top leadership. That reality dictates that women must fight for highly visible roles in which they are seen as competent and relevant. In reflecting upon their career transitions, in a study conducted by Nancy K. Weidenfeller (2012), the women participants in this study described either asking for profit-and-loss responsibility or being put in charge of troubled divisions. That line experience was essential to creating the visibility and track record required to be considered for senior executive roles. Women who aspire to these roles must be made aware such positions are open to them and organizations must consider placing more women in these roles; otherwise, they may not be in the talent pool when senior level decisions are made. Participant’s highlighted specific areas of training which they saw as important for women’s leadership-building, including: Management and knowledge of global markets; Technological awareness; and Advocacy and decision-making.

Line management skills were important for development as an enterprise leader and advancement into senior leadership (Estrich 2000). Wellington, Kropf, and Gerkovich (2003) also noted that chief executive officers (CEOs) look for people with high-level profit-and loss experience when seeking successors. However,

Research identified that general management or line experience (e.g. managing a census data (Catalyst, 2001) indicated that women reported holding only 7.3% of line officer positions. Wellington, Kropf, and Gerkovich (2003) noted that women may not be aspiring to these roles because they are not aware such positions are open to them, may be discouraged from pursuing these roles. Other studies found that women needed to have a personal drive and determination to succeed by working hard, seeking more responsibility and persisting until the job was done. Likewise, prior research on women leaders found that all reported experiencing intense scrutiny. These authors indicated that women had to prove up regardless of their track record (Kolb, Williams & Frohlinger, 2004).

Social Professional Networking and Sustainability for Women Managers

Contrary to men, women often do not have access to professional networks, which are critical for career development. Networking was therefore highlighted as a way for current and aspiring women leaders to build professional relations that enable them to grow as leaders (Australia, Nigeria, and United States). Helgesen (1990) found a significant aspect of being an enterprise leader was achieving influence, having an ability to connect with people and effectively deliver the message. The participants in this study described being aware of their personal communication style and knowing how to adjust their delivery style to meet the needs of a diverse audience. The ability to influence people was gained by creating, maintaining and leveraging a complex web of relationships. These women shared how they adjusted to their business environment and leveraged a 'connect-and-collaborate' leadership style, which was especially helpful in building high performing teams, soliciting ideas, gaining buy-in and managing change. Such a strategy may be useful in developing relationships with new generations of workers.

The participation of women in the workforce has been argued to bring particular gender-specific capabilities (relationship focused, open communication styles, motivating abilities toward followers, and the sharing of power) to the economic sector (Bullough, 2008). A consequence of businesses operating in a globalized world is that modern, globalizing business values accommodate the advancement of women and lead individuals to associate the advancement of women with an increased capability to operate within the global economy. An increase in the acceptance of women in leadership may imply a recognition of the value of women-specific capabilities as well more opportunity for women to achieve gender equality and independence. However, while accommodating outside values has become recognized as important, these values may not have penetrated individual-level behaviors (Hermans *et al.*, 2017).

In his study of the women's rights organization Nagorik Uddyog in Bangladesh, Higgitt (2011) argues that, critical to its success at building women's leadership is the organization's explicit attention to fostering women's solidarity and common interests while also enabling them to reflect on their diversity. Women leaders groups in Pakistan set up by Oxfam helped nearly 116,000 women gain national identity cards and persuade the local *panchayat* authority in Attock to ban honor killings (Repila, 2013). Policymakers in Honduras agreed women's organizations supported by the Raising Her Voice Program were instrumental to ensuring the enforcement of national legislation on local budget allocations to projects benefiting women (Manaute, 2013).

Collaboration and Work Place Support and Sustainability for Women Managers

Women administrators have also become aware of their rights and have continued to pressure the government and other stakeholders through formation of lobby groups to voice their agendas particularly increasing women boardroom presentations in the education sector in Kenya. Increase in presentation helps the women to amass bargaining power to their favor. In a study by the Division for Advancement of Women, participants expressed lack of support from their senior managers in accessing to leadership position. They accused their seniors of harassing them sexually when trying to recruit for the leadership positions. A participant from Kenya had this to say 'Women who don't acquiesce to sexual advances from male participants typically do not get promoted or they are frustrated out of the workforce' (Kenya). Joan Oviawe from Nigeria noted that sexual harassment was another "major barrier to leadership positions", that prevented "some women from occupying leadership roles. This is a major problem that the government/institutions are not tackling."

Fewer studies report on how women's leadership has influenced outcomes for women – such as more equitable laws and policy, improved services or more inclusive political settlements – and this discussion is almost entirely absent from the studies of girls' leadership (O'Neil, Plank, & Domingo, 2015). Women who are regarded as token leaders may be subject to increased scrutiny and skepticism similar to the reactions given to an outsider. Research has suggested that tokenism can be changed into a "critical mass" and achieve an environment in which women leaders are not regarded as being recruited for symbolic value. By looking at individual qualities, rather than through a filter of preconceived notions about a gender, the stereotypes are less apparent (Elsesser & Lever, 2011).

Female principals mentioned how most adults outside their schools expect a principal to be male. The study reported that within a principal ship, men liked being in charge and recognized that the leadership position

held power much like a coach. Yet, males complained about not having vacations, whereas females did not mention this dissatisfaction with the job. Females talked about relationships, particularly with their families—if those relationships were good, then work would be good. Other potential reasons exist for why women do not enter high-ranking positions. Some women want to work but not at an executive level. Feyerherm and Vick (2005) suggested that women who did not want to be executives may leave the workforce because they lack support. Women have the choice of either moving up or out.

III. RESEARCH METHODOLOGY

Mixed method research design was used during this study. This research design is appropriate as it involves qualitative and quantitative (Teddlie & Tashakkori, 2003). This study was carried out in Kenyan education sector. The study targeted all the women administrators in Ministry Of Education (MoE), Teachers Service Commission (TSC) and Kenya Institute of Curriculum development (KICD).and School Heads. The target population for the study consisted of 520 administrators of four key stakeholders responsible for education sector development. The study used stratified random sampling and according to Gay 1992, a sample size of 30% of the target population is appropriate. So of the 520 target population, 156 respondents were chosen and were served with the questionnaires. In order to facilitate the collection of data, the researcher used structured questionnaires. Quantitative data was organized into manageable form and coded to necessitate entry into the computer. The study used different methods of data analysis including inferential and descriptive methods. Conclusions were then made accordingly.

IV. RESEARCH FINDINGS

Descriptive and inferential statistics have been used to discuss the findings of the study. Of the 156 respondents, 140 filled and returned the questionnaires, forming a response rate of 89.7%. 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, 2012). Hence in this study the response rate was excellent.

Descriptive Statistics

Table 1: Representation and Sustainability for Women Managers

Statement	Mean	S. Dev
Increasing the number of women in decision making exerts strong pressure on government to commit and implement the two third gender rule and other gender related policies.	4.100	0.944
Allocating adequate resources to women empowerment programs, will increase the number of women administrators in the board rooms	4.107	0.985
Proper and transparent hiring and recruitment procedures by the HR department will increase women in the board rooms towards glass ceiling sustainability.	4.429	1.226
Through establishment of a nomination agency to identify women with appropriate competencies and experiences, the government will increase the number of women towards glass ceiling sustainability.	4.343	1.100

The respondents agreed that through establishment of a nomination agency to identify women with appropriate competencies and experiences, the government/institutions will increase the number of women towards glass ceiling sustainability as shown by a mean of 4.343, proper and transparent hiring and recruitment procedures by the HR department will increase women in the board rooms towards glass ceiling sustainability as shown by a mean of 4.429, allocating adequate resources to women empowerment programs, will increase the number of women administrators in the board rooms as shown by a mean of 4.107 and increasing the number of women in decision making exerts strong pressure on government to commit and implement the two third gender rule and other gender related policies as shown by a mean of 4.100.

Table 2: Mentorship Training Programs and Sustainability for Women Managers

Statement	Mean	S. Dev
Government resource allocation and establishment of training institutions and improved facilities will improve women sustainability in decision making.	4.050	0.872
Mainstreaming gender sensitive programs such as mentorship and line management courses in the curriculum will empower the girl child and aspiring women administrators above glass ceiling sustainability.	3.971	0.954
Increased government scholarships and capacity building programs, empowers women above glass ceiling sustainability.	4.014	0.891
Line management courses positively influence glass ceiling sustainability of women	4.193	1.015

administrators

From the findings the respondents agreed that line management courses positively influence glass ceiling sustainability of women administrators as shown by a mean of 4.193, government resource allocation and establishment of training institutions and improved facilities will improve women sustainability in decision making as shown by a mean of 4.050, increased government scholarships and capacity building programs, empowers women above glass ceiling sustainability as shown by a mean of 4.014 and mainstreaming gender sensitive programs such as mentorship and line management courses in the curriculum will empower the girl child and aspiring women administrators above glass ceiling sustainability as shown by a mean of 3.971.

Table 3: Social Professional Networking and Sustainability for Women Managers

Statement	Mean	S. Dev
In building strong social networks with senior administrators, women administrators are likely to promote themselves beyond the glass ceiling	4.021	0.999
Creating strong Social professional networking by women administrators within the organization positively influence their glass ceiling sustainability	4.029	0.890
Building firm Social professional networking among peers positively influence glass ceiling sustainability for women	4.171	1.014
Social professional networking across other related departments will improve women Administrators' sustainability beyond the glass ceiling.	3.979	0.826

The respondents agreed that building firm Social professional networking among peers positively influence glass ceiling sustainability for women as shown by a mean of 4.171, creating strong Social professional networking by women administrators within the organization positively influence their glass ceiling sustainability as shown by a mean of 4.029, in building strong social networks with senior administrators, women administrators are likely to promote themselves beyond the glass ceiling as shown by a mean of 4.021 and social professional networking across other related departments will improve women administrators' sustainability beyond the glass ceiling as shown by a mean of 3.979.

Table 4: Collaboration and Work Place Support and Sustainability for Women Managers

Statement	Mean	S. Dev
By developing collaborative leadership style (360degrees) to include all stakeholders (senior staff, employees, junior staff, and the local community) in decision making, women administrators will enhance their sustainability beyond glass ceiling.	4.021	0.902
Senior management support to women leadership strengthens their sustainability beyond glass ceiling.	3.986	0.861
Employee support to women leadership positively influences their sustainability beyond glass ceiling.	3.900	0.820
Local community involvement in running the organization in support of women administrators promotes them beyond glass ceiling.	4.050	0.941

The respondents agreed that local community involvement in running the organization in support of women administrators promotes them beyond glass ceiling as shown by a mean of 4.050, by developing collaborative leadership style (360degrees) to include all stakeholders (senior staff, employees, junior staff, and the local community) in decision making, women administrators will enhance their sustainability beyond glass ceiling as shown by a mean of 4.021, senior management support to women leadership strengthens their sustainability beyond glass ceiling as shown by a mean of 3.986 and employee support to women leadership positively influences their sustainability beyond glass ceiling as shown by a mean of 3.900.

Correlation Analysis

Table 5: Correlations Coefficient

		Sustainability of women managers	Representation	Management and Mentorship Programs	Social Professional Networking	Collaboration and Work Place Support
Sustainability of women managers	Pearson Correlation	1	.609*	.645*	.330	.216
	Sig. (2-tailed)		.000	.000	.053	.973
	N	140	140	140	140	140

Representation	Pearson	.609*	1	.802**\	.270	.008
	Correlation					
	Sig. (2-tailed)	.000		.000	.116	.965
Management and Mentorship Programs	N	140	140	140	140	140
	Pearson	.645*	.802*	1	.093	.237
	Correlation					
Social Professional Networking	Sig. (2-tailed)	.000	.000		.597	.170
	N	140	140	140	140	140
	Pearson	.330*	.270	.093	1	.638*
Collaboration and Work Place Support	Correlation					
	Sig. (2-tailed)	.003	.116	.597		.000
	N	140	140	140	140	140
	Pearson	.216*	.008	.237	.638*	1
	Correlation					
	Sig. (2-tailed)	.973	.965	.170	.000	
	N	140	140	140	140	140

In this section the study present the research finding on the Pearson product moment correlation. Pearson product moment correlation was conducted to determine the strength of relationship between the study variables. On the correlation of the study variables, the researcher conducted a Pearson Product Moment correlation. From the findings on the correlation analysis between response strategies and sustainability for women managers in the education sector, the study found that there was positive correlation coefficient between sustainability for women managers and management and mentorship programs as shown by correlation factor of 0.645, the study also found a positive correlation between sustainability for women managers and representation as shown by correlation coefficient of 0.609, association between sustainability for women managers and social professional networking was found to have positive relationship as shown by correlation coefficient of 0.330, the study also found a positive correlation between sustainability for women managers and collaboration and work place support as shown by correlation coefficient of 0.216.

Regression Analysis

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848 ^a	0.719	0.700	0.00112

The study analyzed the variations of on sustainability for women managers in the education sector in Kenya due to the changes of representation, management and mentorship programs, social professional networking, collaboration and workplace support. Adjusted R squared was 0.700 implying that there was 70% variation on sustainability for women managers, due to the changes representation, management and mentorship programs, social professional networking, collaboration and workplace support. The remaining 30% imply that there are other factors that lead to sustainability for women managers which were not discussed in the study. R is the correlation coefficient which shows the relationship between the study variables. From the findings, the study found out that there was a strong positive relationship between the study variables as shown by 0.848.

Analysis of Variance

Table 7: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.894	4	4.724	58.309	.001 ^b
	Residual	10.936	135	0.081		
	Total	29.83	139			

The analysis of variance ANOVA is used to determine whether the data used in the study is significant. From the ANOVA statistics, the processed data (population parameters) had a significance level of 0.001. This shows that the data is ideal for making conclusions on the population’s parameter as the value of significance (p-value) is less than 5%. The F calculated was greater than F critical (58.309 > 2.439). This shows that representation, education, management and mentorship programs, social professional networking, collaboration and workplace support significantly influence sustainability for women managers in the education sector.

Table 8: Beta Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.448	0.224		6.464	0.001
Representation	0.418	0.096	0.377	4.354	0.006
Management & Mentorship Programs	0.579	0.1	0.452	5.790	0.003
Social Professional Networking	0.605	0.093	0.513	6.505	0.001
Collaboration & Workplace Support	0.536	0.1	0.422	5.360	0.003

The regression equation was

$$Y = 1.448 + 0.418 X_1 + 0.579 X_2 + 0.605 X_3 + 0.536X_4$$

The equation above reveals that holding representation, management and mentorship programs, social professional networking, collaboration and workplace support constant, the variables will significantly influence sustainability for women managers in the education sector as shown by constant = 1.448 .

Representation is statistically significant to sustainability for women managers in the education sector as shown by ($\beta = 0.418, P = 0.006$). This shows that representation had significant positive relationship with sustainability for women managers in the education sector. So, a unit increase in representation will result to increase in sustainability for women managers in the education sector.

Management and mentorship programs are statistically significant to sustainability for women managers in the education sector as shown by ($\beta = 0.579, P = 0.003$). This indicates that management and mentorship programs had significant positive relationship with sustainability for women managers in the education sector. Therefore, a unit increase in management and mentorship programs will result to increase in sustainability for women managers in the education sector.

Social professional networking is statistically significant to glass ceiling sustainability for women administrators as shown by ($\beta = 0.605, P = 0.001$). This shows that social professional networking had a significant positive relationship with glass ceiling sustainability for women administrators. This implies that a unit increase in social professional networking will result to increase in sustainability for women managers in the education sector.

Collaboration and workplace support is statistically significant to glass ceiling sustainability for women administrators as shown by ($\beta = 0.536, P = 0.003$). This implies that that collaboration and workplace support had significant positive relationship with glass ceiling sustainability for women administrators. Therefore, a unit increase in collaboration and workplace support will result to increase in sustainability for women managers in the education sector.

V. DISCUSSION

The study sought to establish the strategies employed to sustain women managers in education sector in Kenya. The findings indicated that representation has a positive influence on sustainability for women managers in the education sector. When more women are given leadership positions, they are likely to influence and motivate more women into management towards gender parity in every sector in the country. This can be done through equal employment opportunities for all provided each candidate meets the prerequisite qualification for the job. Management and mentorship programs positively influence sustainability for women managers in the education sector. Supporting women into education management will ensure that they have great opportunity for any available job openings. These programs encourage women to work hard to achieve their goals. Social professional networking positively influences sustainability for women managers in the education sector. Bangladesh and Higgitt (2011) argues that, critical to its success at building women’s leadership is the organization’s explicit attention to fostering women’s solidarity and common interests while also enabling them to reflect on their diversity. Collaboration and workplace support greatly influence sustainability for women managers in the education sector. Women managers have also become aware of their rights and have continued to pressure the government and other stakeholders through formation of lobby groups to voice their agendas particularly increasing women boardroom presentations in the education sector in Kenya. Increase in presentation helps the women to amass bargaining power to their favor.

VI. CONCLUSION

The study found that there is a statistically significant positive relationship between representation, management and mentorship programs, social professional networking collaboration and workplace support and sustainability for women managers in the education sector in Kenya. Therefore representation, management and mentorship programs, social professional networking, collaboration and workplace support will positively influence sustainability for women managers in the education sector. From the findings the study concluded that the above strategies if adopted and put into practice by the various institutions, gender parity can be achieved in the near future. Consequently, women themselves need to positively embrace the above strategies and champion the change that they want to see towards attaining a more diversified work environment where women can channel issues that affect them hence creating sustainable women management in the education sector.

VII. MANAGERIAL IMPLICATIONS

To ensure that more women managers are sustained in the education sector in Kenya there is need for all the stakeholders to participate in the following: There is need to review of promotion guidelines to make the movement to the next grade timelier and use of meritocracy, up stepping in-service training for young graduates and practicing head teachers. There is need to sensitize and educate more girls so that a 'pool' of professionals is created in the country. Women becoming more aggressive and assertive in the application for advertised posts, Holding forums for networking to brain storm on how to increase women representation in education administration, the ministry becoming more gender sensitive by appointing more women as permanent secretaries, directors and even DEOs. Institutions creating housing facilities where we have boarding schools and baby care facilities for women managers to ensure they can comfortably balance work and family. This would allow them to maintain their family obligations.

VIII. LIMITATIONS AND FUTURE RESEARCH

There were a number of limitations in the course of the study. The study was conducted in the education sector only and this calls for a more inclusive study across other sectors to enable more generalization. Some respondents were not willing to cooperate by filling the questionnaire due to time constraint and other factors. This was overcome by having a conversation with the respondents first. Respondents took a long time to fill and complete the questionnaire but the researcher ensured that the date of submitting the questionnaires was important for the study to be completed in time. The study sought to establish the strategies employed to sustain women managers in education sector in Kenya. These limitations suggest directions for future research. The study recommends that a study should be conducted to establish the factors affecting sustainability for women administrators in education sector in Kenya.

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