

COMPANY POLICIES, EDUCATIONAL QUALIFICATION AND MOTIVATION OF WOMEN IN LEADERSHIP IN TELECOMMUNICATION INDUSTRY IN KENYA: A CASE STUDY OF SAFARICOM LIMITED, COAST REGION, TECHNICAL DIVISION

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Abstract

The main purpose of this study was to examine the relationship between company policies, educational qualification and motivation of women in leadership positions in the telecommunication industry in Kenya using a case study of Safaricom Limited, coast region -technical division. The specific objectives of the study were: To evaluate the relationship between company policies and motivation of women in leadership positions in Telecommunication industry in Kenya; and to establish how educational qualifications relate with motivation of women in leadership positions in Telecommunication industry in Kenya. The study was anchored on Hierarchy of needs theory. A descriptive research design was adopted as individuals or other units were compared to each other. The target population of this study was comprised of 150 Safaricom coast region, Technical Division employees. Simple random sampling technique was used and the sampling frame comprised of a list of 50 representatives of the total 150 staff who work in the division. A questionnaire was used to collect data which was analyzed using Microsoft Excel. In conclusion company policies are very key in motivating more women to take up leadership roles unlike education background. Organizations should consider exploring opportunities to improve on the existing policies by incorporating gender enhancement aspects.

It was recommended that the role of women in leadership be upheld.

Introduction

Motivation is a need that requires satisfaction. These diverse needs could also be wants and/or desires that are acquired through influence of culture, society, lifestyle, etc. or generally innate. Motivation is derived from Latin word '*movere*' meaning to move (Baron, Henley, McGibbon and McCarthy, 2012). Certo (2016) defines motivation as giving people enticements that cause them to act in anticipated ways. There are two types of motivation, namely extrinsic and intrinsic. Intrinsic motivation is that behavior which an individual produce for the pleasant experiences related with the behavior itself (Mosley, Pietri and Mosley Jnr, 2012).

According to Beer and Walton (2014), intrinsic rewards accrue from performing the task itself, and may include the satisfaction of accomplishment or a sense of influence. Mosley, Pietri and Mosley Jnr. (2012) describe extrinsic motivation as the behavior performed, not for its own sake, but for the consequences associated with it. Examples include salary, benefits and working conditions. Extrinsic rewards come from the organization as money, perquisites or promotions from supervisors and co-workers as recognition (Beer and Walton, 2014). Employees are motivated by a combination of both factors at any given point in time (Riggio, 2013). Factors like work policies, education qualifications, recognition of job experience and social cultural factors like supportive family plays a major role in motivation.

Through globalization of businesses, women face new and also different challenges that vary depending on the context of the business environment in which they operate. Research (Earley, 2006) states that gender is a value-based impediment and move toward a discussion of relationships among culture, context, and practice, with a goal of developing applicable theories and frameworks. A lot of women in Kabul are now acquiring computer, networking and IT training (Mujtaba, 2005). Traditional and persistent barriers have been shown to hinder the active pursuit of women to obtain positions of leadership (Bartol *et al.*, 2003; Hoyt, 2005; Powell *et al.*, 2002; Sczesny, 2003). However, sincere search and policy tend to view gender issues founded on the premise that women are sidelined and a glass ceiling effect is still a major impediment to women participation in taking leadership positions, other current yet authentic issues may be disregarded or misunderstood.

Across the world, there are very limited women who lead big companies or corporations, including multinational, trans national corporations and banks. In the United States, research shows that even with years of progress by women in the workforce (they now occupy extra than 40 percent of all managerial positions in the United States); within the group of chief executives they remain as rare. If, for example, the most highly paid executives of *Fortune* 500 companies—those with titles such as chairman, president, chief executive officer and chief operating officer, only 6 percent of these are women. Notably, only two percent of CEOs are women, and only 15 percent represent women in the board of directors. The situation is not different in other industrialized countries. In the 50 major publicly traded corporations in each nation of the European Union, women constitute, on average, 11 percent of the to executives and 4 percent of CEOs and heads of boards. Just as even companies or one percent of *ortune* magazine's Global 500 have female CEOs (Harvard Business Review, 2007). Tanzania is among the leading African countries in promoting gender equality and giving women leadership opportunities. (Farid, 2007).

In Kenya and other developing countries, many organizations are facing globalization. This has affected numerous aspects of business management. Neeraj (2014) states that the opportunities and challenges of management and leadership are significantly different from that of the past; and in particular, the last decade. According to Stanley (2012), in today's marketplace, where companies pursue a competitive edge, motivation is a key for high talent retention and performance. No matter the economic environment, the major goal is to make a workplace which is engaging and motivating, where employees want to grow, stay and contribute their knowledge, skills and experience and also expertise. Chung (2013) state that in an effort to find the determinants of motivation and performance in an industry, industrial psychologists and managerial practitioners have developed a variety of theories and approaches to human motivation. Many psychologists have developed motivational theories in human needs or motives, whilst most management scholars have developed managerial theories of incentives or inducements (Riggio, 2014).

The challenges of women participating fully as decision-makers include inequalities in education, health and employment, discrimination, unfavorable company policies, lack of enticing financial plans and also social cultural factors in the society.

According to Onsongo (2010), women are recognized in the Kenyan society as procreators of the generation and also producers of goods and services. However, in many Kenyan communities, perceptions of women as being inferior to men continue to prevail as many people invoke the preservation of the African culture to justify the subordination of

women. As a result, men usually dominate women in political, religious, economic, academic and domestic spheres. This has necessitated the call for empowerment of women by according them their due status, rights and responsibilities and enabling them to participate actively in decision making activities (Onsongo, 2010). There are further developments in women leadership in Kenya especially after the March 2013 general elections. Every county in Kenya elected a women representative to the national assembly. The Kenya constitution 2010 requires that appointments to public offices should not have more than a third of one gender. This accords further opportunities for women leadership in Kenyan society. The appointment of a Cabinet informing a new Government in 2013 saw the appointment of six women in a cabinet of eighteen cabinet secretaries. It is believed that women in leadership positions who are motivated and inspired are well able to stay focused and attain more as they juggle their myriad roles.

Safaricom Limited is the leading telecommunication services provider in Kenya in terms of subscriber base, revenue and profits. The company has regions with their headquarters based in selected towns within the region. These regions are: Nairobi East, Nairobi West, North Rift, Nyanza, Mt Kenya and Coast regions. Each of these regions has a Regional Commercial director and a Regional Manager. These regions are diverse in various ways ranging from the landscape, economic and social status. The essence of regionalization is to address the regional needs. Safaricom Limited provides a range of services: mobile and fixed voice, Mpesa and data services. They also offer internet services to both corporate and retail customers and they also recently included cloud computing and video tele-conferencing in their wide range of high-end services. In support of women, Safaricom also has innovated a focus on women. *Safaricom Women in Technology* (WIT) is an organization of passionate women from Safaricom technology driven divisions devoted to inspiring women from diverse backgrounds to advance their careers from classroom to boardroom. These efforts are geared towards creating a chance to tap into the unused talent and innovative concepts with women, whilst dynamic trends continue to arise in the Technology space. Granted that Women in technology-related careers face exceptional challenges, Safaricom goal is to enable a platform where women can share experiences and offer support and resources to WIT member's career to a higher level. The programme is passionate about mentoring women towards a career path in a technology driven economy and specifically in telecommunications.

Safaricom Limited has employees drawn from all genders, both males and females in its leadership and management ranks. All employees go through a rigorous competitive process of recruitment regardless of their backgrounds. The company has a motivation management framework for its employees. Women working with Safaricom are motivated through rewarded systems like bonuses, promotions and salary increments, flexible working hours etc. (Safaricom Limited, 2012).

Statement of the problem

Extensive research has focused on factors that hinder advancement of women leadership in organizations. However, scarce literature exists about the factors affecting motivation of women leadership in Telecommunication Company, especially in a technical division which is believed to be a male dominated field. When talking about working women and women in management, the concept of "glass ceiling" often comes up. A glass ceiling comes across in an organization at the top of the hierarchy and prevents women from achieving the same positions as men. (The Glass Ceiling Effect 2001.) Women have the possibility to rise to higher positions but they face many obstacles on the way, instead of getting ahead straightforward as men often do. Both men and women are well educated and women can choose to have both; a career and a family. However, there is still a salary gap between women and men's earnings and women who choose a career rather than home life, often face negative attitudes and discrimination. Also, the number of female managers is surprisingly low. The right for women to work, get the same pay as men and be efficient managers is still a very current issue. Factors like company policies, education levels, experience and social cultural factors could be motivating factors to women in leadership.

Major demographic trends are occurring in the global labor force that will have direct implications for organizations. Among them is the large movement of women entering the workforce; it is estimated that about 63% of the total worldwide workforce in 2003 were women (ILO, 2004). A major explanation for women withdrawing from leadership positions is the existence of invisible artificial barriers created by attitudes and prejudices in organizations that prevent women from accessing higher-level positions (Wirth, 2001a). Bae (2002) found that one of these barriers comes in the form of access to training. He found that women are less likely to be trained than men. Conlon (2003) pointed out that career development is a requirement to address unique needs in an increasingly more diverse workforce. In order to motivate women to take up leadership positions, organizations face a big demanding challenge. Wirth (2001b) argued that gender equity boosts productivity, increases economic growth, and improves the welfare of families.

Objectives of The Study

The general objective of this study was to examine how Company Policies and Educational Qualification enhanced motivation of women in leadership in the telecommunication industry in Kenya using Safaricom Limited, Coast Region, and technical division as the study case. Specifically, the study sought

- i. To evaluate how company policies, affect motivation of women in leadership in the telecommunication industry in Kenya especially at Safaricom Limited, Coast Region, technical division.
- ii. To establish how educational qualifications, affect motivation of women in leadership in the telecommunication industry in Kenya especially at Safaricom Limited, Coast Region, technical division.

Literature Review

Hierarchy of Needs Theory

Maslow (1954) anticipated that motivation is founded on a number of human needs. It has to do with the hierarchy that necessitates the lower basic needs be satisfied first before the increasingly lesser basic ones that are above. Maslow held that there are five basic needs in the Hierarchy of Needs theory. This theory is one of the most well-known motivation theories, and it has been the center of considerable interest by many management researchers (Katz, 2004).

The self-actualization need: Maslow alluded that self-actualization is “the complete use and utilization of the talents, capacities and potentialities. (Maslow, 1954). Self-actualization is however not a static state. It is a continuing procedure in which one's capacities are entirely, imaginatively, and joyfully utilized. One way of achieving this is through training. This brings along motivation of women in leadership through education. Training refers to systematic accretion of skills, commands, concepts or mindset leading to improved performance (Lazazzara and Bombelli 2011). Baldwin et al. (1991) alludes that individuals are highly motivated through their education levels and on the basis of their willingness to attend more training. Commeiras et al. (2013) points out that traineeship is continuing to grow. In business context, training fundamentally refers to the action of training women in leadership and providing proper knowledge and skills to make themselves job fit as well as organization fit. Training teaches women in leadership on how to work and enhance their skills, hence motivate themselves to achieve the common goal of the organization as well as personal goals.

Esteem or ego needs: According to Abraham Maslow, self-esteem needs are made of two types of desires. Firstly, the desire for strength, achievement, competence and confidence in the face of the entire organization and secondly the desire for reputation, dominance, credit, appreciation and also dignity. This can be achieved through achieving of educational targets matching the job. Furthermore, women in leadership need to be respected in order to have self-esteem, self-respect and respect for others. Self-Esteem therefore expresses the normal desire to be acknowledged and valued by others as well.

Social needs: This has all to do with one's needs for affection and a sense of belonging and acceptance. Women in leadership need to feel a sense of belonging and acceptance. They need to love and also to be loved. According to (Maslow, 1954) this need includes the act of giving and receiving of affection. Mostly for women in leadership, their marital status and/or a supportive family may have a great influence in their success. The workplace culture also influences the gender diversity because it impacts on the talent management practices, interactions with the co-workers and managers and career opportunities. A positive culture at the workplace encourages the women in leadership to assist each other and also to treat each other with a lot of integrity. A good supportive social culture too emphasizes on the meaningfulness of work. For female employees especially women in leadership, all the characteristics of a positive workplace culture inspires what they want in terms of respect, compassion and the positive relationships. There is a dire need for organizations and the society to encourage Women-friendly Culture. An all-inclusive and collaborative culture demands for pro-women changes in the system of recruitment, training, performance appraisal, wages and promotion of women to embrace leadership. Unless women in leadership are treated equally and assessed not on the foundation of gender but on the basis of talents and skills, they cannot progress to the leadership positions. This need can comfortably be achieved through work policies along with flexible working schedules providing equal opportunities for women to take up leadership roles.

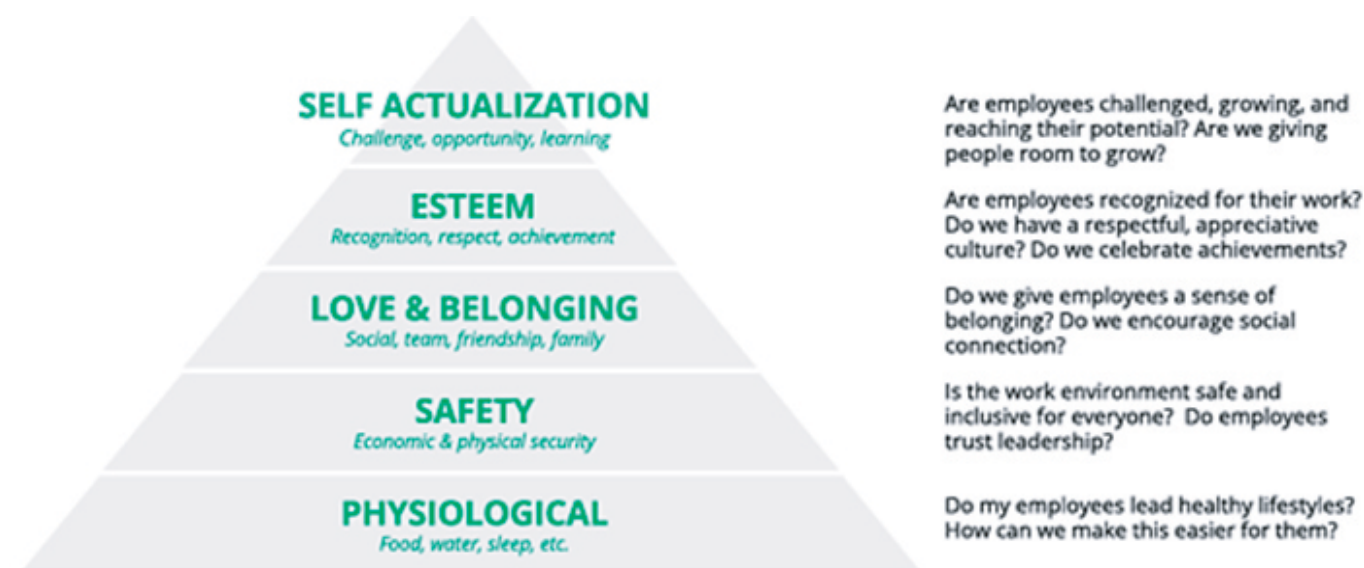
Safety needs: Once people's physical needs have been satisfied, they will chase the higher-level needs such as the safety needs. These are determined by the need for guaranteed security and protection from possible physical and emotion harm. Safety needs for example include: personal, financial, health and well-being. Well formulated company policies are key to address the safety needs for women in leadership. impacts. Policy Changes that Promote Women in

Leadership include: quality and affordable childcare; paid maternity leave; alternative work arrangements and also recognition and reward.

Physiological needs: These are the lowest level of needs which are the most basic needs for people. These physiological needs also measure the needs for basic human survival. If these needs are not achieved, people cannot continue to function normally. The physiological needs include: food, water, breathing, homeostasis, sleep, excretion, and sex.

The figure 2.1 below shows the hierarchy of needs distribution and ranking according Abraham Maslow.

Figure 2.1: Hierarchy of Needs Theory



Source: Abraham Maslow (Robbins & Judge 2008, 88)

For a woman leader according to Abraham Maslow's theory, it is important to know in which level of hierarchy a worker currently is and emphasis on satisfying needs at that particular level or above. Individuals in an organization are at different stages of the hierarchy and therefore cannot be motivated the same way. Though the theory and the terminologies are still widely known, there is evidence that the needs structures are organized along the dimensions proposed by Abraham Maslow. (Robbins & Judge 2008, 87-88 et Bowditch & Buono 2000, 65-66)

Empirical Literature Review

Company Policies and motivation

Apart from the remuneration as a motivational factor, companies set policies, rules and regulations that are meant to motivate women in leadership positions.

Family-friendly policies and motivation

Sakazume (2002) has hypothesized that family-friendly measures are very effective for boosting worker morale, improving working conditions and also reducing the percentage of women breaking a way from employment.

Reward, Recognition and Motivation

According to Daniel and Metcalf (2009), recognition is a return on an employee's effort and dedication at work, through results. An employee recognition programme can be a good morale-building tool for any organization. An effective recognition program can lead to more innovation, higher productivity and greater job satisfaction for workers (Beer and

Walton, 2014). Employee recognition programmes may include several levels of recognition, from a simple Certificate of Appreciation to an Employee of the Month to other awards given. Recognition should be provided to those who exceed expectations and earn the award (Steers and Porter, 2011). Recognition is one of the strong motivation factors; employees feel good for a while when they are praised and recognized (Armstrong, 2007).

No resource is more critical to an organization's success than its human resources are (Denisi and Pritchard, 2016). The idea of reward and recognition has gained too much importance in the current times and has also captured the attention of organizational managers and researchers equally (Mandal and Dalal, 2006). Accordingly, different organizations use the reward and recognition as motivational techniques for employee's better performance (Beer and Walton, 2014). These reward and recognition are provided in the form of monetary and non-monetary benefits to certain desirable behaviors (Storey, 2013). Employees not only want a good salary and benefit package, they also want to be valued and appreciated for their work (Wiese and Coetzee, 2013). When employees feel recognized and involved, they are less likely to worry about the money and security (Elton & Gostick, 2006).

A recognition program can also help employers meet their organizational goals by helping attract and retain high-performing employees. Daniel and Metcalf (2009) reported that companies are aligning their employee recognition programs directly to the strategies of the organization owing to the following reasons: create a positive work environment, creating a norm culture of recognition, motivating high performances, reinforcing the desired behaviors, increasing the employee morale, supporting the organization's mission and vision, increasing the retention and decreasing the turnover of employees, encourage loyalty and supporting a culture change. Other reasons for adapting a recognition program included: reducing costs, retaining key employees, increasing employee productivity, competitiveness, revenues and profitability, improving quality, safety and customer service, and lowering stress, absenteeism, and turnover (Daniel and Metcalf, 2009).

The most significant human resource management issue at the present time is rewards structure (Milkovich and Newman, 2008). Bowen (2002) describes reward as something which is given or received in return for a successful achievement. Allen and Helms (2002) describe reward as a material or financial expression of appreciation that is conditional on results. Employees who are effective and efficient are likely to be confined if they are not more motivated to perform (Sajuyigbe, Olaoye, and Adeyemi, 2013). Mendonca, (2002) sees the reward and compensation as a system that is based on the expectancy theory, which suggests that the employees are more likely to be motivated to perform when they perceive there is a very strong link between their performance and the reward they receive. Reward is a critical element that motivates the employees to perform as expected (Armstrong, 2007).

There are basically two types of rewards; financial and non-financial. Non-monetary incentives are to reward employees for excellent job performance through opportunities (Kepner, Wyoski, McKenzie, and Ballentine, 2003). It generally comes in the form of more enabling authority, award, participating in the management, promotion, holidays, better working environment, written recognition, gifts, formal dinners, informal parties, plaques, etc. (Allen and Helms, 2011).

Financial Incentives and motivation

Money has the dominance to magnetize, retain and motivate individual towards higher performance (Stanley, 2012). People do not labor for free. Women in leadership must be motivated through adequate incentives plans and reward systems and this will in variably encourage them to be proactive and have right attitude to work, thereby promote organizational productivity (Armstrong, 2007).

Financial incentives and rewards positively affect on the employee's commitment and loyalty. Employees stay in an organization when the benefits of being part of that organization far outweigh the cost of leaving that organization (Saleem, 2011). The fact that employees fear losing jobs makes money an extremely effective motivator because it is crucial for survival in an economy (Cole, 2000). Above and beyond salary and commission, financial compensation could also comprise of reimbursement of sales expenses and transportation allowances (Wiese and Coetzee, 2013). Fredrick Taylor described money as the greatest essential reason in motivating the workers to achieve greater productivity (Steers and Porter, 2011).

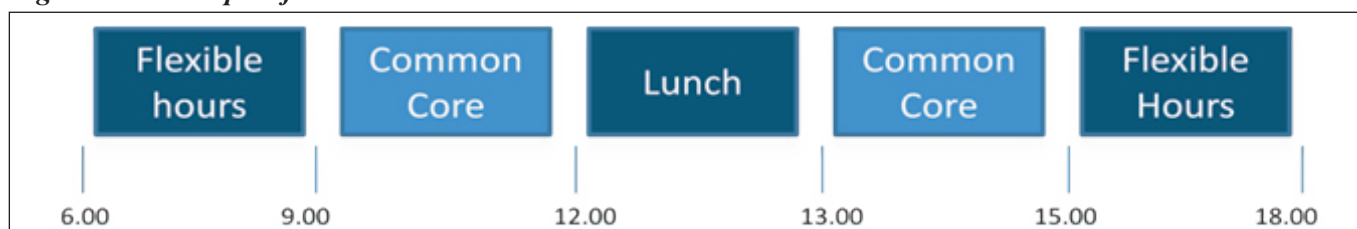
Alternative Work Arrangements

Alternative work arrangements are one of the strategies on how to increase the employee motivation. According to Robbins and Judge there are three alternatives for work arrangements namely: flextime, job sharing and telecommunication. (Robbins & Judge 2008, 109)

Flexible Work Time

Flexible worktime tolerates employees to some degree to choose when they arrive at work and similarly when they leave. This means that employees have to work for a certain number of hours every week but they are free to vary the hours of the work with in certain limits. An example of flexible work time is seen in figure 2.2 below where an employee is supposed to work on common core times, but is able to accumulate all the hours required before and/or after the common core time. Some organizations allow employees to turn the accumulated extra hours to free days.

Figure 2.2: Example of Flextime Schedule



Source: Author (2019)

The benefits of flextime programs to women in leadership are seen in reduced absenteeism, tardiness, overtime expenses, and in hostility toward management but also the traffic around worksites is minimized. The biggest benefit to the employee is that they can schedule their work hours themselves according to their personal demands. (Robbins & Judge 2008, 109)

Job Sharing

The other alternate work arrangement is job sharing which means that two or more individuals split the traditional 40-hour-a-week job. This alternative work arrangement allows an organization to draw on the talents of more than one employee in a same job. For instance, as shown in figure 2.3 below, person A works for two days in a week while the other person B works for the rest three days of the week remaining.

Figure 2.3: An example of job sharing



Source: Author (2019)

Job sharing is there by a great opportunity to employees, for instance for women in leadership positions with young children or retirees, who are notable to work continuously on a full-time basis. Job sharing promotes flexibility thus boosting motivation and job satisfaction. The draw back for organizations is to find compatible pairs of employees to effectively coordinate their tasks in the job. Another problem from the management's view is to find employees who are prepared to entirely commit to their job and work with somebody else. (Robbins & Judge 2008, 110). Educational Qualifications and motivation. Eagly and Carli (2004) suggests ever alex planations for women's 'lesser occupancy of high-level leadership positions in the United States. Oneen lighten mentis that women make less of an investment in human capital, even though not necessarily in terms of education or work experience. Because of women's superior involvement in domestic work, their attention is diverted from training and efforts made towards any paid work, causing them to experience a lot of interruptions in their work history, more than men. Oakley (2000) suggests that there are three categories of theories and explanations that deal specifically with the barriers faced by women in the attainment of senior leadership positions (Oakley, 2000). In the first category, barriers are created by corporate practices that tend to favour the recruitment, retention and promotion of males over females. The arguments that women lack the necessary line experience needed for senior jobs fits into this category as does the notion that the pipeline needed to be filled before the numbers at the top would increase significantly. As economic development brings an increase in the specialization of labor, improved and more accessible machinery and infrastructure, and better education and training to the workforce, work is no longer performed in the household and production is increasingly supplied by specialized

enterprises with wage labor and management jobs. As decision makers who are more educated and better trained, and less burdened with family and household responsibilities, men have been more likely to reap the benefits of economic growth than women. Extending education and training to women for them to become more active in the paid and productive work force has shown to enhance economic development efforts further (Boserup, 1986).

According to United Nations report 2007, Women still constitute the large majority of the world's illiterate population. In several developing countries, gender gaps in education and literacy persist. Without equitable access to quality education, women do not have the means to build their knowledge, capacity and skills to access well-paid, formal sector jobs and attain positions of leadership. Unless gender gaps in literacy and education are addressed, the next generation of girls will be similarly marginalized from leadership roles. Other issues raised in relation to women's access to education were rural-urban disparities in levels and quality of education. Gender role stereotyping was also raised as a concern to be addressed, as it is often reinforced by school curricula and hinders women from taking on leadership roles. A number of participants (from countries such as India, Indonesia, Iraq, Nigeria and Tanzania) highlighted a lack of specific management training, skills training, professional development, decision-making skills and mentorship programmes, which prevent women from being seen as effective leaders. Mercia Selva Malar from India noted,—The barriers that prevent [women] from making effective decisions are: resistance and acceptance from the counterparts, stigma attached to women as emotional beings and not logical thinkers, protecting them from getting exposed to decision-making situations (male-caretakers deciding on their behalf).

Level of education

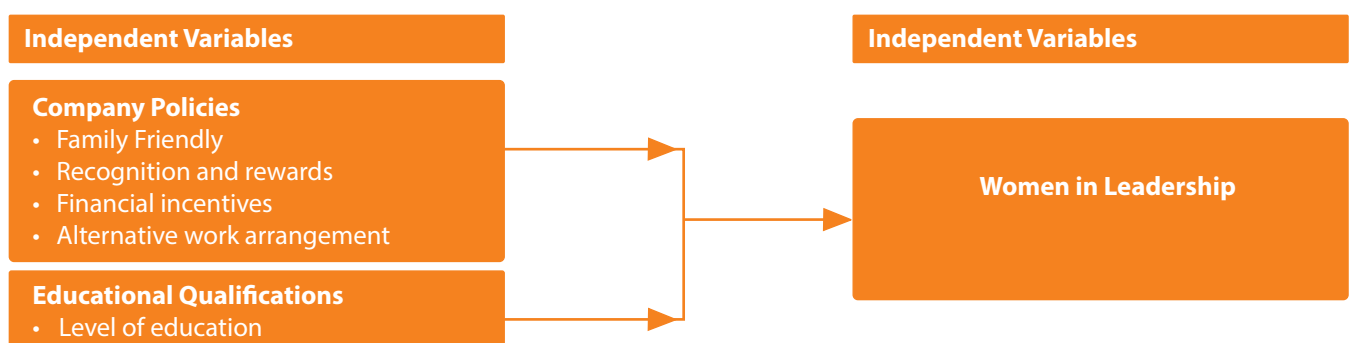
Level of education is a factor motivation of career success. Women's leadership career progress appears to be influenced by what has been termed a glass ceiling, denoting a continued artificial barrier to the advancement by women to executive positions (Bagues & Estev-Volart, 2010). The most prominent barriers identified in the literature include gender and leadership stereotyping. Research into the stereotyping of gender roles globally illustrates the common belief that women are inferior to men and that they lack the ability to deal with the challenges of senior management. Gender stereotypes extend to leadership stereotypes, with the tendency to associate the profile of a competent manager or leader with typical male characteristics (Fels, 2004; Fox & Lawless, 2004; Bolton & Muzio, 2005; De Vries, 2006; Singh, Vinnicombe & James, 2006; Bilimoria & Piderit, 2007; Ryan & Haslam, 2007; Sealy & Singh, 2009). Further barriers to women's career progress reported in literature are an inhospitable organizational culture (O'Connor, 1996; Bilimoria & Piderit, 2007), a lack of female mentors and role models (Singh, et al., 2006; Sealy & Singh, 2009), social exclusion from male networks (Simpson & Altman 2000; Kephart & Schumacher, 2005; Bilimoria & Piderit, 2007; Cross & Armstrong, 2008) and family responsibility (Legault & Chasserio, 2003).

Summary and Research gaps

Despite the suggested incentives and motivational factors for women to take up leadership roles, very few of them have embraced these roles. At the same time the society also has values that look down upon women leadership. The topic of women as leaders in across-cultural context is still under studied in terms of rigorous, empirical research, though it has been increasing, and it is unclear if there is any for this dearth is because of a lack of interesting gendered leadership issues or because of a push toward a politically correct view that gender doesn't matter (Lowe & Gardner, 2000). Most of the studies done are U.S. or Western based, and compare leadership of women to men searching for individual differences or organizational effects based on gender, and examine topics like gender bias, stereotypes, and glass ceilings. This study is unique because it is based on Africa, Kenya. Such a study has never been conducted at Safaricom Limited. This will be an eye opener study to management and policymakers.

Conceptual framework: The Figure 2.2 below represents the conceptual framework on which the study is based.

Figure 2.2: Conceptual framework



Operationalization of Variables

The table 2.1 below presents how variables of the study will be operationalized.

Table 21: Operationalization of Variables

Research Objective	Type of Variable	Indicators	Data Collection Method	Measurement of Indicators
To evaluate company policies and their effect on the motivation of women in leadership in the telecommunication industry in Kenya, at Safaricom Limited.	Independent Variable Company Policies	Company Policy documents Policy statements	Questionnaire	Gender policy Equal opportunity policy Non-discrimination policy
To establish the influence of educational qualifications of women in leadership in the telecommunication industry in Kenya, at Safaricom Limited.	Independent Variable Educational Qualifications	Certificate HR Records Workshops & seminar attendance certificates	Questionnaire	Certificate Diploma Honors Degree Bachelor Degree Master's Degree PhD

METHODOLOGY

Research design

This study adopted a descriptive research design. According to Upagade & Shende (2012), research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Descriptive research includes gathering the data, describes phenomenon and then organizes, tabulates, depicts and describes data collection, in the form of graphs and charts, in order to help the reader, understand the distribution of data (Cooper and Schindler, 2011).

The target population of this study was 150 staff members at different levels of management who were employed by Safaricom Limited at the Coast Region, Technical Division as shown in Table 3.1 below.

Table 3.1: Population Distribution

Section	Target Population	Percentage (%)
Top Management	5	3
Middle Management	15	10
Senior Officers	30	20
Junior officers	100	67
Total	150	100

Source: Safaricom Limited, (2019)

A simple random sampling method was used since each person in the population had the same chance of being included. Simple random sampling is the basic sampling technique where one selects a group of subjects (a sample) for study from a larger group (a population). Every possible sample of a given size has the same chance of selection. (Valerie J. Easton and John H. McColl's [Statistics Glossary v1.1](#)).

The sampling frame for this study consisted 50 out of 150 employees in the region. According to Cooper and Schindler (2011), a sampling frame refers to the list of elements from which the sample is actually drawn, and was closely related to the population of the study. The convenient sampling technique was used. According to Mugo (2010), a convenient sample results when the more convenient units are chosen from a population. The sample size of the study was 50 out of 150 employees who work at the coast region technical division. This refers to the number of elements selected from a given population (Denscombe, 2014).

The type of data collected was primary data using a questionnaire given to all 150 employees. Cooper and Schindler (2011) state that data collection methods refer to the process of gathering data after the researcher has identified the types of information needed which is; the investigative questions the researcher must answer, and has also identified the desired data type (nominal, ordinal, interval or ratio) for each of these questions and also ascertained the characteristics of the sample unit that is, whether a participant can articulate his or her ideas, thoughts and experiences.

Data collection was based on the analysis of primary data collected via questionnaires and interview guide. The interview guide will be the questionnaire which guide on the respondents to structure their responses during the interview session. Interviews were held in as semi-structured for using the questionnaire. The questionnaire contains both open and closed ended questions. This approach was chosen because of questions flexibility, easiness with which the interviewer could go in more depth, enabling to test the limit of the correspondent knowledge and allowing the interviewer to make a more reliable assessment of what respondent really believes.

This study was descriptive in nature. Content analysis method will be used to analyze collected data. This method has been preferred because of its strength in compressing lengthy interviews and conversations. Data will be classified into various themes for ease of analysis. Through this method conclusion will be made by systematically and objectively identifying specified characteristics of information collected. Content analysis categorizes phrases, describe the logical structure of expressions and also ascertain associations, connotations, denotations and other interpretations (Mugenda & Mugenda, 2003). Data will also be analyzed using Microsoft excel to generate descriptive statistics and tables.

Findings

During the research, fifty (50) questionnaires were distributed to the sample size population and all of them were received back. Since the pretesting of the questionnaire had already been done before, the data received was confirmed to have been filled appropriately. This feedback gave the study a response rate of 100%. The response rate is referred to as the extent to which the final set of data includes the sample members and is usually calculated from the number of responses received divided by the overall entire sample, including those who declined to participate and those who were unavailable to support the research (Koltler, 1997). A response rate of 100% show a good response as supported by the renowned scholars like Kothari (2004) and Mugenda and Mugenda (2003) who recommend that a response rate of more than 50% is adequate for a descriptive study.

Age Group

The respondents were asked on the questionnaire to indicate their age group and the results are as shown in table 4.1 below.

Table 4.1: Age Group

Age Group	No of Respondents	Percentage
18 to 25 Years	2	4%
26 to 35 Years	30	60%
36 to 45 Years	16	32%
46 to 55 Years	1	2%
Over 55 Years	1	2%
Total	50	100%

Source: Survey Data (2019)

Figure 4.1 above shows that 4% of the respondents are below 25 years of age, 60% are between 26 to 35 years, 32% are between 36 to 45 years, 2% are between 46 to 55 years while 2% are above 55 years of age. This shows that majority of the respondents are aged between 26 and 35 years of age.

Current Education Level

The respondents were asked to indicate their level of education. The results are as below.

Table 4.2: Respondents Education level

Level of Education	No of Respondents	Percentage
Primary Education	0	0%
Secondary Education	0	0%
Tertiary Education	0	0%
University / Graduate Education	43	86%
Post-Graduate Education	5	10%
Doctor of Philosophy	2	4%
Total	50	100%

Source: Survey Data (2019)

From the table 4.3 above, all the respondents were above Primary, Secondary and Tertiary education. Majority of the respondents had University / Graduate Education thus the percentage was 86%. Only 10% of the respondents had Post-Graduate Education while 4 % had Doctor of Philosophy.

Respondents Tenure at Safaricom

The respondents through the questionnaire were asked to indicate the number of years that they had worked at the organization and the results are as shown below. Table 4.3 shows that 16% of the respondents have worked at Safaricom Limited for less than one year, 22% have worked for 1-2 years, 30% have worked for 2-3 years, 22% have worked for 3-4 years and 10% have worked for 5 years and above. This outcome shows that the majority of the respondents have worked at Safaricom Limited for 2-3 years.

Table 4.3: Respondents Tenure at Safaricom

No of years worked at Safaricom	No of Respondents	Percentage
Less than 5 years	8	16%
6-10 Years	11	22%
11-15 Years	15	30%
16-20 Years	11	22%
More than 20 Years	5	10%
Total	50	100%

Source: Survey Data (2019)

4.4 Research findings on each variable

This section presents the statistics and the associated interpretation as guided by the corresponding objectives of the study.

Company Policies and Motivation of Women in Leadership in telecommunication industry

The first objective evaluated how company policies influenced motivation of Women in Leadership in the telecommunication industry in Kenya specifically at Safaricom Limited. The results are presented on Table 4.4 below.

Table 4.4: Company Policies and motivation of Women in Leadership in the telecommunication industry at Safaricom Limited

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Family friendly policies at Safaricom Limited have affected the motivation of women in leadership at Safaricom Limited	0	0	0	2	48	50
Use of recognition and rewards system have affected the motivation of women in leadership at Safaricom Limited	0	0	1	40	9	50
Financial Incentives given to employees are a great motivation of women in leadership at Safaricom Limited	0	0	5	30	15	50
Alternative work arrangements especially for women with small babies after maternity motivates women leaders working at Safaricom	0	0	0	0	50	50

Source: Survey Data (2019)

The respondents agreed that policies like family friendly policies, adoption of recognition and rewards, financial incentive and also alternative work arrangements were key in creating an environment conducive for women in leadership at Safaricom Limited. Such policies were given the necessary momentum by the Kenya constitution 2010 which has maj or stake on gender issues. The results suggest that there are employee friendly policies at Safaricom. These study results also show that positive company policies are very important ingredients of women in leadership motivation.

Educational qualifications and Motivation of Women in Leadership in telecommunication industry

The other objective of the research study sought to establish how educational qualifications affect motivation of Women in Leadership in telecommunication industry specifically at Safaricom Limited. The results were analyzed as shown below.

Table 4.5: Educational qualifications and motivation of Women in Leadership in the telecommunication industry at Safaricom Limited

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Safaricom Limited women in leadership with University undergraduate degrees feel motivated better in their jobs that those without degrees.	2	12	6	30	0	50
Safaricom Limited women in leadership with University postgraduate degrees are motivated in their jobs than those with only undergraduate degrees or without degrees.	47	2	1	0	0	50
A Doctor of philosophy is important for women in leadership to feel motivated to serve as a senior manager.	48	1	1	0	0	50

Source: Survey Data (2019)

The respondents were invited to indicate their level of agreement or disagreement with statements that linked the level of education to motivation of women employees at Safaricom Limited. The responses show that many respondents agreed with the research assertion that the educational qualifications have an influence on the motivation of women employees in leadership positions at Safaricom Limited. However, there was a statement that was asserting that women with post graduate qualifications performed better than those with only under graduate qualifications and the respondents disagree with this statement leading to a mean score of 1.81 out of a maximum of 5. The results indicate that there was general consensus among the respondents that education was important but not a key determinant of motivation among women managers.

CONCLUSIONS

1. From the research study results, company policies were found to be important in motivating women in leadership positions at Safaricom. It was found that company policies provided a fair, stable and predictable working environment which in turn promoted an environment for women to lead and feel motivated.
2. Educational Qualification was not a key motivator for Women in Leadership in leadership positions at Safaricom Limited.

Recommendations

1. The findings of this study reveal that good company policies that promote non-discriminatory practices in a company can enhance motivation of women in leadership e.g. the family friendly policy. Safaricom Limited for example has policies that support women in a great deal. These findings are very consistent with a study by Greenwald (1996) who contends that the corporate managers regularly introduce family-friendly policies for the sake of better working conditions and that those distinct measures will absolutely yield larger profits for organizations. Other preceding studies which conform to the findings of this study are Sakazume (2002) who postulated that family-friendly measures are effective for improving worker morale, improving working conditions and reducing the percentage of women breaking away from employment rather getting motivated to take up leadership roles.
2. Granting that the study found that education is a requirement for good motivation, the level of education was found not to have a substantial effect on women motivation. This finding is inconsistent with findings by Eagly and Carli (2004) from their study. Eagly and Carli (2004) explained that women who are better educated are motivated than those who are not educated. This declaration does not hold true for this particular study since the respondents felt that women will not be affected in their career due to level of education. The research findings also contradict a United Nations Report of 2007 which reported that women lacking equitable access to quality education have no means to build their knowledge, capacity and the skills to access well-paid formal sector jobs and achieve positions of leadership. Without the gender gaps in literacy and education being addressed, the next generation of women will be qually marginalized from leadership roles.

Conclusion on findings

The results of the study show that education is important for facilitating motivation among women managers but the level of education as such was a significant contributor of motivation. The study also established that the number of years that a woman had worked in the company and some social-cultural background had no direct effect on her motivation. What mattered in motivation was good level of on the job training. Positive and empowering company policies were also found to be important in motivating women employees and leading to good performance.

Implementation of the Recommendations

The findings of the study can be helpful to various stakeholders.

- i. Safaricom Limited should explore opportunities to improve on the existing as well as come up with new company policies by incorporating gender enhancement aspects. This will further make women in leadership feel more motivated. The company should also continue to uphold and advance its non-discriminatory employment policies which assure equal opportunity for all irrespective of social cultural background.
- ii. The role of women in leadership has been upheld by the Kenya constitution 2010. In order to safeguard the women leadership at Safaricom Limited and other organizations it would be imperative for the management to establish a strong mentorship program to nurture women to become more leaders. This can be achieved through forming internal mentorship teams or attaching women leaders to particular successful business leaders in the market for exposure. These mentorship programs will definitely boost the succession planning for the company and help improve more women take up leadership roles.

Implications for Research

The following are the areas recommended for future investigation:

First, granting that many factors have been acknowledged to influence women career success, it is unclear what their comparative importance is and how the same are related. Perfectly, this can be addressed by means of a study that examine the impact of individual-level factors like human capital, personality etc as well as a combination of other organizational variables like organizational culture, promotion systems etc on the rate at which men and women comparatively advance in management.

Secondly, past research work done on women career advancement has focused on barriers, but only a few studies have concentrated on the facilitators. A study that describes on how successful female leaders made their way to the top would be enormously useful. In fact, future research studies using this kind of an approach would suggest conclusions on the impact of the different contextual factors like the branch of business or culture.

Lastly, a major research can be done on developing a working model for women's career success that encompasses the barriers and facilitators and lay down the conditions under which specific factors are particularly relevant. The researched model can serve as a framework for design of interventions to increase the number of women leaders and managers.

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