FACTORS AFFECTING WOMEN’S LEADERSHIP ADVANCEMENT IN THE BANKING SECTOR IN KENYA: A CASE OF THE STANDARD CHARTERED BANK KENYA LIMITED, NAIROBI COUNTY

BY

SYPROSE AUMA JUMA

UNITED STATES INTERNATIONAL UNIVERSITY –AFRICA

SUMMER 2020
FACTORS AFFECTING WOMEN’S LEADERSHIP ADVANCEMENT IN THE BANKING SECTOR IN KENYA: A CASE OF THE STANDARD CHARTERED BANK KENYA LIMITED, NAIROBI COUNTY

BY
SYPROSE AUMA JUMA

A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfilment of the Requirement for the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

SUMMER 2020
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other College, Institution or University other than the United States International University in Nairobi for academic credit.

Signed: ________________________ Date: _________________________
Syprose A. Juma (ID: 655648)

This research report has been presented for examination with my approval as the appointed supervisor.

Signed: ________________________ Date: _________________________
Dr. Peter Kiriri

Signed: ________________________ Date: _________________________
Dean, Chandaria School of Business
COPYRIGHT

All rights reserved. This report may not be photocopied, replaced, reproduced, recorded or transmitted by any electronic or mechanical means without the consent of the copyright owner or the prior permission of USIU-A

©Copyright SYPROSE AUMA JUMA, 2020
ABSTRACT

The purpose of this research study was to assess the factors impeding career progression of women at Standard Chartered Bank Kenya Limited. The study was guided by three research questions which sought to establish what is the significance of personal factors on career progression of women to top management positions at Standard Chartered Bank Kenya Limited? What is the influence of Institutional barriers on career progression of women to management positions at Standard Chartered Bank Kenya Limited? What is the influence of culture and society on women career progression to management positions at Standard Chartered Bank Kenya Limited?

The study utilised a descriptive research design by analyzing the factors affecting career progression of women. The total population of study was comprised of 150 female employees out of whom a sample of 138 employees was drawn. The study used a questionnaire for the collection of data from the respondents. A total of 95 responded resulting into a 69% response rate. The researcher applied descriptive statistics and inferential statistics where a correlation and multi linear regression was established by use of SPSS. Results were presented inform of figures and tables for better comprehension.

From the first objective it was established that in the Bank, women were likely to apply for general management positions and women were also much more risk averse than men. The study also established that most women lacked self-motivation for growth hence made them to be subordinate to men in the workplaces. A Pearson correlation analysis was done to establish the relationship between personal factors and career progression and the result established a significant negative relationship between the variables ($r=0.458$, p value=$0.000$). Therefore, a decline in personal factors had a significant influence on career progression of women at Standard Chartered Bank.

The second objective set to establish the influence of institutional barriers on career progression of women to top management positions. The study established that the bank had identified and eliminated organizational practices impeding career progression of women and there are put in place avenues for reporting gender based discrimination. Majority however disagreed that the organizational structures at the bank had made underrepresentation of women in the executive positions acceptable and based on the results men are not considered over women during promotion to top leadership positions.
The last objective set to establish the influence of culture and societal factors on career progression of women to top management positions. The study established that a majority of respondents agreed that challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills and challenging assignments also acted as a source of motivation to employees particularly those at leadership positions. Despite all these, the respondents also disagreed that there is victimization of other women at the banking sector.

The study concluded that women had the skills and are likely to apply for general management positions. Women are generally more risk averse than men and as such they lack self-motivation, as a result make most of them to be subordinate to men in accounting workplaces. Secondly, the study also concluded that to ensure the bank remains competitive in the market, the organization structures ensure all employees access training and development opportunities which equips them with the desirable leadership skills for career progression. Lastly, most women in the bank either lack interest in top management positions hence fail to apply for the senior jobs that are available. Just like in any other African communities the study concluded that most women are pre-occupied with family roles than their carriers although cases of women victimization at the banks are very rare.

The study recommended that women are generally risk averse than men hence for a position considered to be risky, there needs to be ample time allocated for probation and the female candidates should be allowed to withdraw if they are not content. There is a need to constitute a policy that will ensure smooth balance for the women to enable them take minimised related stress. Secondly, the bank should continuously review its policies so as to continuously eliminate organizational practices impeding career progression of women. Lastly, since the results revealed that most women do not apply for senior management positions, there is a need to ensure that women who fit a particular position in the bank are asked by the management to apply for the available role so as to increase chances of women mobility in the ranks.
ACKNOWLEDGEMENT

First and foremost, praises and thanks to God, the Almighty, for His showers of blessings throughout my research work and successful completion.

I would like to express my deep and sincere gratitude to my research supervisor, Dr. Peter Kiriri, my lecturers Prof. Paul Katuse and the late Prof. Abel Mugenda, for providing me with invaluable guidance throughout this research. Your vision, sincerity, consistent motivation, insightful comments and immense knowledge have deeply inspired me through this journey. From you, I learned the methodology of carrying out the research and presenting the research work as clearly as possible. It was a great privilege and honor to study under your guidance.

I am also extremely grateful to my late parents, my brothers and sisters for their love, prayers, caring sacrifices and for educating and preparing me for life.

Finally, to my caring, loving, and supportive husband Dennis, my deepest gratitude. The financial support and encouragement when times got tough were duly noted and much appreciated. It was a great comfort and relief to see how you took charge in taking care of our childrens’ needs and helping with school work to allow me time to work on this project. My heartfelt thanks also to my children Bradley, Ramsey and Santiana for their love and understanding, be blessed.
DEDICATION

I dedicate this study to my dear family members, Dennis, Bradley, Ramsey and Santiana for all the support they gave me, the understanding even when I had to be away most of the time as I worked on this project.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT'S DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>ABBREVIATIONS AND ACRONYMS</td>
<td>xii</td>
</tr>
</tbody>
</table>

## CHAPTER ONE ................................................................. 1
1.0 INTRODUCTION .................................................................. 1
1.1 Background of the Study ............................................... 1
1.2 Statement of the Problem ............................................... 5
1.3 Purpose of the Study .................................................... 6
1.4 Research Questions ...................................................... 6
1.5 Significance of the Study .............................................. 6
1.6 Scope of the Study ....................................................... 7
1.7 Definition of Terms ..................................................... 8
1.8 Chapter Summary ......................................................... 9

## CHAPTER TWO ................................................................... 10
2.0 LITERATURE REVIEW ...................................................... 10
2.1 Introduction ................................................................ 10
2.2 Personal Factors Affecting Career Progression of Women ....... 10
2.3 Institutional Barriers and Career Progression of Women ....... 16
2.4 Cultural Factors in the Society and their Career Progression .... 20
2.5 Chapter Summary ......................................................... 26

## CHAPTER THREE .............................................................. 27
3.0 RESEARCH METHODOLOGY ............................................... 27
3.1 Introduction ................................................................ 27
3.2 Research Design .......................................................... 27
3.3 Population and Sampling Design ................................................................. 27
3.4 Data Collection Methods .............................................................................. 30
3.5 Research Procedure ....................................................................................... 31
3.6 Data Analysis Methods .................................................................................. 32
3.7 Chapter Summary ........................................................................................... 33

CHAPTER FOUR ................................................................................................. 34
4.0 RESULTS AND FINDINGS .............................................................................. 34
4.1 Introduction ..................................................................................................... 34
4.2 General Information ........................................................................................ 34
4.3 Demographic Information ............................................................................. 34
4.4 Significance of Personal Factors on Career Progression of Women to Management Positions .................................................................................................................. 37
4.5 Influence of Institutional Barriers on Career Progression of Women .............. 39
4.6 Influence of Cultural and societal Factors on Women Career Progression ....... 43
4.7 Multi regression analysis .................................................................................. 45
4.8 Chapter Summary ........................................................................................... 46

CHAPTER FIVE .................................................................................................... 47
5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS ......................... 47
5.1 Introduction ..................................................................................................... 47
5.2 Summary .......................................................................................................... 47
5.3 Discussions ...................................................................................................... 50
5.4 Conclusion ....................................................................................................... 56
5.5 Recommendations .......................................................................................... 57

REFERENCES ...................................................................................................... 59
APPENDIX I: LETTER OF INTRODUCTION .......................................................... 68
APPENDIX II: CONSENT FORM .......................................................................... 69
APPENDIX III: QUESTIONNAIRE ........................................................................ 70
APPENDIX IV: NACOSTI PERMIT ........................................................................ 74
LIST OF TABLES

Table 3.1: Population ......................................................................................... 28
Table 3.2: Sample Size ....................................................................................... 370
Table 3.3: Reliability Test ................................................................................. 381
Table 4.1: Response Rate .................................................................................. 34
Table 4.2: Level of Education and Women Career Progression ..................... 37
Table 4.3: Work Life Conflict and Women Career Progression ....................... 38
Table 4.4: Career Preference and Women Career Progression ......................... 38
Table 4.5: Individual Skills and Knowledge and Women Career Progression .... 39
Table 4.6: Correlation of Personal Factors and Career Progression ............... 39
Table 4.7: Patriarchal Corporate Culture .......................................................... 40
Table 4.8: Organizational Policies .................................................................... 40
Table 4.9: Selection Process............................................................................... 41
Table 4.10: Networking ..................................................................................... 42
Table 4.11: Correlation of Institutional Barriers and Career Progression .......... 42
Table 4.12: Gender-Based Stereotypes and Career Progression of Women ....... 43
Table 4.13: Gender roles and career progression of women ............................ 43
Table 4.14: Challenging Assignments ............................................................... 44
Table 4.15: Correlation of Culture and Career Progression ............................. 44
Table 4.16: Model Summary ............................................................................ 45
Table 4.17: Anova ............................................................................................. 45
Table 4.18: Coefficients ..................................................................................... 46
LIST OF FIGURES

Figure 4.1: Respondents Age ............................................................................................................. 35
Figure 4.2: Marital Status .................................................................................................................. 35
Figure 4.3: Highest Level of Education ............................................................................................. 36
Figure 4.4: Duration Worked at the Bank ......................................................................................... 37
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>FWC</td>
<td>Family Work Conflict</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>IT</td>
<td>Information and Technology</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>WFC</td>
<td>Work Family Conflict</td>
</tr>
</tbody>
</table>
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

There has been growing scholarly interest on gender as a determinant factor for career progression, especially in women, and research studies have highlighted the importance of integrating HRM (Human Resource Management) best practices to enhance gender inclusivity and diversity within the workplace (Seo, Huang & Han, 2017). Considerably, the number of skillful female professionals in different sectors have increased in the past two decades resulting in re-shape of the top executive positions from a male-oriented field towards female integration to foster gender inclusivity (Bullough, 2010). Despite this, research still shows the existence of significant disparity on the number of women working at the top managerial positions in various institutions in Kenya (Mbugua, 2014).

Females are much less likely to be considered leaders than men. In 2015, there were only 5 per cent female chief executive officers in the Standard & Poor's 500 index (Catalyst, 2015). The leadership distance, of course, isn't limited to business. Women are more likely to be in leadership positions in the non-profit sector, but are still underrepresented. For example, only 21 out of 151 non-profit organizations in a 2015 Massachusetts study had boards of at least 50 percent women (Boston Club, 2015). Women meanwhile make up just one in five U.S. leaders. Senate, and just six states (New Hampshire, New Mexico, Texas, California, South Carolina, Rhode Island) currently have female governors (Center for American Women and Politics, 2016).

Yet the divide in leadership is not limited to business and politics; unions (Bryant-Anderson & Roby, 2012), religious organizations (Christ, 2014), the legal profession (Rikleen, 2015), education (American Education Council, 2012), and several other organizations also demonstrate the difference. The problem is even more serious for the Asian, Black, and Hispanic population. Less than 3 percent of Fortune 500 companies' board members are women from those communities (Catalyst, 2015). The difference is observed at the level of staff, too. Asian, black and Hispanic women make up 17 percent of employees in S&P 500 firms but less than 4 percent of corporate and managerial staff (Catalyst, 2014).
To jobs, female leadership may bring another benefit: A survey of businesses operating during the Great Recession showed that female CEOs were less likely to lay off employees than their male counterparts. The disparity was significant; staff cuts in male-owned firms were more than twice as frequent than in female-owned firms (14 per cent vs. 6 per cent) and affected more employees (Matsa & Miller, 2014). Staff retention may result in lower short-term income, but it may also maintain the morale of workers and minimize potential recruiting and training costs (Matsa & Miller, 2014). Other research suggests that companies with more women in leadership positions may have smaller pay differences between men and women who have similar job experience and come to the firm in similar circumstances (Tate & Yang, 2015). And the more women on the board, the more likely it is that a company would follow a complete range of LGBT-friendly policies (Cook & Glass, 2016).

If gender equality in leadership, by itself, changes organizations inherently can be debated, but the status quo is neither advantageous nor avoidable without doubt. When women miss out on the financial advantages that come with leadership, the consequences are felt in philanthropy, politics, venture capitalism, and a host of other unexpected ways, not just by women and their families. Greater gender diversity is not a silver bullet in leadership. Indeed, gender diversity can also hamper successful teamwork in top management due to variations in beliefs, attitudes and cognitive styles. But it has also been shown to spark creativity and the development and use of diverse knowledge and perspectives to foster new ideas (Opstrup & Villadsen, 2015)

While women make up approximately 25% of the nation’s labor force, they are largely underrepresented in the executive positions as they account for less than 14% (Akinyi, 2014). The existence of such inequalities is attributed to different factors such as lack of gender inclusivity which has hampered female professionals from advancing their careers to the top management positions (Mbugua, 2014). Therefore, the need to address gender inequality in the workforce is a sustainable development goal to provide equal opportunities to both genders as this is critical to the nation’s economic development.

With an increase in the number of highly skilled professionals, both men and women face significant challenges as they advance their careers. Nevertheless, women have recorded greater difficulties relative to career advancement and geographical mobility opportunities (Bullough, 2010). While the latter might be attributed to the fact that
women are more obliged to partaking household roles, lack of equal career progression prospects indicates a lack of gender inclusivity (Bodla & Hussain, 2009). The need to achieve equal status in the workforce is further impeded by high standards of achievement that requires women to work harder compared to their male counterparts (Bodla & Hussain, 2009). With this, they are unable to reach authoritative positions with the same ease similar to that of men. The lack of gender inclusivity and male dominance has subjected women into entry and middle-level organizational positions (Kamau, 2012). Thus, women have been disadvantaged for attaining top management positions partly because they lack women mentors, unlike their male counterparts.

Globally, there is an increased proportion of women employed at top management positions from an estimated 11% in 2014 to 18% in 2017, a trend that has been influenced by the pursuit for gender equality (Bullough, 2010). Currently, women are provided with career advancement opportunities, having changed their role in society, as gender issues is an aspect of grave concern in the contemporary world (Bullough, 2010). This has been particularly enhanced by workshops and seminars held globally to discuss gender issues and the progression of women in all aspects of life (Seo, Huang & Han, 2017). Besides, this is enhanced by the notion that increasing women participation in the labor force has been a significant feature of the twentieth century (Bodla & Hussain, 2009).

Moreover, Non-governmental Organization’s such as SERUDS and Azad Foundation have sought to fight against women oppression and their active participation in the labor market in the modern day society as this is a critical tenet for economic development in the developing countries such as Kenya (Kamau, 2012). With this, research highlight an increase in the proportion of female staff members at the entry and middle-level positions in different sectors. As such, the inclusion of women in the labor market has been largely influenced by organizational equal opportunity initiatives, government policies and women movement initiatives (Tharenou, 2010).

Despite the progress, studies illustrate that women are still underrepresented in top managerial positions in Kenya. According to Mbugua, (2014), there is an uneven distribution of men and women in boards and top managerial positions for banking corporations in Kenya. Notably, boards are the pinnales of corporations’ success thereby highlighting that underrepresentation of women is a grave concern relative to the strategic initiative of fostering inclusivity (Noonan, Smith, Blood & Stabe, 2017). Specifically, the
study highlights that women account for 20% of the boards in the financial corporation’s compared to 80% of males (Akinyi, 2014). In the Barclays Bank of Kenya, women are largely underrepresented as they occupy nine of the available 27 managerial positions translating to 30% compared to 70% of the men (Akinyi, 2014). While the banking corporations in Kenya have recorded a significant increase in the number of employees in the past decade, women are largely underrepresented in the board and top executive positions (Noonan, Smith, Blood & Stabe, 2017). These findings replicate earlier studies that researched on career advancement of professional women in the Kenyan banking sector thereby calling for strategic initiatives that foster gender inclusivity.

Commercial banks and financial institutions are central to economic development. Their role is to pump financial resources to foster economic growth (Kamau, 2012). Besides, financial corporation’s are the main providers of financial information relative to a country’s economic growth. These institutions play a critical role in the emerging economies in which borrowers lack access to the capital markets (Mbugua, 2014). As such, there is evidence that well-functioning commercial banks and financial institutions accelerate economic development (Akinyi, 2014). On the other hand, poorly functioning financial corporation’s impede economic growth and exacerbate poverty. An important facet of improved economic progress is gender inclusivity through the provision of equal opportunities (Bullough, 2010). With the plunge in the number of women in the managerial positions, financial institutions are unable to tap the vast benefits of gender diversity.

Women are not only underrepresented in the top executive positions but also in the corporate boards, thereby impeding positive developments in the financial corporations (Bodla & Hussain, 2009). Gaps in leadership and senior positions negatively affect the functioning of the financial sector thereby impeding positive economic development (Tharenou, 2010). Despite the fact that the Kenyan banks have made significant strides on economic growth, lack of gender inclusivity impedes their impact on the economic transformation of the country, a sustainable development goal that is central to exacerbating poverty (Noonan, Smith, Blood & Stabe, 2017).
1.2 Statement of the Problem

Research studies have concentrated on lack of gender inclusivity but very little has been focused on factors that impede women from advancing their careers to leadership and senior positions in the banking sector (Mbugua, 2014). To have a better understanding of the lack of gender inclusivity in financial institutions in Kenya, additional research should be conducted on the factors affecting the career progression of skillful professional women (Kamau, 2012). The research investigates the factors impeding women from entering managerial and leadership ranks in financial institutions. Central to the study was the impact of gender on the individual performance of leaders in the banking sector.

While most organizations have stated that women are joining managerial positions in the last two decades at a similar rate to that of men, they are largely underrepresented in the executive positions (Bodla & Hussain, 2009). This is evident by the fact that only a handful of women are sitting on the corporation’s board and one female CEO for all the commercial banks in Kenya. The expansion of the banking sector, a female-dominated industry at entry and middle-level positions, is in line with the Kenya Vision 2030 but gender disparity at the senior level is a significant challenge affecting career progression of women (Akinyi, 2014). Despite the increase in the number of women attaining tertiary education, their representation is not proportional to those awarded leadership positions. This infers that women are not reaching senior positions in the Kenyan banking sector.

Career development is a significant problem facing professional women in Kenya’s banking industry. This is an indication of negative growth for the women relative to men. The study to ascertain the factors affecting career development of women in Kenya’s Financial Institutions is critical to identify and manage the experienced negative growth (Kamau, 2012). Despite the apparent gender disparity in managerial positions of financial institutions in Kenya, there is a scarcity of research addressing gender issues and the career progression of women in developing countries. A core tenet to this is the factors impeding the career progression of women as previous studies have solely focused on gender disparity and its implications relative to economic growth and poverty reduction. This makes it important to ascertain the extent to which gender inclusivity is being practiced in developing countries.
The research provides a detailed explanation and understanding of gender imbalances faced by skilled women in Kenya relative to their career progression. Studies in the country on career advancement of female employees have largely focused on the gender gap in Information and Technology (IT) (Beura, 2017), lack of education access by girls from poor Kenyan backgrounds, and the number of women enrolled in higher learning institutions in Kenya (Hammond, 2015). Implicitly, none of the studies have focused on factors that hamper women career progression in the Kenyan banking sector. Therefore, the study examined a combination of individual, organizational and cultural factors impeding women’s career development in Kenya’s financial institutions, particularly for the Standard Chartered Bank, Kenya Limited.

1.3 Purpose of the Study

The purpose of this study was to evaluate the factors affecting career progression of women in Kenya’s Financial Corporations, particularly for the Standard Chartered Bank, Kenya Limited.

1.4 Research Questions

The study sought to answer the following questions:

1.4.1 What is the significance of personal factors on career progression of women to top management positions at Standard Chartered Bank Kenya Limited?

1.4.2 What is the influence of institutional barriers on career progression of women to management positions at Standard Chartered Bank Kenya Limited?

1.4.3 What is the influence of the cultural factors in the Society and women’s career progression to management positions at Standard Chartered Bank Kenya Limited?

1.5 Significance of the Study

1.5.1 Management

The significance of the research study is to unravel the factors behind the apparent gender gap in management positions in Kenya’s financial institutions. The senior management gender gap in the banking sector is persistent despite findings that women leaders can have a significant impact on the economic performance of the financial corporations.
Based on the results of this study, the management will be able to know the factors leading to the gender disparity in the banking sector.

1.5.2 Human Resource Managers

The study will have a positive impact on human resource management best practices, organizational and government policies targeting to empower women in both the private and the public sector. Through this, human resource managers in financial institutions can articulate deliberate strategies for enhancing career development opportunities for women. Besides, the findings will aid in the formulation of organizational policies that encourage women career development.

1.5.3 Policy Makers

The study will also be useful to government officials implementing affirmative action on gender inclusivity in Kenya’s labor market. To scholars, the findings will be useful as it will establish the basis of conducting future research on similar or related fields.

1.5.4 Academicians and Researchers

The study will also add to the body of literature of determinant factors to women participation in management positions. Other researchers will use these findings as a reference point. The recommendation for further research will guide prospective researchers on undertaking future research.

1.6 Scope of the Study

The study assessed the perceived gender based barriers to the career progression of female staff at Standard Chartered Bank. The research study was limited to female staff working at Standard Chartered Bank in Nairobi County. The study targeted the 150 female staff members. This was comprised of Managers, Heads of departments (both of whom in their structure are considered to be in the business level) and assistant managers (who are in the operational level in their structure). The study was carried out within three (3) months starting from January 2020 to March 2020, Data collection was done in the month of March 2020. The main limitation was a slow response and to mitigate this, the researcher involved the supervisors in data collection.
1.7 Definition of Terms

1.7.1 Career

This refers to an occupation undertaken for a given period within an individual’s life with vast opportunities for progression and development (Kamau, 2012). Thus, it pertains to a profession with formal education or specified training.

1.7.2 Career Barriers

These are factors that impede one’s career progression or development (Kamau, 2012). For example, gender based stereotype is a career barriers that bars women from advancing to managerial positions.

1.7.3 Career Development

This refers to the advancements made by an individual in a particular occupation or profession (Mbugua, 2014). It is a lifelong process that enables one to transition to a preferred future position.

1.7.4 Financial Corporations

This consist of all resident corporations or quasi-corporations principally engaged in financial intermediation or in auxiliary financial activities which are closely related to financial intermediation (Afande, 2015).

1.7.5 Personal Factors

Personality factors or traits may also include characteristics linked to the way people view themselves and calibrate their behavior in the world (Akkas & Sabibur, 2015).

1.7.6 Institutional Barriers

This incorporates anything that restrains or obstructs progress, access within an institution (Azmat & Petrongolo, 2014).

1.7.7 Cultural Factors

Encompasses the set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people (Barbuiescu & Bidwell, 2016).
1.7.5 Corporate Culture

Also referred to as organizational culture. This refers to the shared organizational practices, standards, attitudes, values and beliefs that define the organization and its members (Baruch, 2014).

1.7.6 Gender

Refers to the range of attributes pertaining to and differentiating between feminity and masculinity (Bruce et al., 2015).

1.7.9 Gender Role

This is a theoretical construct used in social sciences to infer to the range of behavioral and social norms among individuals of a specified sex/gender (Bruce et al., 2015). Notably, the accepted gender roles vary significantly across different cultures.

1.8 Chapter Summary

The chapter is an introduction to the research report and covers the background and statement of the problem under study. An overview of the problem facing women in financial institutions and other sectors is provided followed by how this impedes economic development. The chapter delves into the purpose of the study followed by the three research questions that will be the focus of the study. The research questions are elaborated which is then followed by the significance of the study. The scope of the study and definition of key concepts are highlighted to elaborate on the important aspects of the research including the limitation of the study to women in banking institutions in Kenya. Chapter two offers literature review on gender factors affecting career progression of female staff in the banking institutions. In chapter three the research methodology is discussed. This entails the research design, population and sampling design, data collection methods and analysis. In chapter four the results and findings are presented while chapter five offers the discussions, conclusions and recommendations.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter provides an overview of the body of literature related to the purpose of the study. The chapter is structured according to the specified research questions to ensure the significance of the research to the problem. Besides, the review of literature is conducted to eliminate replication of what has been researched and provide a better understanding of the existing knowledge regarding the gender factors that affect career progression of women in the banking sector. The literature related to the study problem is reviewed as presented by different analysts, scholars, and researchers. The literature review is based on original and recent sources including books, journals, thesis and dissertations.

2.2 Personal Factors Affecting Career Progression of Women

2.2.1 Level of Education and Women Career Progression

An individual’s level of education has a significant impact on their career progression. Abalkhail and Allan, (2015) explored the perceived impact of education level on career progression of employees within the workplace. Despite the prevailing stereotypes within the workplace, the scholar's highlight that women still bear leadership potential. However, this requires women to make suitable adjustments to enhance their upward mobility (Crawford et al., 2016). Some of the suggested adjustments include better education, training, and self-development to equip them with competitive skills and competencies relative to their peers.

Given this, women can have better opportunities for career development with better education (Stamarski & Son, 2015). However, research highlights that educational level has little impact on top leadership opportunities for women as the recruitment process is often characterized by negative perceptions about women. While it is perceived that most of the female employees are underqualified, the prevailing stereotypic beliefs hamper women from enhancing their career further (Crawford et al., 2016). Thus, education level is a barrier to career progression of women, but this is augmented by negative perceptions about women in top management positions. The level of education for women is hampered by the traditional culture of subjecting women to household roles. Unlike men, women face limited education opportunities as they are compelled to traditional household roles (Stamarski & Son, 2015).
As highlighted, the patriarchal culture in Africa condemns women to household roles thereby limiting their opportunity for career development (Crawford et al., 2016). In Kenya, the introduction of the free primary education project in 2003 increased enrollment rates of girls by 84% throughout the nation (Mbugua, 2014). However, some regions in the country with low levels of gender equality and high poverty rates contribute to the lack of girl’s education (Akinyi, 2014). For instance, some regions in the country have low rates of 19% for girls joining primary schools (Mbugua, 2014). The reality is that the traditional cultures reinforce male privilege which increases the gender-gap when it comes to education.

In poverty stricken regions, families must prioritize the education costs for their children and send to school those who are thought to have the best chance of success (Mbugua, 2014). Given this, most young girls below the age of 18 are married off as a source of wealth for their family. In Kenya, the percentage of girl’s getting married under 18 years is 30.5% thereby limiting them from advancing their education (Mbugua, 2014). The traditional culture is a barrier to the education of young girls in Kenya which hampers further their career progression ambitions (Akinyi, 2014). As such, lack of education is a major obstacle to the career progression of women as they are limited from accessing employment opportunities and left to struggle in the informal sector.

2.2.2 Work-Family-Conflict and Women Career Progression

Work–family conflict as a special form of inter-role conflict that arises when there are incompatible demands between work and family roles. Work–family conflict has two directions. Work-to-family conflict (WFC) occurs when experiences and commitments at work interfere with family life, and family-to-work conflict (FWC) arises when family responsibility interferes with work life. The negative consequences of work–family conflict for women and their families have been well established (Zhang et al., 2017). Individuals with high levels of work–family conflict report more depressive symptoms, more marital problems, poorer health status, and reduced life satisfaction, well-being, and quality of family life.

Most female workers are challenged to combine work and family roles to earn a living. On the other hand, work-family conflict arises due to inadequate time and support to manage effectively between work and life-roles of an individual. In addition, working mothers are confronted with the challenges of balancing the role of their motherhood
(family responsibilities) with work demands which is popularly known as work-family conflict (Dizaho & Abdullah, 2016). Reconciling work demands with family roles is a challenge confronting career women particularly nursing mothers. Inability to manage inter-role conflict can result to stress and lead to high turnover and lower productivity in the workplace.

The ability of married working woman to climb her career is more difficult and challenging, because needs support and commitment from family, especially spouses (Dizaho, & Abdullah, 2016). When there is a reconciliation between the family domain and work, the conflict is eliminated which ultimately support the career advancement of the married woman (Ugwu, 2019). On the contrary, when there is an overload of work, it will cause high stress which will eventually result in work conflict. This has led to many married woman downscaling their ambitions to accommodate the realities of combining motherhood with a career-involving a variety problems, such as limited time, husbands career primacy, and limited support from others.

A number of empirical studies have reported that work–family conflict is associated with increased levels of stress (Sharma et al., 2016). Additionally, some research has found that when stress was taken into consideration, work–family conflict had an indirect relationship with physical health and life distress. In particular, as a person’s resources from one role are drained so that they cannot complete another role, they may experience a negative state of being regarding both roles. Consequently, these negative states may result in their experience of a high stress level. This distress caused by stress may lead to dissatisfaction with life and to illness (Krieger et al., 2015).

Akkas and Sabibur (2015) sought to identify the factors that result in WFC of female employees working at different universities, commercial banks and government organizations in Bangladesh. The results indicated that WFC was a common issue and produces negative effects for the employees, their families, and work organizations. It is more severe for the female employees compare to male employees in the traditional society like Bangladesh. Working women encountered role conflict because of family responsibilities. The study showed that the main variables responsible for WFC are: long working hour, job inflexibility, work overload, child care responsibility, age of children, dependent care responsibility, discrimination at work place, inadequate supervisory support, autocratic management style, inadequate family support, and the absence of husband’s support.
2.2.3 Career Preference and Women Career Progression

Barbulescu and Bidwell, (2016) examined the differences in the jobs for which men and women apply in order to better understand gender segregation in managerial jobs. The study tested an integrative theory of why women might apply to different jobs than men. The criteria applied sought to establish how individuals evaluate the rewards provided by different jobs, whether they identify with those jobs, and whether they believe that their applications would be successful. Based on the findings, results indicated that women are less likely than men to apply to finance and consulting jobs and are more likely to apply to general management positions. These differences were partly explained by women’s preference for jobs with better anticipated work–life balance, their lower identification with stereotypically masculine jobs, and their lower expectations of job offer success in such stereotypically masculine jobs.

Gender differences in risk aversion and competitiveness have been found in the laboratory and in the field (Azmat & Petrongolo, 2014). As jobs in different sectors differ on a variety of attributes such as job security, earnings, stability, injury and fatality risk, performance evaluation, and degree of competition, systematic gender differences in attitudes toward risk and competition could directly affect the types of jobs that men and women sort into, and consequently, gender gaps in earnings. Despite the potentially important role that gender differences in risk aversion might play in explaining occupational segregation, the literature on the topic is scant, likely due to data availability, as most labor force surveys do not include direct measures of risk aversion.

DeLeire and Lev, (2014) overcome the lack of direct measures by using family composition as a proxy for risk aversion. Their hypothesis is that single parents and married mothers with children are more averse to death risk in the job. Using data from the CPS and data on fatal and nonfatal risks associated with each occupation from the BLS, they find that within gender, single parents are more averse to risk and tend to sort into safer occupations. They also find that women are much more risk averse than men, and women with no children are more risk averse than single fathers. Sloane and Grazier, (2016) find similar results for the United Kingdom.

DeLeire and Levy (2014) argue that differences in fatality risk across occupations can explain about a quarter of gender segregation by occupation. Bonin et al., (2007) studied the effect of earnings risk, measured as the variation in the unexplained component of
wages, on occupational choice. Utilizing the German Socio-Economic Panel, which includes a self-reported measure of risk aversion, the authors find that individuals willing to take more risks earn more and sort into occupations with greater earnings dispersion. Women have been found to be consistently more risk averse than men, the findings from this study suggest that women are likely to end up being overrepresented in low-risk occupations that offer lower earnings variance and, as a result of compensating wage differentials, earn lower pay.

The literature on the role of gender differences in attitudes toward competition in explaining differential sorting into jobs is considerably larger. Flory, Leibbrandt, and List, (2014) examined whether competitive workplaces deter female workers using a field experiment in which they randomize close to 9,000 job seekers into job ads with varying compensation schemes. They find large gender differences in the willingness to apply for a job with a more competitive compensation scheme. By varying other aspects of the job ads, the authors find teamwork, the age of the job seekers, and whether the job position has overt gender associations, attenuate gender differences in preferences toward competition. Smaller gender differences are found in studies that utilize survey data to infer preferences toward jobs that offer more competitive compensation schemes.

Using data from the British Workplace Employment Relations Survey (WERS), Manning and Saidi, (2015) find that women in the United Kingdom are slightly less likely than men to be employed in jobs in which compensation is based on performance, and that gender differences in the receipt of performance pay explains only a small portion of the gender wage gap in their data. McGee, McGee, and Pan, (2015) find consistent results for the United States, although their results suggest slightly larger gender differences in the incidence of performance pay and its role in explaining the gender pay gap, particularly for the most recent cohort.

Several papers have examined the role of tastes for competition in career choice. Buser, Niederle, and Oosterbeek, (2014) combine an experimental measure of competitiveness with the academic track choice for a sample of high school students in the Netherlands. They find that more competitive students (according to the laboratory measure of competitiveness) were significantly more likely to choose the more prestigious academic tracks of math and science, even after controlling for ability measures. Moreover, gender differences in the laboratory measure of competitiveness explain about a fifth of the gender gap in academic track choices among Dutch students.
In contrast, Reuben, Wiswall and Zafar, (2016) do not find a significant relationship between laboratory measures of competition and college major choice in a sample of students from New York University. They do, however, find that competitiveness is positively correlated with expected earnings, even within majors. They conclude that gender gaps in competitiveness and overconfidence explain about 18 percent of the gender gap in earnings expectations. Finally, Reuben, Sapienza, and Zingales, (2015) combine laboratory measures of preferences toward competition with labor market outcomes for a sample of MBAs from a top business school. Their findings suggest that more competitive individuals, as measured by their choices in the lab, earn 9 log points more than their less competitive counterparts, after controlling for demographic and ability measures. They show that one channel through which competitiveness affects salary is industry choice, with more competitive students more likely to go into finance and consulting.

### 2.2.4 Individual Skills and Knowledge and Women Career Progression

Career breaks and continuous work patterns are biased regarding women’s mobility at higher echelons of organizations. As Kangasniemi and Kauhanen, (2013, p. 5133) stated, ‘due to the higher incidence of expected career breaks, women make different human capital choices (both education and on-the-job training choices), and this, in turn, leads to job segregation’. Perales, (2013) argued that British firms with occupational segregation have wage disparities. Kangasniemi and Kauhanen, (2013) found that “performance-related pay” increases rewards and bonuses for both men and women, but men’s are higher. Employee experience determines the position and remuneration. Wages also play a vital role in the shifting of empowerment, so the decision power goes to the earner. Therefore, the concept of the glass ceiling prevails in the organization with occupational segregation.

While women are generally under-represented in organizations, the disparities are even more severe in banking as a total industry. World Economic Forum (WEF) highlights in their recent report “Women in Financial Services” that women enter financial services industries with the same ambition level as men, but that they are still widely underrepresented in executive committees (16%, 2016) and financial services boards (20%, 2016). The report also brings to light the issue of increased exit rates of women during mid-career, when women are as much as 30% more likely to leave their employer compared to their male peers (WEF, 2016).
So we may ask what are the perceived reasons for such segregation and Varsha, (2014) outlines that there has been viewpoint among the individuals that women do not possess the skills and capabilities to get engaged in similar kinds of jobs as men. The capabilities of the women are underestimated as a result of which Indian women usually get engaged in less demanding and less strenuous jobs, even though they possess the skills and qualifications.

According to Nizam, Xinheng and Shama, (2018), study to investigate effects of organizational culture, society, and masculinity on women’s skills in accounting workplaces and the influences of workplace norms, culture, and organizational structure on women’s leadership qualities and behaviours towards their work. Nizam et al., (2018) study established that a gender imbalance had prevailed for centuries affecting women’s careers; and, the transformation of accounting technologies, corporate structures, and the amalgamation of cultures have exacerbated gender inequality. Women’s lack of self-motivation and men’s dominance in accounting contexts keep women subordinate to men in accounting workplaces. Further they propose that offering courses on gender issues to business and accounting disciplines taught at university would subsequently shift the paradigm of hegemony and subordination in an accounting workplace.

2.3 Institutional Barriers and Career Progression of Women

2.3.1 Patriarchal Corporate Culture

According to Jose, (2018), women have not experienced leadership advocacy from men, partly because of the patriarchal cultural beliefs. From this perspective, one that is significantly influenced by religion; women are regarded as inferior to men. Climbing the corporate leadership ladder has been challenging for women due to patriarchal cultures within the working environment. Notably, most organizations have adopted patriarchal systems that have regulated the role of women. Afande, (2015) notes that these organizational structures have programmed their practices thereby making the underrepresentation of women in the executive positions acceptable, (Enid, Kiaye & Maniraj, 2013). Considerably, this has evoked additional barriers including the glass ceiling perspective that is based on the notion that women are unable to handle higher level jobs and a negative stereotypical perception from men; (Enid et al., 2013). Moreover, these structures have limited women from training and development opportunities which equips them with the desirable leadership skills for career progression.
Findings by Mbunga, (2015) conclude that patriarchal systems exist in Kenya’s financial institutions thereby barring women from advancing their careers further. This factor has given rise to additional barriers that inhibit career progression of women including lack of respect from male counterparts, gender-based discrimination, and the perception that women should handle more roles at the household level (Enid et al., 2013). Notably, most of the participants in the study by Mbunga, (2015) were experienced and had the minimum education requirements which suited them for promotion to management positions. However, the patriarchal systems limit women from promotions as they foster discrimination and the perception that men are superior compared to women.

Findings by studies indicate that employers perceive management positions as not being suitable for women. According to Elvitigalage et al., (2011) employer identification with cultural values prevents the promotion of women who are often perceived different compared to men or unfit for top management positions. Employer prejudices in the working environment manifest throughout the selection and promotion processes. Considerably, other women are made to feel unwelcomed and not encouraged to apply or participate in the top management positions. Akinyi, (2012) notes that the Kenyan banking industry is Chauvinistic with an extreme culture that is discriminatory to female employees. Ultimately, this has resulted in a low staff turnover of women in major financial institutions. Additionally, younger female employees have been disillusioned with their career choice more rapidly compared to men, and thus choose to leave the financial sector early in their careers due to limited opportunities for growth. The inherent difficulties of working in a male dominated environment has compelled women to seek career advancement opportunities elsewhere (Elvitigalage, et al., 2011).

Taking consideration of the hierarchy of labor that exists in most working environments indicates that women have been subjected to minority roles compared to their male counterparts. Often, top management positions are considered economically crucial, a notion of the workplace perceived to be male-oriented. This corporate culture has been shaped by sexism which has existed for decades. Old notions of inferiority associated with women has negatively influenced organizational cultures in subtle ways. This, in turn, has enhanced the proliferation of the idea that men should hold productive senior roles as opposed to women. Coupled with the inability to maintain a work-life balance, women find themselves juggling between responsibilities. Despite the growing number of
women, these challenges coupled with the ceiling driven by a patriarchal mindset bars women from advancing their careers further.

2.3.2 Organizational Policies

According to Akinyi, (2012), banking institutions have undergone significant changes in the past decade including the adoption of organizational policies that promote gender inclusion and workplace diversity. Ranging from recruitment to retention processes, the organizational policies claim to provide equal opportunities to both men and women. Considerably, Akinyi, (2012) notes that financial institutions are emphasizing employee training and development as their core practices to foster the career progression of women. However, poor implementation of the policies is a drawback that propagates gender gap in top positions within organizations, (Stamarski & Son, 2015). Primarily, this is highlighted by the findings that women still occupy a few executive positions irrespective of the fact that they account for approximately 49% of the labor force. Based on the organization-structure perspective, the existing gender gap in leadership positions is due to situational variables such as organizational policies that impede the promotion of women to executive positions.

Organizations need to revise their promotion policies to foster gender inclusivity within the working environment, (Borna & White, 2017). The current practices demonstrate institutional discrimination through the HR policies that are inherently biased against women irrespective of their experiences, skills, abilities and performance rates. The discriminatory HR policy hampers not only women promotions but also their recruitment into the labor market. Considerably, subtle institutional discrimination practices occur during performance evaluation that favor men, (Azmat & Petrongolo, 2014). As such, most institutions have formalized gender discrimination by adopting a performance evaluation criterion that systematically favor men over women. For example, most of Kenya’s organizations use “face time” as a key metric in a performance evaluation by promoting employees who are present at the office on most occasions. Given that women are still the primary caregivers and also required to partake the traditional household roles, they are disadvantaged. The discriminatory institutional policy determines employee promotion, a barrier that has hampered career progression of women to top management positions, (Barbulescu & Bidwell, 2016).
2.3.3 Selection Process
The selection process and career advancement is a commonly cited barrier to career progression in the banking institutions. Notably, the number of women qualified for promotion to the managerial positions is limited thereby impacting the promotion process. The research conducted by the Kenya Institute of Management highlights that 82% of banks stated that most women lacked the general management skills and experience required for promotion, (Mbunga, 2015). Considerably, these factors are essential in the final decision-making process for both employment and promotion, (Bodla & Hussain, 2009). Despite this, studies highlight that some banking institutions have a large pool of qualified women but are reluctant to consider them for managerial positions on the notion that they are underqualified, (Afande, 2015).

Additionally, negative perception towards women during the selection process is enhanced by the assumption that they will take breaks for childbearing and other family responsibilities. Another rationale highlighted is that most executive positions are held by men who tend to promote other men. While research highlight that a significant portion of women lack the required academic qualification and experience, they encounter discrimination based on their gender. This has significantly limited their opportunities for career progression in the banking sector.

Gender based discrimination is commonly experienced by women during the selection and promotion processes. In Kenya, PWC indicates that there is a discrepancy of 4% between women and men during the hiring process with the latter being favored, (Afande, 2015). The difference manifests at different stages of an individual’s career progression with the senior level having the highest rate. At this stage, women have limited opportunities for career advancement as opposed to men. These findings indicate that most employers are biased towards women during promotions, (Borna & White, 2017). The situation is severely experienced in developing countries such as Kenya where organizational cultures are influenced by sexism.

2.3.4 Networking
Networking comprises of mentorship groups through which women encourage each other in specific professionals for future career development and progress. Networking serves the purpose of fulfilling individual needs such as motivation to improve an employee’s
chances of promotion. Unlike women, the existence of men’s networks ensures that they support each other on career advancement to management positions, (Noonan, Smith, Blood & Stabe, 2017). With this, women face vast difficulties due to lack of networking opportunities as opposed to their male counterparts. Akinyi, (2012) documents that women found networking challenging thereby limiting their promotion opportunities. These findings are supported by Mbugua, (2014) who concluded that women have often been excluded from mentorship networks that could have enabled them understand the promotion processes in organizations.

Considerably, a study by Kenya Institute of Management highlights that women who do not network are vulnerable to being rendered invisible and sidelined when promotions are discussed, (Afande, 2015). The ability to network is an important business skill that is important for establishing relationships with clients. Besides, research reveals that this is an approach for demonstrating one’s visibility to top management positions thus facilitating career development. Employers who network with their clients and peers are likened with preferred managerial skills and often considered during promotions. This is a challenge for women working in the Kenyan Banking sector as they are yet to be actively involved in organizational networks, coalitions that are vital during promotions.

Most leaders highlight the importance of networking, particularly for those willing to advance their careers further, (Perriton, 2010). Nonetheless, the lack of coaching professionals for women bars them from reaping the benefits of this organizational practice. Lack of female coaching professional can be a major challenge. Nonetheless, the networking approach adopted by female employees does little to improve their situation, (Perriton, 2010). When female employees go to events, they collect business cards do some follow up, but for the most part of their networking, they discuss with a random group of individuals. Findings indicate that women ought to develop the art of getting involved in a conversation to establish a mutual relationship with the male professionals, (Perriton, 2010). This is important particularly in the male dominated industry.

2.4. Cultural Factors in the Society and their Career Progression

2.4.1. Gender-Based Stereotypes and Career Progression of Women

Adler, (2016) traces the scarcity of Asian women in management to the influence of Asia’s various cultural and religious traditions. All Asian cultures are collective and
familial, with each expecting women to assume primary responsibility for the home and children. Confucianism, which dominates the People's Republic of China and overseas Chinese communities as well as strongly influencing Japanese culture, has traditionally socialized women to be shy, unassertive, and submissive to men. One classic Confucian adage states that "It is a virtue if a woman has no ability". She however submits that traditional cultural and religious explanations may no longer hold water in predicting women's representation in management in the coming decade, but rather the impact of Asia's rapidly growing economies and the significant influence of underlying social structure changes in the continent. Such societal factors as increasing educational levels, the region's dynamic entrepreneurship, and the influence of family-owned business enterprises may be more determinant (Baruch, 2014).

Similarly, Frank (2015) conducted an attitude survey among 72 management majors attending a prestigious business school in Beijing. From the findings, there is still a significant glass ceiling effect to accepting women as they climb up the management hierarchy. The group estimated that it would take up to 32 years before equality could be reached. Women were described as more incompetent, slower, weaker, more-a-follower-than-a-leader, more lenient, more democratic, less active and friendlier than male managers. All these point to gender based stereotypes affecting perception of women as potential managers in organizations.

Sekaran and Leong (2015) examined whether the South African government and its corporate organizations have been successful in employing women as professional equals by utilizing them fully in senior and top management positions after equal opportunity and affirmative action legislation was introduced by the democratic government. As at 2003, South Africa had the third highest proportion worldwide of companies employing women as senior managers, and the eighth highest proportion of women in senior management posts, (Grant Thornton International, 2003).

Grant Thornton’s report show that 75 percent of South African businesses employ women in senior management positions, in contrast to the global average of 59 percent, and 26 percent of its total senior management positions are being filled by women, which is 7 percent higher than the global average. Another highlight of this study is the issue of ‘dual challenges’ of black women in management. The dual challenge here lies in being black and being a woman. The Commission on Gender Equality, (2001) indicated that
less than one in four jobs in the private sector were held by women, and most of these jobs were held by white women (Jacobson, 1999).

Currently in South Africa the representation of white and black women in management is skewed too, with very few black women employed as managers. Given that black women are the most disadvantaged group in South Africa, the prevailing need is for South Africa to empower its women as a group, (Corporate Research Foundation, 2003), regardless of their race and colour, as presently women as a whole are not benefiting from Government policy and legislation. The disenfranchising of women was also evident in other parts of Africa, including Kenya and thus the connection with this study.

Finally, Muturi, (2014) investigated women in management among state corporations and listed companies in Kenya. The study population consisted of 98 state corporations and 49 companies listed in the Nairobi Securities Exchange. Among the listed companies 34% of them did not have a female board member, 28.8% had one female board member and 19.9% had two female board members. There were a total of 1091 board seats for state corporations and 449 in listed companies of which 20% were held by women in state corporations and 12% in listed companies respectively.

The average size of the board of directors for the 98 state corporations analyzed was 11 whereas the listed companies had an average of 9. Further 13% of the State Corporation boards were chaired by a female chairperson. Interestingly among the listed companies analyzed only one had a female chairperson (less than 1%). Moreover, the State Corporation boards analyzed comprised of 20% women and 80% men. Among listed companies only 12% of the board composition was female. All this despite the fact that women make up 50% of the total Kenyan population according to the 2009 national census (KNBS, 2010).

2.4.2. Gender Roles And Career Progression Of Women

Borna and White (2017) attempted to unravel the ‘confused and confusing’ concepts of sex and gender. According to the authors, the incorrect usage of these concepts not only creates confusion in the literature, but also casts a shadow over the research findings in this area. In their fascinating submission, they review forty articles from three volumes of the Journal of Business Ethics, in an effort to highlight the confusion between the two
terms. Next, they offer explanations for the possible causes of confusion and address the question of why the distinction between the terms is crucial.

Finally, the recommendations for future studies related to ‘sex’ and ‘gender’ like this one, are made. The findings paint a compelling picture of their central argument: in 27 out of the 40 articles, the terms ‘sex’ and ‘gender’ were used inter-changeably. According to the authors, the distinction is crucial due to the multiplicity of interpretations in the minds of readers when they read the words ‘sex’ or ‘gender’. Elaboration of the terms ‘sex’ and ‘gender’ by the authors is necessary in order to provide some clarity and hence reduce the range of selective interpretation. Secondly, if there is a need for using the term 'sex' in an article, it is necessary to be clear whether the term is used as a descriptor of sex differences or as an explanatory factor, i.e. causality of sex differences. An example of sex as an explanatory factor would be: Are men and women different in their leadership style? Using 'sex' as an explanatory factor for behavioral differences between men and women, may obscure the mechanisms that create such behavioral differences and lead us to believe that biological explanations are sufficient for understanding these behaviors.

Oakley, (2014) postulates that the glass ceiling is not the only factor that explains the scarcity of women in management. She suggests that some women are less interested than men in reaching senior management positions. She forwards the ‘different needs hypothesis’ which in a nutshell contends that the differences in proportions of men and women who wish to be senior managers may be explained by the differences in how they choose to have their needs met. She postulates that the need for affiliation, achievement, power and self-actualization in men and women are, in general, met in different ways. Women appear more often than men to satisfy their need for achievement in tasks that involve interaction with people as opposed to impersonal situations and tasks dealing with inanimate objects. They seem to associate helping other people with achievement, while in men, helping others often involves controlling and organizing them. An implication of this hypothesis is that ‘equality of opportunity’ rather than ‘numerical equality’ should be the goal of the equality proponents, and the recognition that equality is not ‘sameness’.

2.4.3. The non-aggressive nature of women and career progression

Schein and Mueller, (2015) took a cross-cultural look at sex-role stereotyping and management characteristics. They reviewed perceptions of characteristics viewed as
necessary for management success, among 497 male and 328 female management students in the United States, Great Britain and Germany. The Schein Descriptive Index was used to define the sex – role stereotypes and characteristics of successful managers. The results revealed that males in all the three countries perceived that successful middle managers possess characteristics, attitudes and temperaments more commonly ascribed to men in general than to women. The pattern of results among females varied across cultures. German females sex type the managerial position to almost the same degree as the males. British females also sex type the managerial position, but to a lesser extent than their German counterparts. U.S. females do not sex type the managerial position, but see women and men as equally likely to possess characteristics necessary for managerial success. They further submit that sex typing of the managerial position, as in the German female sample, indicates that women perceive that they must exhibit 'masculine' characteristics in order to succeed.

The persistence of managerial sex typing among males across cultures and time frames suggests that a focus on corporate structural policy changes fueled by a legal impetus is the only way significant change will occur. To the extent males are predominant in decision-making roles, and to the extent they hold a masculine view of management requirements, women will continue to be less likely to be selected for or promoted into management positions unless legal and structural mechanisms are in place to counter these biases.

The impact of sexual stereotypes on women in management was explored by Idler, (2015). Both studies found that when male managers were asked to characterize the styles of both male and female managers, they described female managers as less self-confident, less analytical, less emotionally stable, less consistent, and possessing poorer leadership abilities than male managers. In addition, both studies also found that the managers consistently associated the more desirable managerial traits with men and the less desirable managerial traits with women. Stereotypically men were seen as being aggressive, independent, unemotional, objective, dominant, active, competitive, logical, worldly, self-confident, and skilled in business, all competence-related traits (Catalyst, 2014). According to Christ, (2014), women were stereotypically seen as exhibiting the opposite traits of males on all the competence-related traits, indicating that stereotypically feminine traits are associated with incompetence. It would not be surprising therefore; if a
key explanation for the lack of female CEOs may be because of these stereotypes, often acting at the level of the sub-conscious, which associate femininity with incompetence.

2.4.4 Challenging Assignments

According to Afande, (2015), challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills. Besides, challenging assignments are a source of motivation to employees particularly those at leadership positions. Undertaking challenging assignments entail one’s ability to take additional responsibilities and commitments relative to organizational needs. Moreover, Mbugua, (2014) notes that most successful women attribute their achievements to improved productivity within the working environment. This highlights that women should exceed expectations in the workplace for them to be considered for promotions (Adame, Caplliure & Miquel, 2016). However, it can be challenging for women to undertake additional responsibilities given that they also serve as the primary caregivers. Significantly, some of the challenging assignments might require women to take part in geographic physical activities that can be difficult for women (Adame et al., 2016). Given that these assignments are an influential aspect of one’s experience and expertise, women are often overlooked during promotional activities. Women’s inability to integrate additional job responsibilities hinder their career advancements to top positions.

In today’s highly competitive business environment, global exposure is a critical skill for organizational managers. Successful leaders ought to integrate diverse management attributes such as working with different people, problem solving and management of diverse populations (Adame et al., 2016). With this comes the demand for international assignments to gain the necessary management skills. International assignments are challenging to both male and female employees. Nonetheless, women face additional challenges due to societal norms and organizational expectations in the host countries (Adame et al., 2016). Additionally, the female assignees are jugged between family responsibilities and organizational commitments. This, in turn, implies that expatriation is a challenging assignment to female employees unlike their male counterparts. Lack of the necessary skills and attributes can be detrimental during the promotion process, particularly in the male dominated society.
2.5 Chapter Summary
The chapter reviews the current literature on the factors affecting the career progression of women in organizations. Some of the factors noted were gender-based discrimination, education level, patriarchal organizational structures, and discriminatory institutional HR policies. Besides, individual factors were reviewed including communication styles, work-family conflict and challenging assignments. The personal centered view seemed to blame the underrepresentation of women in management positions to factors internal to women. Organizational centered view blamed this trend on power hierarchies that shape the ascendency of women to management positions. Considerably, the gender-based view blamed patriarchal societal systems that foster discrimination and the perception that men are more superior to women. The review concludes that three aspects, personal, institutional and culture and societal factors could potentially be subjective to the career progression of women. The next chapter presents the research methodology.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The chapter articulates research methodology for the study. The chapter features; the research design, population which entails the total number of female employees at Standard Chartered Bank, Kenya. The sampling design, data collection methods, research procedures and data analysis methods are also presented.

3.2 Research Design

The research design was used to structure the research project by integrating major parts including measures, samples, variables and methods to address the core concept of the research questions. This infers that the research design formulates the framework for rigorous planning and conducting the research study. The study adopted a descriptive survey research design. According to Creswell & Creswell, (2017), descriptive research design is a scientific approach that entails observation and description of a phenomenon without manipulating it. This type of study entailed extensive research planning and execution while answering the research questions.

The descriptive survey research design was used to determine the characteristics of a defined population group. Notably Creswell and Creswell, (2017) defines survey as the process of collecting data from members of a population group to ascertain their current situation relative to one or two influential variables. Considerably, surveys are preferred for research studies in which the research presumes the study needs swift data collection to formulate an understanding of the population after analyzing its sample. The independent variable of this study were factors affecting career progression while the dependent variable was career progression among women.

3.3 Population and Sampling Design

3.3.1 Population

According to Patten and Newhart, (2017), a population is the total number of elements from which the researcher will obtain some inferences. Besides, population is defined as a collective group of entities that share similar characteristics from which the researcher generalized the results of the study. The population of interest for this study was women.
personnel working at Standard Chartered Bank in Nairobi County. As of 2019, the bank had a total number of 18 branches across the county and this has a total of 150 female employees from 12 branches within Nairobi County.

Table 3.1: Population

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branch Managers</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Branch operations</td>
<td>84</td>
<td>56</td>
</tr>
<tr>
<td>Middle level Managers</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Standard Chartered Bank, (2019)

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

The sampling plan describes the sampling unit, sampling frame, sampling procedures and the sample size for the study. The sampling frame describes the list of all population units from which the sample will be selected, (Cooper & Schindler, 2003). According to Bryman, (2012), sampling frame describes the selection of the units from which the sample is selected. Kombo and Tromp, (2013) indicated that a sample is a finite part of a statistical population whose properties are studied to gain information about the whole.

Ngechu, (2004) underscores the importance of selecting a representative sample through making a sampling frame. Sample was selected from a total number of 18 branches across the county and this has a total of 150 female employees from 12 branches within Nairobi County. The respondents of the research were drawn from employee listings obtained from Human Resources Manager, (HRM), working at the Bank’s headquarters, that is located at Westlands, Nairobi.

3.3.2.2 Sampling Technique

The unit of analysis was random selection of female managers in both the middle and executive level management. Through the use of the stratified sampling technique, the selected subjects were a representative of the larger population group from which they were selected, the stratas were based on the management levels as either Branch
Manager, Branch operations, Middle level Managers and Clerks. Notably, stratified sampling technique was used to isolate the female subjects across the various management levels. The selected subjects were assessed to determine feedback on gender parity that hinder career progression of women.

3.3.2.3 Sample Size

According to Patten & Newhart, (2017), a sample is a small group of respondents obtained from an accessible population. Every member of the sample is referred to as a participant/subject/respondents.

Meridith, (2005) format will be applied where:

Sample size = \( \frac{(Z_{\alpha/2})^2 \times P(1-P)}{E^2} \)

Where: \((Z_{\alpha/2}) = \) Z value (2.58=99%; 1.96= 95%; 1.645=90% confidence level)

In this case 1.96 used.

\(P = \) percentage proportion of choice (10% used for sample size needed)

\(E = \) margin of error (5%)

Going as per the stated assumptions the sample size Was therefore be:

Sample size \( = \frac{(1.96)^2 \times 0.1 (1 - 0.1)}{0.05^2} \)

\( = \frac{3.8416 \times 0.09}{0.0025} \)

\( = 138 \) respondents
### Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Population</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branch Managers</td>
<td>18</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Branch operations</td>
<td>84</td>
<td>77</td>
<td>56</td>
</tr>
<tr>
<td>managers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle level Managers</td>
<td>48</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>138</td>
<td>100</td>
</tr>
</tbody>
</table>

### 3.4 Data Collection Methods

The study collected primary data through the use of questionnaires. According to Creswell and Creswell, (2017), questionnaires are written documents in quantitative research that has a set of inquiries directed to the respondents. Researchers use this to pose questions to participants on the issue identified on the problem statement and record answers. The questionnaire was developed through the use of research questions to guide the participants. The data collection method was comprised of structured questions which gave respondents an option to rate their feedback by either agreeing or disagreeing with the statement.

The research instruments, self-administered questionnaires, were preferred given the tight working schedule of the participants. Besides, most of the participants are literate and able to fill out the questionnaires independently. This was also preferred as it enabled the researcher to collect data from respondents in their natural setting. In this case, the use of questionnaires enabled the researcher to issue them to respondents in their work stations which was fairly easy. Besides, this increased the likelihood of the respondents to fill the questionnaires, thereby heightening the response rate.

The questionnaire was structured into three parts; Part A highlights on biographical information such as marital status, age, gender, and academic qualification. Part B focuses on factors impeding career progression of women. Part C highlights on the impact of bank practices and policies on career progression of women and the perception of gender equality within the financial institution. The questionnaire focused on the perception of the respondents on the influence of gender in career progression and some of the challenges faced by women in the pursuit of career ascendency. The researcher sent
an email to the respondents attaching the questionnaire and the date when the responses was required.

### 3.5 Research Procedure

The questionnaire was administered both to the senior level management and operational level female employees. Before starting the research, the questionnaires were pretested among 15 respondents to ensure its workability relative to content, structure, and duration. According to Creswell and Creswell, (2017) pre-testing is a procedure through which questionnaires are evaluated on a few respondents. After the pretesting procedure, modifications were made on the questionnaire to address issues such as ambiguity of the questions. Two approaches were integrated when pre-testing the questionnaire; garnering feedback from experts on the changes to be made and peer response on questions to be rephrased or changed to ensure it is appropriate for use.

A pilot study was undertaken to establish reliability of the questionnaires. The pilot study was done and random sample selected among 10 employees. By use of Cronbach’s Alpha in SPSS a reliability analysis was done to evaluate internal consistency of the variables and the results were as follows:

**Table 3.3: Reliability Test**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach's Alpha</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance of personal factors on career progression</td>
<td>.729</td>
<td>12</td>
</tr>
<tr>
<td>Influence of the cultural factors in the Society and women’s career progression</td>
<td>.889</td>
<td>10</td>
</tr>
<tr>
<td>Influence of institutional barriers on career progression</td>
<td>.801</td>
<td>10</td>
</tr>
</tbody>
</table>

For this study, the researcher sought permission from the management of Standard Chartered Bank to conduct the study at the Bank. Key respondents were issued with informed consents to encourage voluntary participation. Moreover, the confidentiality and privacy of participant information would be guaranteed. The researcher explained to the participants on the purpose of the study before engaging them in the interview and filling out the questionnaires. A letter of authorization and NACOSTI letter of research
authorization was obtained from the Business school at United States International University, Africa. This was presented to NACOSTI for a permit to undertake the research before proceeding to collect data. The questionnaires were administered at the University and drop and pick method was used to ensure all the questionnaires are filled and returned.

After the approval of the request, questionnaires were issued to the respondents via email. Instructions were provided to the subjects to enable them to fill out the questionnaires independently. To ensure high response rate, the questionnaire was distributed via google forms which ensured respondents could fill the form from wherever they were. The researcher also contacted the managers who distributed the questionnaires on the researcher’s behalf.

3.6 Data Analysis Methods

Data analysis involved the process of analyzing, cleaning, transforming, and modeling data collected in a research. Data was coded as per the variables of study for ease of data entry and interpretation. Data analysis methods utilized in this study was mainly via quantitative techniques (Cooper & Schindler, (2014). Statistical Package for Social Sciences (SPSS) was used to describe the data through descriptive analysis of means, standard deviations, and frequencies. Inferential statistics was analyzed using regression, and correlation analysis to determine the relation between the dependent and independent variables. The information was displayed by use of tables and figures where necessary. A regression analysis was used to determine the extent of relationship between the dependent and independent variable. The multi linear regression equation in the form:

\[ Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + \epsilon \]

Where:

\( Y = \) Career Progression of Women

\( X_1 \) refers to personal factors

\( X_2 \) institutional barriers

\( X_3 \) culture and societal factors

\( \epsilon \) is the error term which captures the unexplained variations in the model.

\( b_1, b_2, b_3 \) and \( b_4 \) are regression coefficients of the respective independent variables.
3.7 Chapter Summary
The chapter reviews the research methodology for the study. The chapter discusses the research design, population and sampling design, data collection methods, research procedures, ethical considerations, and data analysis methods. Notably, the researcher used questionnaires to collect data from the participants. The questionnaires were issued to a sample of participants from the study population group. The questionnaires were pre-tested before issuance to ensure they are appropriate for use. The data analysis methods used included SPSS software, inferential and descriptive analysis was done. Figures and tables were used to display the analyzed data, from which comparisons were made using percentages and frequencies. The highlighted ethical considerations for this study included participant confidentiality, privacy, and issuance of an informed consent. In chapter four the results and findings is presented.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

In this section the researcher present the findings of the study. This chapter aims at providing the data analysis and interpretation of the data collected from the questionnaires filled during the study. The findings are based on the research questions which include response on significance of personal factors on career progression, influence of Institutional barriers and influence of culture and societal factors on women career progression. This information is presented in tables and figures so as to enable comparative discussion and interpretation.

4.2 General Information

4.2.1 Response Rate

The questionnaire was issued to 138 respondents. Out of the total, only 95 responded resulting in 69% response rate which was considered adequate for the research to proceed to data analysis and the results are as indicated in Table 4.1. This was considered sufficient for analysis

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filled and returned</td>
<td>95</td>
<td>69</td>
</tr>
<tr>
<td>Non-response</td>
<td>43</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3 Demographic Information

4.3.1 Respondents Age

An analysis of the respondents age revealed that majority of respondents accounting for 46% were aged between 30-39 years while those aged 40-49 accounted for 26%, those aged 20-29 years accounted for 19% and those aged 50-59 years represented 8%
respectively. This implies that Standard Chartered Bank has a diverse age group and majority are still young, thus able to serve the company longer.

![Bar Chart: Respondents Age](image)

**Figure 4.1: Respondents Age**

### 4.3.2 Marital Status

An analysis of the respondents marital status revealed that majority of respondents accounting for 69.5% were married while those who were single accounted for 28.4%, and those divorced represented 2.1% respectively as shown in Figure 4.2

![Bar Chart: Marital Status](image)

**Figure 4.2: Marital Status**
4.3.3 Highest Education Level

An analysis of the respondents literacy levels revealed that majority of respondents accounting for 49.5% had an undergraduate degree while those with college or polytechnic accounted for 35.8%, and those with post graduate degree represented 14.7% as shown in Figure 4.3. This implies that Standard Chartered Bank has a group of well educated employees who are able to foster growth of the bank.

![Bar Chart: Highest Level of Education](chart.png)

**Figure 4.3: Highest Level of Education**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College or Polytechnic</td>
<td>35.8</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>14.7</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>49.5</td>
</tr>
</tbody>
</table>

4.3.4 Duration Worked at the Bank

An analysis of the duration respondents had worked at the bank show that majority of respondents accounting for 43.2% had 0-10 years experience at the bank while 26.3% indicated that they had 11-15 years work experience. On the other hand, 10.5% had 16-20 years and 14.7% had 21-30 years work experience respectively. The results also noted that 5.3% had over 30 years work experience respectively as shown in Figure 4.4. This implies that Standard Chartered Bank has a group of very experienced employees with 6-30 years work experience.
Figure 4.4: Duration Worked at the Bank

4.4 Significance of Personal Factors on Career Progression of Women to Management Positions

The first objective set to establish the significance of personal factors on career progression of women to management positions. Respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement using a five-point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agreed.

4.4.1 Level of Education and Women Career Progression

A review of the impact of education on women career show that the level of education has a significant impact on their career progression at Standard Chartered Bank (m=4.432, sd=0.694). the study also shows that, unlike men, women face limited education opportunities as they are compelled to traditional household roles (m=4.874, sd=0.364).

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;30 years</td>
<td>5.3</td>
</tr>
<tr>
<td>11-15 years</td>
<td>26.3</td>
</tr>
<tr>
<td>16-20 years</td>
<td>10.5</td>
</tr>
<tr>
<td>21-30 years</td>
<td>14.7</td>
</tr>
<tr>
<td>0-10 years</td>
<td>43.2</td>
</tr>
</tbody>
</table>

Table 4.2: Level of Education and Women Career Progression

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level of education has a significant impact on career progression among women at Standard Chartered Bank.</td>
<td>95</td>
<td>4.432</td>
<td>0.694</td>
</tr>
<tr>
<td>Unlike men, women face limited education opportunities as they are compelled to traditional household roles</td>
<td>95</td>
<td>4.874</td>
<td>0.364</td>
</tr>
</tbody>
</table>
4.4.2 Work Life Conflict and Women Career Progression

The results show that a majority agree that reconciling work demands with family roles is a challenge confronting career women (m=4.432, sd=0.498) and work–family conflict is associated with increased levels of stress (m=4.411, sd=1.067).

Table 4.3: Work Life Conflict and Women Career Progression

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconciling work demands with</td>
<td>95</td>
<td>4.432</td>
<td>0.498</td>
</tr>
<tr>
<td>family roles is a challenge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>confronting career women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work–family conflict is</td>
<td>95</td>
<td>4.411</td>
<td>1.067</td>
</tr>
<tr>
<td>associated with increased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>levels of stress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4.3 Career Preference and Women Career Progression

Analysis done on career preference among women show that women are less likely than men to apply for jobs that need extra skills like finance and consulting jobs (m=4.284, sd= 0.883). It was also established that in the organization women are likely to apply for general management positions (m=4.863, sd=0.346). Women are much more risk averse than men (m=4.705, sd=0.458). Finding also show that most women are slightly less likely than men to be employed in jobs in which compensation is based on performance (m= 4.126, sd=0.640).

Table 4.4: Career Preference and Women Career Progression

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women are less likely than men</td>
<td>95</td>
<td>4.284</td>
<td>0.883</td>
</tr>
<tr>
<td>to apply for jobs that need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extra skills like finance and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consulting jobs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the organization women are</td>
<td>95</td>
<td>4.863</td>
<td>0.346</td>
</tr>
<tr>
<td>likely to apply for general</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>management positions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women are much more risk</td>
<td>95</td>
<td>4.705</td>
<td>0.458</td>
</tr>
<tr>
<td>averse than men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women are slightly less</td>
<td>95</td>
<td>4.126</td>
<td>0.640</td>
</tr>
<tr>
<td>likely than men to be employed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in jobs in which compensation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is based on performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4.4 Individual Skills and Knowledge and Women Career Progression

A review of individual skills and knowledge affecting women career, majority disagreed that at the bank, women do not possess the skills and capabilities to get engaged in similar kinds of jobs as men (m=1.947sd=1.356). It was however agreed that gender imbalance
has prevailed for centuries affecting women’s careers growth in the banking sector (m=4.337, sd=0.678). Results also show that the banking sector is male dominated across all the department (m=4.432, sd=0.498). Women’s lack of self-motivation as a result make most of them to be subordinate to men in accounting workplaces (m=4.442, sd=0.710).

**Table 4.5: Individual Skills and Knowledge and Women Career Progression**

| At the bank, women do not possess the skills and capabilities to get engaged in similar kinds of jobs as men. | 95 | 1.947 | 1.356 |
| Gender imbalance has prevailed for centuries affecting women’s careers growth in the banking sector. | 95 | 4.337 | 0.678 |
| The banking sector is male dominated across all the department. | 95 | 4.432 | 0.498 |
| Women’s lack of self-motivation as a result make most of them to be subordinate to men in accounting workplaces. | 95 | 4.442 | 0.710 |

**4.4.5 Correlation of Personal Factors and Career Progression**

A Pearson correlation analysis was done to establish the relationship between personal factors and career progression of women, and the result established a significant negative relationship between the variables (r=0.458, p value=0.000). Therefore, a decline in personal factors has a significant influence on career progression of women at Standard Chartered Bank.

**Table 4.6: Correlation of Personal Factors and Career Progression**

<table>
<thead>
<tr>
<th>career progression</th>
<th>Pearson Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>-.458**</td>
</tr>
<tr>
<td>N</td>
<td>95</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

**4.5 Influence of Institutional Barriers on Career Progression of Women**

The second objective set to establish the influence of institutional barriers on career progression of women to senior management positions. Respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement using a five-point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agreed.
4.5.1 Patriarchal Corporate Culture

The study found out that majority disagreed that women at the bank have not experienced leadership advocacy from men partly because of the patriarchal cultural beliefs (m=1.46, sd=.750). The study also show that respondents disagree that climbing the corporate leadership ladder has been challenging for women due to patriarchal cultures within the working environment (m=1.31, sd=.726).

Table 4.7: Patriarchal Corporate Culture

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women at the institution have not experienced leadership advocacy from men partly because of the patriarchal cultural beliefs.</td>
<td>95</td>
<td>1.46</td>
<td>.750</td>
</tr>
<tr>
<td>Climbing the corporate leadership ladder has been challenging for women due to patriarchal cultures within the working environment.</td>
<td>95</td>
<td>1.31</td>
<td>.726</td>
</tr>
</tbody>
</table>

4.5.2 Organizational Policies

The finding show that majority disagreed that organizational structures at the bank has made underrepresentation of women in the executive positions acceptable (m=2.70, sd=.460). It was also disagreed that the bank’s leadership structure has limited opportunities for women (m=1.31, sd=.464). It was however agreed that the organization structures ensure all employees access training and development opportunities which equips them with the desirable leadership skills for career progression (m=4.73, sd=.557). Results also show that the organization policies promote fairness in selection and retention (m=3.75, sd=.890).

Table 4.8: Organizational Policies

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational structures at the bank has made underrepresentation of women in the executive positions acceptable.</td>
<td>95</td>
<td>2.70</td>
<td>.460</td>
</tr>
<tr>
<td>The organization structures ensure all employees access training and development opportunities which equips them with the desirable leadership skills for career progression.</td>
<td>95</td>
<td>4.73</td>
<td>.557</td>
</tr>
<tr>
<td>The Bank’s leadership structure has limited opportunities for women.</td>
<td>95</td>
<td>1.31</td>
<td>.464</td>
</tr>
<tr>
<td>The organization policies promote fairness in selection and retention.</td>
<td>95</td>
<td>3.75</td>
<td>.890</td>
</tr>
</tbody>
</table>
4.5.3 Selection Process

Analysis of the selection process show that a majority agreed that the bank has undergone significant changes in the past decade including the adoption of organizational policies that promote gender inclusion (m=4.60, sd=.680). Results show that the bank has identified and eliminated organizational practices impeding career progression of women (m=4.85, sd=.354). It was also agreed that there are put in place avenues for reporting gender based discrimination (m=4.85, sd=.363).

A review of the results also shows that there is involvement of more women in training and development to improve their skills and expertise (m=4.30, sd=.460) and the bank has revised its promotion policies to foster gender inclusivity within the working environment (m=4.15, sd=.363). Respondents were uncertain of whether poor implementation of gender policies is a drawback that propagates gender gap in top positions within the organizations (m=3.08, sd=1.150). majority disagreed that men are considered over women during promotion to top leadership positions (m=2.15, sd=.869).

Table 4.9: Selection Process

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bank has undergone significant changes in the past decade including the adoption of organizational policies that promote gender inclusion.</td>
<td>95</td>
<td>4.60</td>
<td>.680</td>
</tr>
<tr>
<td>The bank has identified and eliminated organizational practices impeding career progression of women.</td>
<td>95</td>
<td>4.85</td>
<td>.354</td>
</tr>
<tr>
<td>There are put in place avenues for reporting gender based discrimination.</td>
<td>95</td>
<td>4.85</td>
<td>.363</td>
</tr>
<tr>
<td>There is involvement of more women in training and development to improve their skills and expertise.</td>
<td>95</td>
<td>4.30</td>
<td>.460</td>
</tr>
<tr>
<td>Poor implementation of gender policies is a drawback that propagates gender gap in top positions within the organizations.</td>
<td>95</td>
<td>3.08</td>
<td>1.150</td>
</tr>
<tr>
<td>The bank has revised its promotion policies to foster gender inclusivity within the working environment</td>
<td>95</td>
<td>4.15</td>
<td>.363</td>
</tr>
<tr>
<td>Men are considered over women during promotion to top leadership positions.</td>
<td>95</td>
<td>2.15</td>
<td>.869</td>
</tr>
</tbody>
</table>
### 4.5.4 Networking

Majority agreed that the bank facilitates women access to leadership awareness programs ($m=4.45$, $sd=.500$). The leadership provides mentorship to women employees ($m=3.75$, $sd=.890$). There was uncertainty over whether participation in leadership events affects career progression of women ($m=3.06$, $sd=1.214$). There was uncertainty of the networking approach adopted by female employees leading to improved situation ($m=3.05$, $sd=1.326$).

#### Table 4.10: Networking

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in leadership events affects career progression of women.</td>
<td>95</td>
<td>3.06</td>
<td>1.214</td>
</tr>
<tr>
<td>The company facilitates women access to leadership awareness programs.</td>
<td>95</td>
<td>4.45</td>
<td>.500</td>
</tr>
<tr>
<td>The leadership providing mentorship to women employees.</td>
<td>95</td>
<td>3.75</td>
<td>.890</td>
</tr>
<tr>
<td>The networking approach adopted by female employees has led to improved situation.</td>
<td>95</td>
<td>3.05</td>
<td>1.326</td>
</tr>
</tbody>
</table>

### 4.5.5 Correlation of Institutional Barriers and Career Progression

A Pearson correlation analysis was done to establish the relationship between institutional barriers and career progression of women at the bank and the result established a strong but insignificant negative relationship between the variables ($r=0.759$, $p$ value=0.060). Therefore, an increase in institutional barriers had a negative influence on career progression of women at Standard Chartered Bank.

#### Table 4.11: Correlation of Institutional Barriers and Career Progression

<table>
<thead>
<tr>
<th>career progression</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-.759</td>
<td>.060</td>
<td>95</td>
</tr>
</tbody>
</table>
4.6 Influence of Cultural and societal Factors on Women Career Progression

The last objective set to establish the influence of culture and society on career progression of women to management positions. Respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement using a five-point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agreed.

4.6.1 Gender-Based Stereotypes and Career Progression of Women

The results on gender based stereotype show that most women do not apply for senior management positions (m=4.38, sd= 1.084). The finding of the study also shows that most communities devalue female leadership (m= 3.78, sd= 1.486). It was however disagreed that there is victimizations of other women at the banking sector (m=2.55, sd=.750).

Table 4.12: Gender-Based Stereotypes and Career Progression of Women

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most women do not apply for senior management positions.</td>
<td>95</td>
<td>4.38</td>
<td>1.084</td>
</tr>
<tr>
<td>Most communities devalue female leadership.</td>
<td>95</td>
<td>3.78</td>
<td>1.486</td>
</tr>
<tr>
<td>There is victimizations of other women at the banking sector.</td>
<td>95</td>
<td>2.55</td>
<td>.750</td>
</tr>
</tbody>
</table>

4.6.2 Gender Roles and Career Progression of Women

A review of gender roles and career progression of women show that majority were uncertain about women being able to cope with long, tedious working hours (m=3.48, sd=1.701). It was however disagreed by a majority that most women are pre-occupied with family roles than their careers (m=2.94, sd= 1.214).

Table 4.13: Gender roles and career progression of women

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most women are unable to cope with long, tedious working hours.</td>
<td>95</td>
<td>3.48</td>
<td>1.701</td>
</tr>
<tr>
<td>Most women are pre-occupied with family roles than their careers.</td>
<td>95</td>
<td>2.94</td>
<td>1.214</td>
</tr>
</tbody>
</table>
4.6.3 Challenging Assignments

The finding show that international assignments are challenging to female employees (m=2.74, sd= 1.204). Results show that challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills (m=4.82, sd=.387) and challenging assignments are a source of motivation to employees particularly those at leadership positions (m=4.84, sd=0.372). There was uncertainty over whether employees undertaking challenging assignments affects career development for women (m=3.40, sd=.921).

Table 4.14: Challenging Assignments

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International assignments are challenging to female employees.</td>
<td>95</td>
<td>2.74</td>
</tr>
<tr>
<td>Undertaking challenging assignments affects career development for women.</td>
<td>95</td>
<td>3.40</td>
</tr>
<tr>
<td>Challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills.</td>
<td>95</td>
<td>4.82</td>
</tr>
<tr>
<td>Challenging assignments are a source of motivation to employees particularly those at leadership positions.</td>
<td>95</td>
<td>4.84</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.6.4 Correlation of Culture and societal Factors and Career Progression

A Pearson correlation analysis was done to establish the relationship between culture and career progression of women at the bank and the result established a significant strong negative relationship between the variables (r=-0.790, p value=0.000). Therefore, an increase in cultural barriers had a significant negative influence on career progression of women at Standard Chartered Bank.

Table 4.15: Correlation of Culture and societal factors and Career Progression

<table>
<thead>
<tr>
<th>career progression</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-.790**</td>
<td>.000</td>
<td>95</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
4.7 Multiregression Analysis

The research analysed the relationship between the dependent variable (career progression) against personal factors, institutional barriers and cultural factors. The results showed that the adjusted $R^2$ value was 0.652 hence 65.2% of the variation in career progression among women employees was explained by the variations in personal factors, institutional barriers, cultural factors as illustrated in Table 4.16. Hence 34.8% of the variations were explained by other factors.

**Table 4.16: Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.808(^a)</td>
<td>.652</td>
<td>.08824</td>
<td>.652</td>
<td>56.862</td>
<td>3</td>
<td>91</td>
<td>.000</td>
</tr>
</tbody>
</table>

\(\text{a. Predictors: (Constant), personal, institutional, cultural factors}\)

An ANOVA analysis was done between the dependent variable (career progression) against personal factors, institutional barriers and cultural factors at 95% confidence level, the F critical was 56.862 and the P value was (0.000) therefore significant and the results are illustrated below in Table 4.17

**Table 4.17: Anova**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig. F(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>1.328</td>
<td>3</td>
<td>.443</td>
<td>56.862</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>.709</td>
<td>91</td>
<td>.008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.037</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(\text{a. Dependent Variable: career progression}\)

\(\text{b. Predictors: (Constant), personal, institutional, cultural factors}\)

As per the coefficient Table 4.18, the equation \(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3\) becomes:

\[
Y = 3.067 - .051X_1 + 0.409X_2 - 0.048X_3
\]

Where:

\[
\begin{align*}
Y & = \text{Career progression} \\
X_1 & = \text{Personal Factors} \\
X_2 & = \text{Institutional Barriers} \\
X_3 & = \text{Cultural and societal Factors}
\end{align*}
\]
The regression equation illustrated in Table 4.17 established that all other factors held constant career progression had a positive change of 3.067 units. The findings presented also showed that with all other variables held at zero, a unit change in personal factors would lead to 0.051 negative change in career progression. On the other hand, a unit change in institutional barrier would lead to .409 positive change of career progression among women at standard chartered bank. Moreover, the study also showed that a unit change in cultural factors would result in 0.048 negative change in career progression among women. Institutional Factors was significant (p<0.05) in determining career progression.

**Table 4.18: Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardize Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.067</td>
<td>.752</td>
</tr>
<tr>
<td>Institutional Factors</td>
<td>.409</td>
<td>.166</td>
</tr>
<tr>
<td>Cultural character</td>
<td>-.048</td>
<td>.043</td>
</tr>
<tr>
<td>Personal</td>
<td>-.051</td>
<td>.051</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.067</td>
<td>.752</td>
<td></td>
<td>4.077</td>
<td>.000</td>
</tr>
<tr>
<td>Institutional Factors</td>
<td>.409</td>
<td>.166</td>
<td>.532</td>
<td>2.467</td>
<td>.015</td>
</tr>
<tr>
<td>Cultural character</td>
<td>-.048</td>
<td>.043</td>
<td>-.245</td>
<td>-1.128</td>
<td>.262</td>
</tr>
<tr>
<td>Personal</td>
<td>-.051</td>
<td>.051</td>
<td>-.071</td>
<td>-.987</td>
<td>.326</td>
</tr>
</tbody>
</table>

**4.8 Chapter Summary**

This chapter presents the results obtained from the data analysis done. This includes results related to the respondents’ demography and the research questions which include questions on the significance of personal factors, influence of Institutional barriers and influence of culture and society on women career progression to management positions at Standard Chartered Bank, Kenya Limited. The results were analysed using descriptive and inferential statistics and findings presented in Tables and figures. In the next chapter the discussion, conclusion and recommendations as per the questions of this study are presented.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter offers the discussion, conclusions and recommendations arrived at based on the research questions of the study which sought to establish the gender factors affecting career progression of female staff in Kenya’s Financial Corporations, particularly for the Standard Chartered Bank, Kenya Limited. To achieve its purpose, the study was guided by three research questions which sought to establish the significance of personal factors on career progression of women to management positions at Standard Chartered Bank Kenya Limited. The influence of Institutional barriers on career progression of women to management positions at Standard Chartered Bank Kenya Limited and the influence of culture and society on career progression of women to management positions at Standard Chartered Bank Kenya Limited.

5.2 Summary

The purpose of this study was to establish factors affecting career progression of women in Kenya’s Financial Corporations, particularly for the Standard Chartered Bank Kenya Limited. The research was guided by the following research questions: What is the significance of personal factors on career progression of women to management positions at Standard Chartered Bank Kenya Limited? What is the influence of Institutional barriers on career progression of women to management positions at Standard Chartered Bank Kenya Limited? What is the effect of culture and society on their career progression to management positions at Standard Chartered Bank Kenya Limited?

The study utilised a descriptive research design by analyzing the factors affecting career progression of women. The total population of study was comprised of 150 female employees in the 18 branches operating in Nairobi. The sample size of this study was therefore 138 employees drawn from the population. A questionnaire was used for the collection of data from the respondents. The study applied descriptive statistics where the means and standard deviations were computed, at the same time the study also used inferential statistics to establish the relationship between the dependent and independent variables through use of regression and correlation analysis by use of SPSS. The output was presented inform of figures and tables for better comprehension.
The first objective set to establish the significance of personal factors on career progression of women to management positions. The findings indicated that a majority of the employees agreed that unlike men, women face limited education opportunities as they are compelled to traditional household roles. In the organization women are likely to apply for general management positions. Women are also much more risk averse than men. The study also established that women lack self-motivation as a result, make most of them to be subordinate to men in accounting workplaces. The level of education had a significant impact on the career progression among women at Standard Chartered Bank. Majority also agreed that reconciling work demands with family roles is a challenge confronting career women and the banking sector is male dominated across all the department. It was also established that work–family conflict is associated with increased levels of stress and gender imbalance has prevailed for centuries affecting women’s career growth in the banking sector. A Pearson correlation analysis was done to establish the relationship between personal factors and career progression and the result established a significant negative relationship between the variables (r=0.458, p value=0.000). Therefore, a decline in personal factors has a significant influence on career progression at Standard Chartered Bank.

The second objective set to establish the influence of institutional barriers on career progression to management positions. The study established that the bank has identified and eliminated organizational practices impeding career progression of women and there are put in place avenues for reporting gender based discrimination. It was also established that the organization structures ensure all employees access training and development opportunities which equips them with the desirable leadership skills for career progression. It was also agreed by a majority that the bank has undergone significant changes in the past decade including the adoption of organizational policies that promote gender inclusion while the company facilitates women access to leadership awareness programs.

The study also revealed that there is involvement of more women in training and development to improve their skills and expertise and the bank has revised its promotion policies to foster gender inclusivity within the working environment. In addition, the organization policies promote fairness in selection and retention. The results also showed that leadership provide mentorship to women employees. There was however an uncertainty of wether poor implementation of gender policies is a drawback that
propagates gender gap in top positions within the organizations and if participation in leadership events affects career progression of women. Results also indicated uncertainty over the networking approach adopted by female employees has led to improved situation.

Majority disagreed that the organizational structures at the firm has made underrepresentation of women in the executive positions acceptable and based on the results men are not considered over women during promotion to top leadership positions. It was also disagreed that women at the institution have not experienced leadership advocacy from men partly because of the patriarchal cultural beliefs. In addition, climbing the corporate leadership ladder has not been challenging for women due to patriarchal cultures within the working environment. Findings also indicated that the Bank’s leadership structure has limited opportunities for women. A Pearson correlation analysis was done to establish the relationship between institutional barriers and career progression of women at the bank and the result established a strong but insignificant negative relationship between the variables (r=0.759, p value=0.060). Therefore, an increase in institutional barriers had a negative influence on career progression at standard chartered bank.

The last objective set to establish the influence of culture and society on career progression to management positions. The study established that a majority of respondents agreed that challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills and challenging assignments also acted as a source of motivation to employees particularly those at leadership positions. The results also revealed that most women do not apply for senior management positions and at the same time most communities devalue female leadership. Most women lack competitive appetite. Results also showed that it was uncertain whether most women are unable to cope with long, tedious working hours.

The results also showed that majority failed to agree or disagree on whether undertaking challenging assignments affects career development for women. It was also disagreed by a majority that most women are pre-occupied with family roles than their careers and international assignments are challenging to female employees. Despite all these, the respondents also disagreed that there is victimizations of other women at the banking sector. A Pearson correlation analysis was done to establish the relationship between
cultural and societal factors and career progression of women at the bank and the result established a significant strong positive relationship between the variables \((r=0.701, p \text{ value}=0.000)\). Therefore, an increase in cultural and societal factors had a significant influence on career progression at standard chartered bank.

5.3 Discussions

5.3.1 Significance of Personal Factors on Career Progression

The findings indicated that a majority of the employees agreed that unlike men, women face limited education opportunities as they are compelled to traditional household roles. This agrees with past findings that show that traditional cultures reinforce male privilege which increases the gender-gap when it comes to education. In poverty stricken regions, families must prioritize the education costs for their children and send to school those who are thought to have the best chance of success (Mbugua, 2014). Given this, most young girls below the age of 18 are married off as a source of wealth for their family. In Kenya, the percentage of girls getting married under 18 years is 30.5% thereby limiting them from advancing their education (Mbugua, 2014). The traditional culture is a barrier to the education of young girls in Kenya which hampers further their career progression ambitions (Akinyi, 2014). As such, lack of education is a major obstacle to the career progression of women as they are limited from accessing employment opportunities and left to struggle in the informal sector.

The study established that women are also much more risk averse than men. Previous research has also recorded that same, for instance gender differences in risk aversion and competitiveness have been found in the laboratory and in the field (Azmat & Petrongolo, 2014). As jobs in different sectors differ on a variety of attributes such as job security, earnings stability, injury and fatality risk, performance evaluation, and degree of competition, systematic gender differences in attitudes toward risk and competition could directly affect the types of jobs that men and women sort into, and consequently, gender gaps in earnings. DeLeire and Levy, (2014) argue that individuals willing to take more risks earn more and sort into occupations with greater earnings dispersion. Women have been found to be consistently more risk averse than men, the findings from this study suggest that women are likely to end up being overrepresented in low-risk occupations that offer lower earnings variance and, as a result of compensating wage differentials, earn lower pay.
The finding also indicated that women are less likely than men to apply to jobs that need extra skills like finance and consulting jobs. This results coincide with Barbulescu and Bidwell, (2016) who examined the differences in the jobs for which men and women apply in order to better understand gender segregation in managerial jobs. The study tested an integrative theory of why women might apply to different jobs than men. Based on the findings, results indicated that women are less likely than men to apply to finance and consulting jobs and are more likely to apply to general management positions. These differences was partly explained by women’s preference for jobs with better anticipated work–life balance, their lower identification with stereotypically masculine jobs, and their lower expectations of job offer success in such stereotypically masculine jobs.

It was also established that work–family conflict is associated with increased levels of stress. Previous research show that most female workers are challenged to combine work and family roles to earn a living. On the other hand, work-family conflict arises due to inadequate time and support to manage effectively between work and life-roles of an individual. In addition, working mothers are confronted with the challenges of balancing the role of their motherhood (family responsibilities) with work demands which is popularly known as work-family conflict (Dizaho & Abdullah, 2016). Reconciling work demands with family roles is a challenge confronting career women particularly nursing mothers. Inability to manage inter-role conflict can result to stress and lead to high turnover and lower productivity in the workplace. A number of empirical studies have reported that work–family conflict is associated with increased levels of stress (Sharma et al., 2016). Additionally, some research has found that when stress was taken into consideration, work–family conflict had an indirect relationship with physical health and life distress.

The findings also established that gender imbalance has prevailed for centuries affecting women’s careers growth in the banking sector. World Econimic Forum (WEF) highlights in their recent report “Women in Financial Services” that women enter financial services industries with the same ambition level as men, but that they are still widely underrepresented in executive committees (16%, 2016) and financial services boards (20%, 2016). The report also brings to light the issue of increased exit rates of women during mid-career, when women are as much as 30% more likely to leave their employer compared to their male peers (WEF, 2016).
5.3.2 Influence of Institutional Barriers on Career Progression

The study established that bank has identified and eliminated organizational practices impeding career progression of women and there are put in place avenues for reporting gender based discrimination. This does not concur with previous studies and according to Jose, (2018), women have not experienced leadership advocacy from men partly because of the patriarchal cultural beliefs. From this perspective, one that is significantly influenced by religion; women are regarded as inferior to men. Climbing the corporate leadership ladder has been challenging for women due to patriarchal cultures within the working environment. Notably, most organizations have adopted patriarchal systems that have regulated the role of women. Afande, (2015) notes that these organizational structures have programmed their practices thereby making the underrepresentation of women in the executive positions acceptable, (Enid, et al., 2013). Considerably, this has evoked additional barriers including the glass ceiling perspective that is based on the notion that women are unable to handle higher level jobs and a negative stereotypical perception from men, (Enid et al., 2013). Moreover, these structures have limited women from training and development opportunities which equips them with the desirable leadership skills for career progression.

Majority disagreed that the organizational structures at the firm has made underrepresentation of women in the executive positions acceptable. This is contrary to the findings which indicate that employers perceive management positions as not being suitable for women. According to Elvitigalage Dona, Amaratunga & Haigh, (2011) employer identification with cultural values prevents the promotion of women who are often perceived different compared to men or unfit for top management positions (Elvitigalage, et al., 2011). Employer prejudices in the working environment manifest throughout the selection and promotion processes. Considerably, other women are made to feel unwelcomed and not encouraged to apply or participate in the top management positions. Akinyi, (2012) notes that the Kenyan banking industry is Chauvinistic with an extreme culture that is discriminatory to female employees. Ultimately, this has resulted in a low staff turnover of women in major financial institutions. Additionally, younger female employees have been disillusioned with their career choice more rapidly compared to men, and thus choose to leave the financial sector early in their careers due to limited opportunities for growth, (Elvitigalage et al., (2011). The inherent difficulties
of working in a male dominated environment has compelled women to seek career advancement opportunities elsewhere.

The results also indicated that men are not considered over women during promotion to top leadership positions. Taking consideration of the hierarchy of labor that exists in most working environments indicates that women have been subjected to minority roles compared to their male counterparts, (Elvitigalage et al., 2011). Often, top management positions are considered economically crucial, a notion of the workplace perceived to be male-oriented. According to Mbugua, (2015), this corporate culture has been shaped by sexism which has existed for decades. Old notions of inferiority associated with women has negatively influenced organizational cultures in subtle ways. This, in turn, has enhanced the proliferation of the idea that men should hold productive senior roles as opposed to women. Coupled with the inability to maintain a work-life balance, women find themselves juggling between responsibilities. Despite the growing number of women, these challenges coupled with the ceiling driven by a patriarchal mindset bars women from advancing their careers further.

It was also agreed by a majority that the bank has undergone significant changes in the past decade including the adoption of organizational policies that promote gender inclusion while the company facilitates women access to leadership awareness programs. This concurs with Akinyi, (2012) who explains that ranging from recruitment to retention processes, the organizational policies claim to provide equal opportunities to both men and women. Considerably, Akinyi, (2012) also notes that financial institutions are emphasizing employee training and development as their core practices to foster the career progression of women. However, poor implementation of the policies is a drawback that propagates gender gap in top positions within organizations, (Stamaski & Son, 2015). Primarily, this is highlighted by the findings that women still occupy a few executive positions irrespective of the fact that they account for approximately 49% of the labor force. Based on the organization-structure perspective, the existing gender gap in leadership positions is due to situational variables such as organizational policies that impede the promotion of women to executive positions.

It was also established that the bank structures ensure all employees access training and development opportunities which equips them with the desirable leadership skills for career progression. Organizations need to revise their promotion policies to foster gender
inclusivity within the working environment. The current practices demonstrate institutional discrimination through the HR policies that are inherently biased against women irrespective of their experiences, skills, abilities and performance rates. The discriminatory HR policy hampers not only women promotions but also their recruitment into the labor market. Considerably, subtle institutional discrimination practices occur during performance evaluation that favor men (Stamarski & Son, 2015).

5.3.3 Influence of Culture on Career Progression of women

The study established that a majority of respondents agreed that challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills and challenging assignments also acted as a source of motivation to employees particularly those at leadership positions. According to Afande, (2015) undertaking challenging assignments entail one’s ability to take additional responsibilities and commitments relative to organizational needs. Moreover, Mbugua, (2014) notes that most successful women attribute their achievements to improved productivity within the working environment. This highlights that women should exceed expectations in the workplace for them to be considered for promotions. (Adame, Caplliure & Miquel, 2016).

The results also revealed that most women do not apply for senior management positions and at the same time most communities devalue female leadership. Most women lack competitive appetite. Similar findings by Frank, (2015) relates that attitude survey among 72 management majors attending a prestigious business school in Beijing. From the findings, there is still a significant glass ceiling effect to accepting women as they climb up the management hierarchy. The group estimated that it would take up to 32 years before equality could be reached. Women were described as more incompetent, slower, weaker, more-a-follower-than-a-leader, more lenient, more democratic, less active and friendlier than male managers. All these point to gender based stereotypes affecting perception of women as potential managers in organizations.

It was also disagreed by a majority that most women are pre-occupied with family roles than their carriers and international assignments are challenging to female employees. The impact of sexual stereotypes on women in management was explored by Idler, (2015). Both studies found that when male managers were asked to characterize the styles of both male and female managers, they described female managers as less self-confident, less analytical, less emotionally stable, less consistent, and possessing poorer leadership
abilities than male managers. In addition, both studies also found that the managers consistently associated the more desirable managerial traits with men and the less desirable managerial traits with women.

Despite all this, the respondents also disagreed that there is victimizations of other women at the banking sector. However this contradicts Muturi, (2014) who investigated women in management among state corporations and listed companies in Kenya. The study population consisted of 98 state corporations and 49 companies listed in the Nairobi Securities Exchange. Among the listed companies 34% of them did not have a female board member, 28.8% had one female board member and 19.9% had two female board members. There were a total of 1091 board seats for state corporations and 449 in listed companies of which 20% were held by women in state corporations and 12% in listed companies respectively. Moreover, the state corporation boards analyzed comprised of 20% women and 80% men. Among listed companies only 12% of the board composition was female. All this despite the fact that women make up 50% of the total Kenyan population according to the 2009 national census (KNBS, 2010).

There was uncertainty about undertaking challenging assignments affecting career development for women. In today’s highly competitive business environment, global exposure is a critical skill for organizational managers. Successful leaders ought to integrate diverse management attributes such as working with different people, problem solving and management of diverse populations (Adame, et al., 2016). With this comes the demand for international assignments to gain the necessary management skills. International assignments are challenging to both male and female employees. Nonetheless, women face additional challenges due to societal norms and organizational expectations in the host countries (Adame, et al., 2016). Oakley, (2014) postulates that the glass ceiling is not the only factor that explains the scarcity of women in management. She suggests that some women are less interested than men in reaching senior management positions. She postulates that the need for affiliation, achievement, power and self-actualization in men and women are, in general, met in different ways. Women appear more often than men to satisfy their need for achievement in tasks that involve interaction with people as opposed to impersonal situations and tasks dealing with inanimate objects.
5.4 Conclusion

5.4.1 Significance of Personal Factors on Career Progression

The study concluded that that unlike men, in many societies, women face limited education opportunities as they are compelled to traditional household roles. This therefore minimises their chances for effective career progression. Despite this fact, women have the skills and are likely to apply for general management positions. Women are generally more risk averse than men and as such, they lack self-motivation as a result make most of them to be subordinate to men in accounting workplaces. The level of education had a significant impact on the career progression among women at Standard Chartered Bank as this is considered a pre requisite for growth in the sector. For women especially in management, work–family conflict is associated with increased levels of stress. In addition, most women fail to apply for jobs that need extra skills like finance and consulting jobs.

5.4.2 Influence of Institutional Barriers on Career Progression

The study concluded that the bank has identified and eliminated organizational practices impeding career progression of women and the institution has also put in place avenues for reporting gender based discrimination. The study also concluded that to ensure the bank remains competitive in the market, the organization structures ensure all employees access training and development opportunities which equips them with the desirable leadership skills for career progression. It was also concluded that with the current trend in women empowerment, the bank has undergone significant changes in the past decade including the adoption of organizational policies that promote gender inclusion hence facilitating women access to leadership awareness programs. In addition, the bank has ensured that more women undertake training and development to improve their skills and expertise. The study concluded that the bank has also put in place, policies to promote fairness in selection and retention.
5.4.3 Influence of Culture and Society on Career Progression of women

The study concluded that challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills and when the firm exposes the staff to challenging assignments they become more motivated to achieve their tasks. The study also made a conclusion that revealed that most women in the bank lack interest in top management positions hence fail to apply for the senior jobs that are available. Just like in any other African communities, the study concluded that most women are pre-occupied with family roles than their careers although cases of women victimization at the banks are very rare.

5.5 Recommendations

5.5.1 Recommendations for Improvements

5.5.1.1 Significance of Personal Factors on Career Progression

The study recommended that men and women do not have the same access to education opportunities thus in order to foster the balance there is a need to reconsider the minimum requirement for appointment by some margin in order to give more women a chance. Women are generally risk averse than men hence for a position considered to be risky, there needs to be ample time allocated for probation and the female candidates should be allowed to withdraw if they are not content. Standard Chartered Bank should also look for ways to motivate women in applying for accounting workplaces which is mostly male dominated. Reconciling work demands with family roles is a challenge confronting career women, there is a need to constitute a policy that will ensure smooth balance for the women to enable them take minimised related stress. The finding also indicated that women are less likely than men to apply for jobs that need extra skills thus more training needs to be offered to ensure a balance is maintained.

5.5.1.2 Influence of Institutional Barriers on Career Progression of women

The study recommended that the bank should continuously review its policies to continuously eliminate organizational practices impeding career progression of women. In addition, since there has been put in place avenues for reporting gender based discrimination, there should also be in place a whistle blowing policy that would guarantee the whistle blowers protection. The study also concluded that training and development opportunities should be done continuously to equip all employees with the
much desirable leadership skills for career progression in the competitive banking industry. The study also recommends that the organization continuously review its promotion policies to maintain gender inclusivity within the working environment.

5.5.1.3 Influence of Culture and society on women’s Career Progression
The study recommended that there should be a continuous use of challenging assignments that would offer a significant purpose to complement employees experience, competency, and skills as well as offer motivation to employees particularly those at leadership positions. Since the results reveal that most women do not apply for senior management positions, there is a need to ensure that women who fit a particular position in the firm are asked by the management to apply for the available role so as to increase chances of women mobility in the ranks. The results also showed that majority failed to agree or disagree on whether undertaking challenging assignments affects career development for women. It was also disagreed by a majority that most women are pre-occupied with family roles than their careers and international assignments are challenging to female employees.

5.5.2 Recommendations for Further Research
The purpose of this study was to explore factors affecting career progression of women in Kenya’s Financial Corporations, particularly for Standard Chartered Bank, Kenya Limited. This research therefore recommends that similar studies should be done in other banks and financial institutions in order to generalize the findings. Similarly, it is also vital to explore other factors affecting career progression among women in the financial institutions.
REFERENCES


Human Resource Manager,
Standard Chartered Bank Kenya Ltd,
P O Box 30003-00100,
Nairobi.

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION TO THE BANK

My name is Syprose Juma, a student pursuing a Master’s degree in Business Administration at United States International University, Africa. Conducting research and submitting the report is a requirement for me to complete the program. I am therefore researching the career advancement of women in the banking sector, specifically, Standard Chartered Bank Kenya Ltd, Nairobi branches and head office.

In this respect, I appeal for your authorization to permit me to survey your bank. A section of this procedure will comprise of self-allocated questionnaires with several employees in the upper and middle-level management who will be selected. The sole purpose of the results will be used for academic reasons as part of the completion of my MBA course. A print of this report will be submitted to you upon request.

I pledge to observe disclosure and to preserve any material that will be obtained from this research.

Thank you in advance

Yours faithfully,

Syprose Juma

MBA student
APPENDIX II: CONSENT FORM

Dear Participant,

My name is Syprose Juma, a student of United States International University, Africa pursuing a Master’s degree in Business Administration. The focus of my research is on the career progression of women in the banking sector. My concern is to identify the corporate obstacles and individual challenges limiting the growth of women to high-ranking management levels and to observe best practices and determinations being engaged to bring fairness in the banking sector.

You have been selected to participate in the study. Your contribution is fully voluntary, and the achievement of this research relies on the gathering of a broad choice of opinions that would make the results demonstrative and your views are very significant. Kindly take part in this research, I trust it will intensify our understanding of what is complicated and act as a primary source when creating firm guidelines in the banking sector.

This study will guarantee privacy and confidentiality. It is not necessary for you to specify your name on this questionnaire. No person will be distinguishable at any phase of this study for the few minutes required to complete this survey. Please respond as honorably as you can.

Should you approve of taking part, please sign your name below, kindly specify that you have read and agreed to the nature of the study and that all your questions regarding the undertakings have been responded to, to your contentment.

Sign……………………………….             Date………………………………

Thank you for your cooperation.
APPENDIX III: QUESTIONNAIRE

Instructions
This is a study on the career progression of women in the banking sector, with a specific focus on the Standard Chartered Bank, Kenya Limited. To achieve this objective, relevant questions have been formulated to collect data for analysis. On instances when options have been highlighted, select the option that is most appropriate to you. You will be required to spare some time to provide accurate information. Please note that any information provided will be confidential and will be used for academic purposes only.

PART A: DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

Name of the participant (optional)………………………………………………

1. What is your age bracket?
   □ < 30 years
   □ 30 – 39 years
   □ 40 – 49 years
   □ 50- 59 years

2. Please indicate your marital status.
   □ Single           □ Married
   □ Divorce/Separated               □ Widow/widower

3. What is your highest level of education?
   □ Secondary education           □ College or Polytechnic           □ Undergraduate
   □ Post Graduate             □ Doctorate

4. How long have you worked for this organization?
   □ 0-5 years                  □ 6-10 years                □ 11-15 years
   □ 16-20 years              □ 21-30 years              □ >30 years
**PART B: PERSONAL FACTORS**

Kindly indicate the extent to which you agree with the following statements. Use a scale of 1-5 where 1= Strongly disagree, 2= Disagree, 3= Neither agree nor Disagree, 4= Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The level of education has a significant impact on the career progression among women at Standard Chartered Bank.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Unlike men, women face limited education opportunities as they are compelled to traditional household roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Reconciling work demands with family roles is a challenge confronting career women</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Work–family conflict is associated with increased levels of stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Women are less likely than men to apply for jobs that need extra skills like finance and consulting jobs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>In the organization women are likely to apply for general management positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Women are much more risk averse than men</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Women are slightly less likely than men to be employed in jobs in which compensation is based on performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>At the bank, women do not possess the skills and capabilities to get engaged in similar kinds of jobs as men.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Gender imbalance has prevailed for centuries affecting women’s careers growth in the banking sector.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The banking sector is male dominated across all the department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Women lack self-motivation, as a result make most of them to be subordinate to men in accounting workplaces.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART C: INSTITUTIONAL BARRIERS
Kindly indicate the extent to which you agree with the following statements. Use a scale of 1-5 where 1= Strongly disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Climbing the corporate leadership ladder has been challenging for women due to patriarchal cultures within the working environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The organization structures ensure all employees access training and development opportunities which equips them with the desirable leadership skills for career progression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Women at the institution have not experienced leadership advocacy from men partly because of the patriarchal cultural beliefs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Poor implementation of gender policies is a drawback that propagates gender gap in top positions within organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The bank has revised its promotion policies to foster gender inclusivity within the working environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The bank has identified and eliminated organizational practices impeding career progression of women.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>There are put in place avenues for reporting gender based discrimination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The bank has undergone significant changes in the past decade including the adoption of organizational policies that promote gender inclusion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The networking approach adopted by female employees has led to improved situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. The company facilitates women access to leadership awareness programs.

### PART D: CULTURE AND SOCIETY

Kindly indicate the extent to which you agree with the following statements. Use a scale of 1-5 where 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most women never apply for senior management positions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Most communities devalue female leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Most women lack competitive appetite.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is victimization of other women at the banking sector.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Most women are unable to cope with long, tedious working hours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Most women are pre-occupied with family roles than their carriers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. International assignments are challenging to both male and female employees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Undertaking challenging assignments affects career development for women.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Challenging assignments serve a significant purpose as they complement one’s experience, competency, and skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Challenging assignments are a source of motivation to employees particularly those at leadership positions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU.
APPENDIX IV: NACOSTI

This is to certify that Ms. Syprose Jama of United States International University Africa, has been licensed to conduct research in Nairobi on the topic: FACTORS AFFECTING WOMEN’S LEADERSHIP ADVANCEMENT IN THE BANKING SECTOR IN KENYA. A CASE STUDY OF THE STANDARD CHARTERED BANK LIMITED, NAIROBI COUNTY, for the period ending: 14/October/2020.

License No: NACOSTI/P/10/1910

Applicant Identification Number

NOTE: This is a computer generated License. To verify the authenticity of this document, scan the QR Code using QR scanner application.