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Research Report

Research on Faculty Attitudes Toward Career Development Women as Entrepreneurs, Gender Roles and the Center for Women's Studies and Gender Analysis

A Report on Career Awareness Seminars

Survey of Egerton University Women Students

A Report on the Center for Women's Studies and Gender Analysis at Egerton University

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RESEARCH ON FACULTY ATTITUDES TOWARDS CAREER DEVELOPMENT, WOMEN AS ENTREPRENEURS, GENDER ROLES AND THE CENTRE FOR WOMEN'S STUDIES AND GENDER ANALYSIS

A REPORT ON CAREER AWARENESS SEMINARS

SURVEY OF EGERTON UNIVERSITY WOMEN STUDENTS

A REPORT ON THE CENTRE FOR WOMEN'S STUDIES AND GENDER ANALYSIS AT EGERTON UNIVERSITY

1992

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RESULTS OF THE SURVEY OF FACULTY ATTITUDES TOWARDS CAREER DEVELOPMENT, WOMEN AS ENTREPRENEURS, GENDER ROLES AND THE CENTRE FOR WOMEN'S STUDIES AND GENDER ANALYSIS; CAREER AWARENESS SEMINARS; A SURVEY OF EGERTON UNIVERSITY WOMEN STUDENTS; AND A REPORT ON THE CENTRE FOR WOMEN'S STUDIES AND GENDER ANALYSIS AT EGERTON UNIVERSITY. NJORO, KENYA. 1992

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SUMMARY

This project report consists of the results of four activities undertaken by Martha Denney and Rose Mwonya at Egerton University, Njoro, Kenya under the auspices of the Consortium for International Development Gender Integration in Development Project, funded by the United States Agency for International Development. The project components include 1) a survey of Egerton University faculty attitudes toward career development, private enterprise and women as entrepreneurs, gender roles and the Centre for Women's Studies and Gender Analysis; 2) a report on two career awareness seminars for women students; 3) a survey of Egerton University women students; and 4) a report of planning activities with the Centre for Women's Studies and Gender Analysis.

Summary of Key Findings from the Faculty Survey:

Findings from the Faculty Survey indicate that female faculty members did not feel as positive about their own knowledge of career possibilities after graduate school as the male faculty members. Male faculty members, on the other hand, felt more strongly about their responsibility to acquaint students with career opportunities; this is perhaps because the male faculty members felt they had better career advising themselves. Faculty members who studied outside of Kenya also seem to take a more active role in acquainting students to career opportunities. Many of the faculty members (over 25%) reported never having talked with their classes about career-related issues.

Sixty-six percent of the faculty felt it was important for students to be exposed to business knowledge as a part of their education, however more than 89% of the faculty currently do not include any business or management education in the courses they teach. This discrepancy is attributed to the difficulty of incorporating new material into their classes due to the rigidity of the educational structure, financial and resource constraints, lack of time/space/information, and lack of training.

The male and female faculty members showed significant differences in their attitudes toward gender roles, with the male faculty members rating higher on the "traditional" scale, and female faculty members rating higher on the "egalitarian" scale.

A majority (64%) of the faculty felt that there were good reasons for the Centre for Women's Studies and Gender Analysis to exist, however the men were more ambivalent than the women about elevating more women into leadership positions at Egerton. There seems to be a lack of understanding of the dynamics of sexual harassment on the campus; the male faculty members feel that it is less of a problem than the female faculty members.

Report of Career Awareness Seminars:

The Career Awareness Seminars provided an opportunity to field-test the career development materials developed as during the 1989 Career Development Project at Egerton; the materials included Profiles: Kenyan Professional Women in Agriculture, Egerton University Job Placement Manual, and the Egerton University Career Planning Guide. The materials proved to be very appropriate, based on verbal and written feedback from the women student participants, however it became clear that a comprehensive career development program appears is needed at Egerton. The women who participated in the seminars appeared anxious to develop broader notions of what they can do with their degrees after they graduate; although job titles within agriculture were addressed in the Career Planning Guide, new opportunities must really be addressed in all subject-matter areas. The women seemed unclear of the job prospects for Kenya, information that must be provided through government "manpower" studies. It is clear that on-going programs in career development and access to a career counselor will assist the women in thinking more creatively about how they can effectively use their knowledge and skills to earn a living.

Egerton University Women's Association:

The researchers on this project assisted the Egerton University Women Student's Association in identifying goals for the organization. As a part of that effort, the members asked that a survey of major areas of concern as expressed by the women students be undertaken. The results of the survey were used as a part of an initial orientation seminar for women students, which included discussions with the Egerton University administrators.

Results of the survey indicate that attention needs to be paid to the campus environment, or the "campus ecology" of Egerton University, particularly as it impacts women students. Rapid expansion has lead to neglect of the non-classroom environment. Women, who comprise 26% of the student body, indicate that they are not altogether comfortable on the campus. An expansion of campus

orientation activities specifically targeting women appears to be needed. The need has become more urgent since the onset of the 8-4-4 educational system that has brought younger and more naive women students to campus.

Counseling services for women was ranked number one when asked what services they would like to see provided for women by the Centre for Women's Studies and Gender Analysis. Other requests, and their rank, include: sex education (2); confidential birth control information and assistance (3); AIDS education (4); and prenatal, childbirth and antenatal care from the dispensary (5).

The women expressed some frustration about the lack of activities on campus. The women report spending their free time listening to music, talking with friends, prayer groups, reading, and clubs and organizations. Many (30%) of the women leave campus on weekends to participate in other activities or because they felt there was nothing to do. Others stay (70%), but of those 28% said that they stay because of financial constraints, or because home is too far

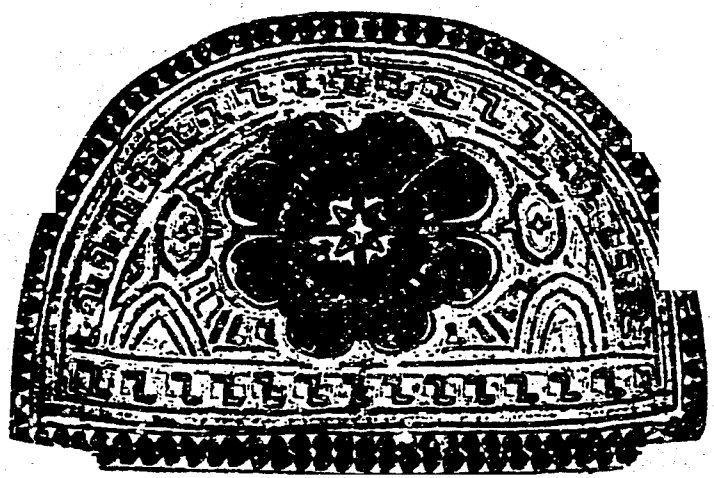
In the survey, the women expressed concern about harassment by male students; 55% report being verbally abused or heckled by men while at Egerton, 60% report have slanderous statements made about them, 34% have had unwanted physical contact, 64% have been abused by a drunkard, 30% report "tuning" or sexual advances by the male faculty or staff members, 85% report men in their dorm rooms without permission and 43% said that they have been "exiled" from their room because of a roommate's boyfriend in the room.

Program Planning with the Centre for Women's Studies Analysis:

The researcher assisted the Board of the newly established Centre for Women's Studies and Gender Analysis at Egerton with the design of a proposed structure and program for the Centre. Potential program areas were prioritized and a plan was made for the dedication of the Women's Centre which took place in May, 1992.

More information:

More information about the Gender Integration in Development Project can be obtained by contacting the authors, or through the Consortium for International Development, 6367 East Tanque Verde, Suite 200, Tucson, Arizona 85715-3832 U.S.A. Telephone: 602-885-0055.



Review of Literature

Section 1

LITERATURE REVIEW

Career Development and Private Enterprise:

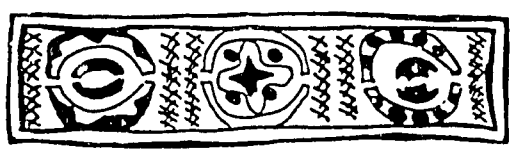
A dearth of information exists on career development in African countries. According to Super (1985), detailed information on specific vocations is needed to help students and others in these countries with vocational decision making. Especially at risk may be young females who have few role models and limited mentoring opportunities to provide them with informal sources of information. A recent study of female undergraduates at Egerton University in Kenya found that female students had little or no knowledge regarding the jobs for which they were trained other than job title (Cook, Mwonya, & Lewis, 1991).

Super (1985) has identified the following factors that need to be considered when engaging in career counseling: 1) the patterns and determinants of career development in the particular culture, and 2) the nature of the labor market of the country in question. Career counseling will be an increasingly important issue in Kenya as the government places greater emphasis on higher education and a larger number of professional opportunities are available for women are matched by a larger number of women graduate seeking jobs.

The field of agriculture is at the forefront in human resource development in Kenya because of the central role it plays in the country. According to the latest National Development Plan prepared by the Kenyan government (1989), future development will be based on the agricultural sector and this sector will play a significant role in creating new jobs. Agricultural universities thus have the challenge of training students for the changing demands of the workplace (Cook, Denney, & Mwonya, 1992). As a leading agricultural institution in Kenya, Egerton University can play a key leadership role by identifying training and development issues that need to be addressed and by providing appropriate educational and career development programs through which these needs can be meet.

It is predicted that increased competition for jobs will take place for all the university-educated in Kenya during the current decade (Hughes & Mwiria, 1989). According to Fagerlind and Saha (1989):

> ...in less developed societies, we find that at least until recently, there was a direct relationship between years of schooling and occupational attainment. With educational expansion, however, this relationship is no longer a certain one, for the number of educated individuals has outstripped the abilities of the economies to absorb them....Thus unless the economic structures themselves were to expand, there would be little likelihood that aspirations [of all educated youth] could be fulfilled (p. 83).



Entrepreneurship has been suggested as one response to this employment situation (Gitobu & Gritzmacher, 1991). It is anticipated that entrepreneurship for the college graduate will go beyond self employment to businesses of sufficient size and robustness to generate additional jobs, thus contributing to the overall economy. Increasing opportunities for private sector participation among students entering the workplace involves expanding their skills and knowledge related to small and medium-sized business operations in diverse fields. This is especially true for young female professionals who may have few role models or mentoring opportunities to provide them with informal sources of information.

A labor study conducted by Egerton University (Ongondo, Sands, & Mwonya, 1989) found that 28.9% of professionals employed by the Kenyan Ministry of Agriculture were women, compared to 5.1% in the agricultural private sector. Educational materials related to small-business practices may not only be helpful to university students in their own careers, but will provide valuable information for them to share with the less educated as they work as resource persons in the public sector. For example, students who enter extension work with this knowledge will be in a better position to advise and assist village-level women interested in starting small-scale enterprises.

Creating greater career awareness among university female students is essential for producing a cadre of professionals able to sustain the goals of "women in development" in agriculture. Career advising and counseling will play an increasingly important role on university campuses as the Kenyan government places emphasis on higher education and a larger number of professional opportunities are available for Kenyan women. University faculty will assume greater responsibility in the future for acquainting students with career options and preparing them for varied occupational roles. In order to engage in relevant and appropriate career development efforts, empirically-based information is needed. For example, little is known about faculty and student attitudes regarding women in entrepreneurial roles. Also, no information exists about Kenyan university faculty members' perceived roles in career advising. This information can serve to guide university personnel in planning career development programs and activities.

In addition, training programs are needed that directly address the special issues of women related to private enterprise. In "Entrepreneurship Education in Kenya" edited by Julius B.M. Mburugu and John M. Thiongo (1991), the special needs of women are targeted:

> "A discussion of small enterprise development in Kenya is incomplete unless the special needs involved in the promotion of women entrepreneurs are discussed. Although the problems,

challenges, and opportunities between male and female entrepreneurs may not differ greatly, women nevertheless face a number of special constraints which should be considered. Because 32% of the Kenyan households are headed by women, the implication is that employment creation and the participation of women in small enterprise development is of major importance."

It can be concluded that the education of women is critical to the economic development of Kenya, that lack of relevant educational opportunities will have important implications for the future status of Kenyan women, and that female university students should be given the necessary skills to allow them to compete effectively in a changing job market.

Campus Ecology:

The literature in the area of campus ecology is helpful in assessing the challenges facing higher education in Kenya today. Banning and McKinley (1988) define an ecological perspective as " a 'mind set' which recognizes the need to examine relations between organisms and their environment to understand the behavior of the organism." Oetting (1967) defined the student as an "organism shaped by the environment", as well as a reciprocal agent in shaping his/her environment.

This perspective is in contrast to the view held by most campus administrators until the mid-1960's of *in loco parentis* which relies largely on the enforcement of rules and regulations (Hurst, 1987) and, in essence, substitutes as parents to the students. The model, used on campuses for many decades, pays attention to such details as providing clean and safe residence halls, providing adequate food and regulating the behavior of the students. The unstated assumption with this model is that the student is an individual, and any student who acts outside of the rules and regulations, or even unspoken norms of the campus, is somehow deviant and must be removed from the environment to avoid "contaminating" others. Interventions with students who were acting out focused largely on individual, one-on-one efforts to "fix" the student. (Banning, 1989)

The individual approach to creating an environment that is conducive to teaching, research and service, the goals of most universities, may have worked at a time when the student numbers were small, and the position of Dean of Men/Women or Dean of Students commanded sufficient respect to exact compliance with the rules. This is no longer the case in the U.S., and it appears to no longer apply in Kenya either. Campuses in Kenya have undergone extreme pressures in the past decade in an attempt to accommodate the flood of secondary school graduates who aspire to higher education. This expansion has been done with little time to prepare, and few additional resources.

Moos (1974) attempted to define and classify human environments. He articulated six dimensions that include 1) geographic and meteorological variables, including architectural and physical design, 2) behavior settings, 3) organizational structure, 4) personal and behavioral characteristics of the inhabitants 5) psychosocial characteristics and organizational climate and 6) functional or reinforcement analyses of environment. The variables can be a useful tool for evaluating an environment. (Barker,1968. Banning and McKinley, 1980) used observational research to examine the behavioral implications of various settings. His research yielded the insight that there are optimal numbers of individuals per particular setting. While this observation may seem self-evident, it may be particularly meaningful when examining campuses that have undergone rapid expansion or contraction.

TABLE 1
Some Modes and Dimensions of Student Development
(From Drum, 1980)

Areas of Development — Levels of Development

	Basic	Expansive	Refined
Cognitive Structures	Simplistic	Relativistic	Reflective
Aesthetic Development	Instilled Preferences	Broadened Appreciation	Enhanced Sensitivity
Identity Formation	Conforming	Experimental	Intentional
Physical Self	Unintentional Practices	Selective Management	Personal Responsibil.
Moral Reasoning	Externalized Locus	Internalized Locus	Integrated
Interpersonal Relatedness	Self-centered	Role-dominated	Intimate
Social Perspective	Ethnocentric	Culturally Relativistic	Anthropocentric Systems

Data available on the enrollment of students at the four major national universities in Kenya indicate an increase of 207% in the number of students attending between the 1985-86 and the 1989-90 academic year (Kenyan Government, 1991). The influx of students to the campuses has left little time for an examination of the potential "ecological degradation" caused by the overpopulation of existing campuses. The prices paid for such expansions are in human and societal costs.

Chickering (1969) in his influential work on Education and Identity developed a theoretical framework for a number of developmental tasks that students face. It has become an influential theory that has stimulated others to do research on student development. The Student Development Task Force of the Division of Student Affairs at the University of Rhode Island developed a seven-dimensional model using the work of Chickering and others (see Table 1). The goal of the Task Force was to unite theory with practice in the area of Student Affairs. The dimensions of the model "are intended to chart important developments [of students] in three major life systems: 1) cognitive development (changes in how students think, solve problems and seek and evaluate knowledge), 2) development of the self (changes in how students relate to questions of 'essence' and responsibility, as well as how a sense of personal identity emerges"; and 3) social development (changes in how students relate to friends and acquaintances, as well as to other such as ethnic groups and foreign cultures).(Drum, 1980).

Issues of campus ecology seem particularly pertinent as Kenya's campuses develop, especially as a tool for examining the influence of the interaction of specific groups of individuals and the campus environment. Women students are one such group. They represent only about 26% of the university student bodies nation-wide, but they are perhaps the largest "minority". Gender differences in relation to campus ecology issues have been explored in the United States. Follett, Andberg and Hendel (1982) found significant difference in men's and women's perceptions of several key areas of the university environment; they include 1) peer relationships, 2) gender role expectations, 3) perceived sex discrimination in the college, 4) attitudes on self-disclosure, and 5) general competitiveness.

The goal of education is to produce competent, contributing members of society. In the case of Kenya, education is at the very core of the national development plan. Anna Obura (1991), in her work Changing Images: Portrayal of Girls and Women in Kenyan Textbooks makes the point eloquently:

> "education, that is, state-funded formal education, is one of the prime social institutions designed to benefit the whole society. It is paid for by the entire tax-paying community and is, in Africa an extremely costly governmental operation (currently consuming 40% of the Kenyan national budget.) In addition, heavy opportunity costs have to be accounted for at the individual family level. Since Independence [1963] the express purpose of the education system has been to forge national and social unity, reduce social inequities and imbalances and compensate for individual or sectoral historical disadvantages. Schooling therefore becomes of particular interest to women, who are visibly a low-achieving group in Kenyan society today."

Campuses must look not only at the educational outcomes of their mission, but at the social outcomes as well. A campus ecology model is particularly useful for examining the environment that has the goal of "building people", not only in the classroom, but outside of the classroom as well.

Description of Egerton University:

Egerton University is located near Njoro, Kenya, in Nakuru District. It is about 120 miles northwest of Nairobi, on the Western rim of the Rift Valley. This history of this institution dates back to 1939 when land was donated to the Government of Kenya for the training of farmers and their sons and daughters. Since that time, Egerton University has played an important and expanding role in agricultural education, offering diplomas in a variety of agricultural fields.

Over the years, the institution has grown in size and diversity. In 1986, Egerton College was granted university status and accepted its first class of degree students. In 1988-89, approximately 1600 students attended Egerton. Each subsequent year has seen a dramatic increase in enrollment. This increase has been due to the increased emphasis that the Kenyan government has placed on higher education as well as the effects of the rapid population growth that the country is experiencing. Currently (1992) 7,159 students attend Egerton University; 26% of them (1,891) are women (see Appendix A, Student Statistics).

This rapid increase in student enrollment and program expansion is having numerous effects. Resources are stretched; many faculty are teaching on weekends and in the evenings; shortages of faculty and student housing exist; and a large influx of new faculty has occurred in an attempt to keep pace with student needs. Students too are suffering from a less hospitable environment. They are crowded into dormitory rooms, with as many as four students in rooms built for two. The cafeterias are crowded, and the food is being prepared in kitchens designed to serve one-fourth the number. All available resources have been spent to try to meet the demands for expanded academic programs; personal growth and development has necessarily been neglected.

At the time the project was undertaken, Kenya was experiencing both economic and political strife Egerton University closed unexpectedly for eight months during 1991-92, as a result of student riots precipitated by political circumstances. The university had just reopened at the time that Field Researcher 1 arrived (March, 1992) to commence work on Phase I of the CID/WID Career Development Project.

Methodology/Findings

Section 2

METHODOLOGY

Introduction

The goal of the survey was to collect descriptive data from the general faculty members of Egerton University that would elucidate their opinions on career advising, women as entrepreneurs, gender roles and the possible functions of the newly established Centre for Women Studies and Gender Analysis on the campus. The need for additional information about the faculty's attitudes towards career development and women in business was documented in the initial research on career development done by Denney and Mwonya in 1989.[1] At that time a clear need was identified for training for self-employment to be integrated into the Egerton University curriculum to meet the growing employment demands of their graduates, as well as the need to learn more about faculty attitudes toward career development and entrepreneurship in general.

Questionnaire Development

A draft questionnaire was designed by the Senior Technical Specialist for the project, Dr. Alicia Cook, as an addendum to the Phase I Scope of Work. Testing the draft questionnaire was the first step in the research process. It was tested in Kenya on seven university-level faculty members, some from Egerton University and some from the University of Nairobi. Revisions were in the language to make the questionnaire easier to read, and more culturally appropriate. Following the initial revisions, the instrument was pilot-tested on ten faculty members at Egerton University. A number of minor revisions were made as a result of input from the pilot testers. Seven hundred copies of the instrument were then printed by the Educational Media Centre at Egerton University .

The final survey instrument consists of ten pages, 14 items soliciting background information from the respondents, 29 items asking career development questions, 19 are on private enterprise and women as entrepreneurs, 17 are on gender roles and 18 on the Centre for Women Studies and Gender Analysis, for a total of 97 items (see Section 3, Faculty Questionnaire).

The 17 items on Gender Roles are the same questions used on the "Colorado Families Speak Out" project.[2] The gender role

[1] Denney, M.A. and Mwonya, R. (1989). Profiles: Kenyan Professional Women in Agriculture. USAID/Consortium for International Development/Women in International Development Project.

[2] Cook, A.S. Colorado Families Speak Out. Colorado State University/Western Regional Experiment Station Project.

orientation questions were developed by Bird, Bird and Scruggs for a study of U.S. university administrators and their spouses. They are based on the Social Position of Wife and Social Position of Husband scales developed by Scanzoni and Tomeh (as cited in Bird, Bird and Scruggs, 1984).[3]

Sampling

592 questionnaires were distributed to the population of general faculty members listed as present on the Egerton campus; the distribution list was based on the "Egerton University Staff List for March, 1992". The "Staff List" actually had a total of 688 faculty members listed, however 96 faculty members were away from campus on study leave, for a total of 592 in the population. (Note: The terms staff and faculty are used in different contexts in Kenya than are normal in U.S. usage. For purposes of clarity, we are referring to the "staff" as "general faculty" and the "faculties" as colleges. The term "general faculty" is used rather than "senior staff", as commonly used in Kenya. The term "general faculty" refers to academic faculty members and administrative and professional staff members.)

Some of the general faculty are physically located at the new Laikipia campus of Egerton University, others travel regularly from the main (Njoro) campus to the Laikipia Campus, several hours drive away, to give classes. It was not possible to get an exact count of the number and location of the faculty members, other than those listed on the March, 1992 list, due in large part to the fact that the campus had just reopened in late March after being closed for eight months.[4] Although the faculty members were on the payroll during the closure, movement of general faculty members during that time had not entirely settled down at the time of reopening, and at the time this research took place.[5]

Distribution of Questionnaires

Because the researchers did not have access to the exact count and location of all of the general faculty members, the decision was made to distribute the questionnaires via the department heads who

[3] Bird, G.W., Bird, G.A. and Skruggs, M. (1984). "Determinants of family task sharing: a study of husbands and wives." Journal of Marriage and the Family, May, pp. 345-349.

[4] All Kenyan national universities were closed in July, 1992 due to political unrest and economic problems. Egerton University reopened in March, 1992.

[5] The data collection phase of the project took place in April, 1992. The actual project encompassed eight weeks at Egerton between late March and mid-June, 1992.

presumably knew where their faculty members were located. The plan for distributing the questionnaires was announced to department heads by letter prior to the actual distribution. The department heads were asked to inform their faculty members that the questionnaires were to be distributed the following week, and to elicit their cooperation.

The questionnaires were packaged by department, and each department head was given a list of his/her faculty members based on the March '92 Staff List. Each departmental packet had the following items:

1) One questionnaire per faculty member
2) A cover letter attached to each questionnaire
3) A separate "We Need Your Input" sheet for each faculty member[6]
4) A piece of candy for each faculty member

In addition, an addressed return envelope was provided for each department for the purpose of returning the questionnaires. All of the items were placed in a sealed envelope with instructions for the department head stapled on the front (see Appendix B for packet materials and instructions).

The packets were distributed to the department heads by staff members from the Centre for Women Studies and Gender Analysis. The candy was given with each questionnaire as a means of getting the attention of the potential respondents, and to thank them for taking time to complete the questionnaires.

Follow-up

Due to the sensitivity of many faculty members to the issue of confidentiality of responses, no code numbers or other identifying information was placed on the questionnaires. Because the responses were anonymous, follow-up was limited to contacting the department head, and to a reminder in the campus newsletter "News Flash".

At the end of two weeks, department heads were telephoned and asked to return the completed questionnaires. A staff member of the Centre for Women Studies was then sent to collect completed questionnaires. Three telephone calls were made to the department heads and departmental secretaries during the following two weeks to ask for additional questionnaires. In addition, a follow-up letter was sent to each department head asking for all questionnaires to be returned, completed or not. Many questionnaires were returned directly to the Centre for Women's Studies rather than handed in through the department.

[6] The form is a short questionnaire asking for volunteers and ideas for the Career Development Workshops done by Researcher 1, and the Entrepreneurship Workshop done by Researcher 2. Approximately 50 sheets were returned under separate cover.

The questionnaires and the candies generated a lot of interest in the project from the general faculty, as well as staff members such as secretaries and support staff. The researchers were asked multiple times daily to answer questions about the Centre for Women Studies and Gender Analysis. As it turned out, many of the candies, referred to in the letter to the department heads, were taken by unknown departmental personnel before the materials were distributed. This problem lead to the need to distribute additional candies to the departments where the candy did not make it to the intended destination.

Response Rate

Table 2 indicates the total number of staff members by Faculty (College) and by gender, and the number of responses from each. The overall return rate on the questionnaires was 26.4 percent. Females represent 15 percent of the general faculty, based on the Staff List, and constitute 21.7 percent of the respondents; a higher response rate from women was not surprising considering the topic being surveyed. Males represent 85 percent of the faculty and constitute 78.3 percent of the respondents (Figure 1). Questionnaires were sent to the entire accessible population. Responses from the various academic departments and colleges are sufficiently well-balanced and representative to allow confidence in making generalizations about the population from the data (Figure 2).

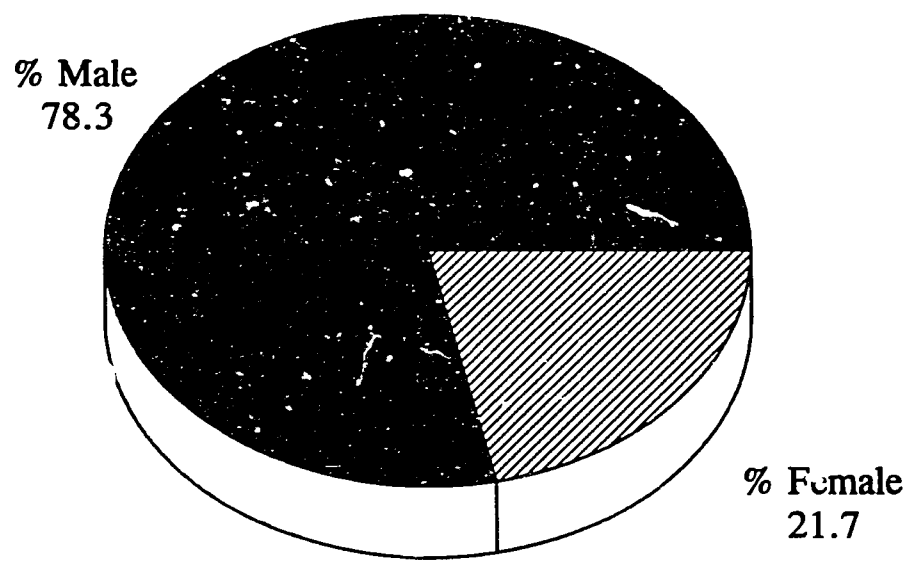
TABLE 2
General Faculty of Egerton University by Gender
Survey Response Rate

College (Faculty)	Male	Female	Total	#Resp	%Resp
Administrative and Admin. Services	85	30	125	15	10.1
Agriculture	131	11	142	34	23.0
Arts and Social Science	112	20	132	39	26.4
Education and Human Resources	51	19	70	23	15.5
Sciences	122	11	133	37	25.0
TOTAL	501	91	592	156	100.0%

Problems Encountered

Although a larger return rate would have been desirable, the rate may be in part attributable to the less than ideal timing of the

Respondents by Gender
Egerton University Faculty, 1992

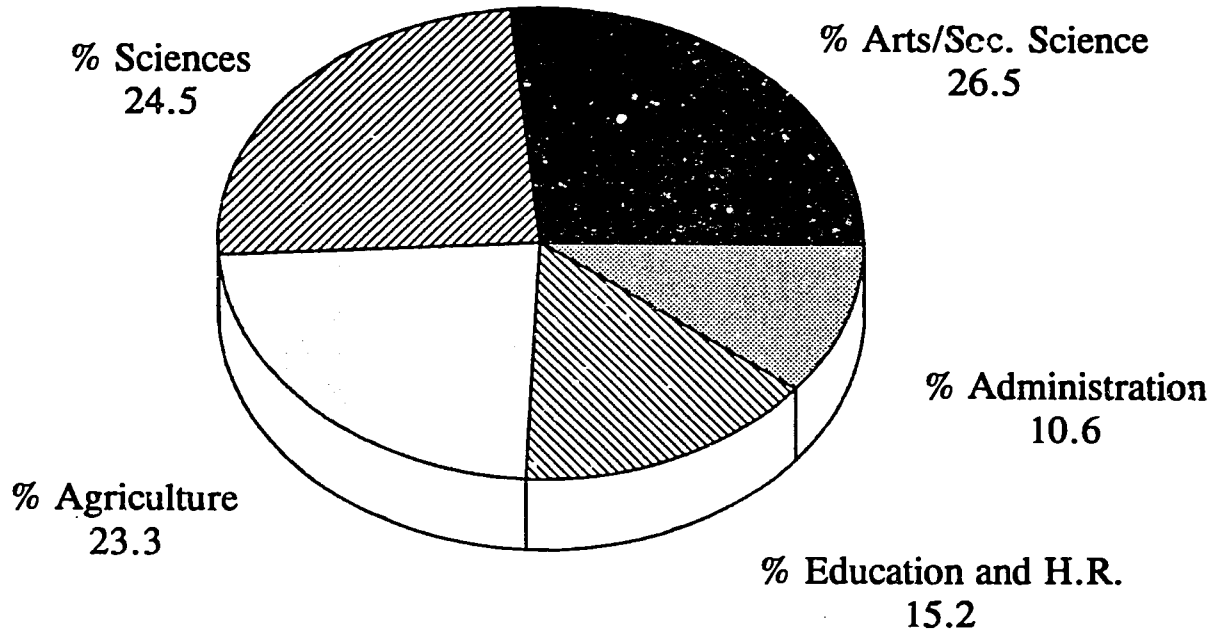


119 Male, 33 Female

V1

FIGURE 1

Respondents by Faculty
Egerton University Faculty, 1992



V2

FIGURE 2

survey, and, as mentioned earlier, the topic. Faculty members were busy starting classes after an unscheduled hiatus of eight months, several new masters programs were started within several weeks of the beginning of classes, and a new Vice-Chancellor was named shortly after the term began. In addition, political clashes raged near Njoro during March, April and early May creating a considerable amount of tension on campus and in the surrounding communities; students demonstrated and a national strike stopped movement for several days. The result of the situation was that faculty had many things on their minds other than completing a questionnaire on gender issues.

The decision to carry on with the research as planned was made by the CID/WID Project Director and Field Researcher 1, in spite of difficult circumstances, because there was no guarantee that the problems would improve in the near future.

The length of the survey instrument seemed to be a problem. Verbal feedback indicated that many faculty members felt they could not complete the questionnaire because of its length, although prior to printing the questionnaire, no major concerns about the length were expressed by those who pilot tested the instrument. In addition, it became clear to Researcher 1 that the faculty are not used to completing surveys and other data collection instruments, particularly those asking for opinions.

Until only several months before the survey was undertaken, there were strict limitations on freedom of speech in Kenya. It was evident to Researcher 1 that many Kenyans had become much more willing to share their views, even if they were in a minority, than during previous visits to Kenya. However the level of suspicion about sharing personal opinions on any subject, particularly a sensitive subject like gender, was still relatively high. A number of conversations with faculty members toward the end of the research project confirmed those suspicions. It also became clear that the faculty as a whole, had not been exposed to much research in progress, with the exception of those divisions such as Research and Extension where they are involved in research projects on a regular basis.

Additional time for the completion of the research would have been useful, particularly given the volatile political situation that existed at that time. It would have allowed for a more directed approach to the sampling and survey, and for more extensive follow-up. This was not available due to funding constraints, so every effort was made to get the best results possible in the time available.

Coding and Analysis of Data

Four students and one teaching assistant from Egerton were hired to code the data and enter it into the computer. Researcher 1

prepared a code book and set up the template for the research project in SPSSpc+, on a computer leased for the duration of the project. A faculty member was hired to assist in the layout of the data, together he and the Researcher trained the students to do the data entry and supervised the data entry. Questionnaires were numbered in the order they were received and the number was used as the case number for entry. Open-ended questions were coded by logical categories after the completed questionnaires were received, to enable computer analysis of the responses. All open-ended questions were recorded in their entirety, and those that were not coded into the computer are reported in the "Responses to Open-Ended Questions" section in this report.

Data was analyzed using frequency distributions, t-tests to look at the differences in group means, and the chi square test of significance. All data was evaluated using the confidence level of $p = < 0.05$.

A power shortage that necessitated six-hour power black-outs nationwide throughout April and May posed a few problems for data entry, however Egerton University was able to get a waiver from the requirement, and had power most of the time. A larger problem was due to the fact that there was only the leased computer available for data entry, which proved insufficient for the volume of data that was entered. Several computers were made available in the evenings for entering open-ended responses through cooperation with the Research and Extension Division.

FINDINGS

Actual responses to all questions can be found in Sections 4 and 5. Section 4 has the frequency distributions and rankings, Section 5 has the responses to the open-ended questions. The notation used to refer to specific variables is V(n).

Descriptions of Faculty:

The longest tenured member of the Egerton faculty to respond to the questionnaire began teaching in 1965, however the vast majority (83%) of the faculty have been hired since 1985. This reflects the rapid expansion of Egerton University from an agricultural college to a full-fledged university (Figure 3). The short tenure of the faculty may also provide an explanation for the degrees earned; 22% hold bachelors degrees, 60% have masters degrees, and only 12% hold PhD's. The others hold diplomas or "other" (Figure 4).

Faculty Perceptions of Their Own Career Advising:

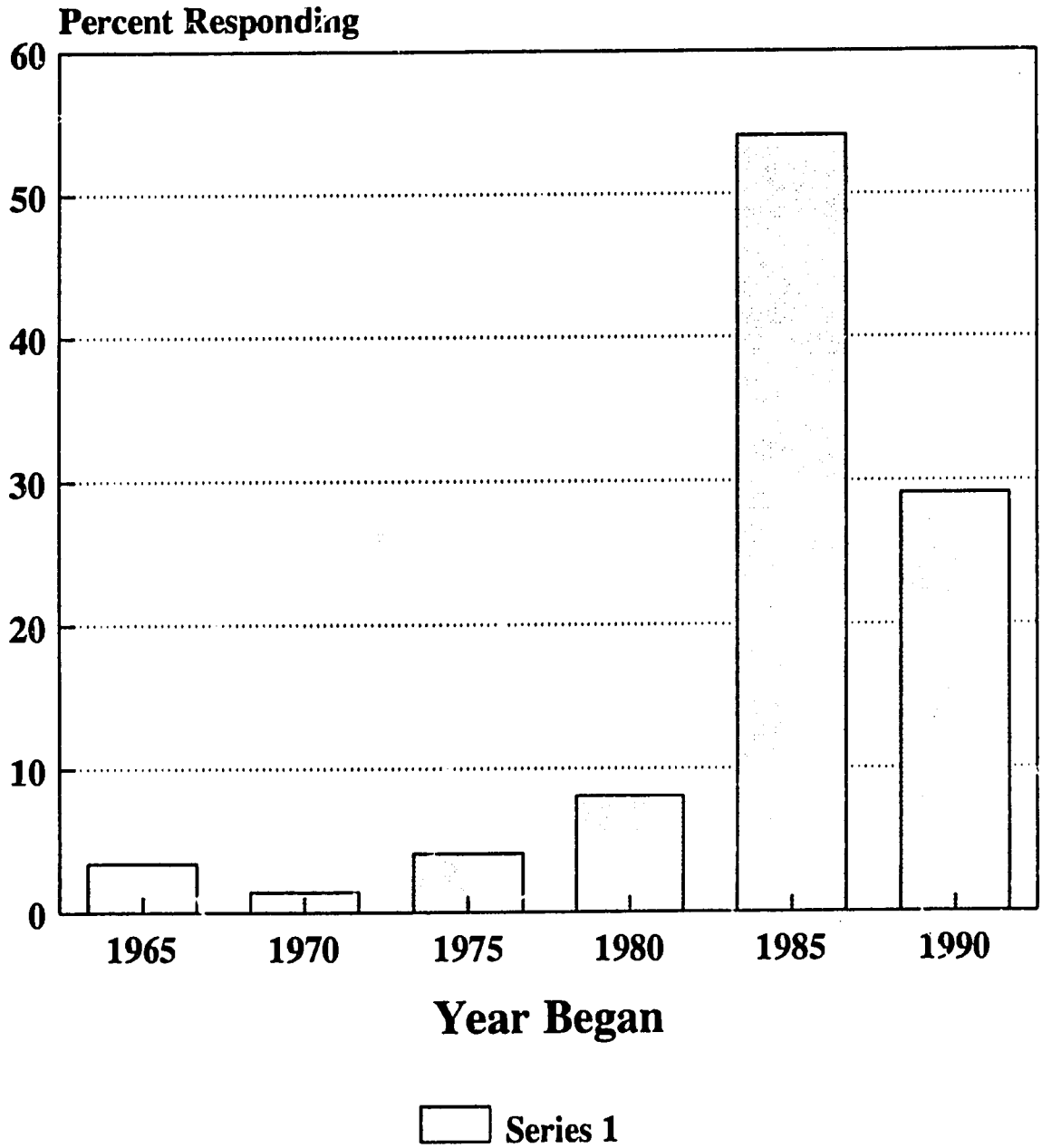
When asked if they had received any academic advising as undergraduate students, the faculty respondents were evenly divided in their responses. Seventy-seven (52%) replied "yes" and 71 (48%) answered "no." Those who answered "yes" were asked to rate the amount of career advising they received; 50 (57.5%) responded that what they received was "just right", but 35 (40%) said that they did not get enough and they "wanted more".

Of those who did receive academic advising, the majority rated it as "good" or "fair." It is interesting to note that when the chi-square test of significance was run comparing male and female respondents on their assessment of the quality of their career advising, it was significant at < .05 level. On examining the distribution, it seems clear that women rated the quality of their career advising lower than the male respondents. (Variable 65; Pearson value = 10.65, df = 4, p =< 0.03).

Faculty identified several important influences on their careers which included teachers, friends, family, and professionals in the field. Professionals in the field were mentioned 26.3% of the time as the one most important influence on their career; teachers and friends came next with 23.4% and 22.8% respectively, and family was mentioned next by 16% of the respondents . "Others" were ranked last with only 9%.

Most (74%) said that as students themselves they had "excellent" or "good" knowledge of the jobs available in their fields of study when graduating with their undergraduate degrees or diplomas. This knowledge also existed after obtaining their post-graduate degrees: 39% described it as "excellent" while another 36% described it as "good". It should be noted that individuals who become university faculty are a highly select group and are not representative of

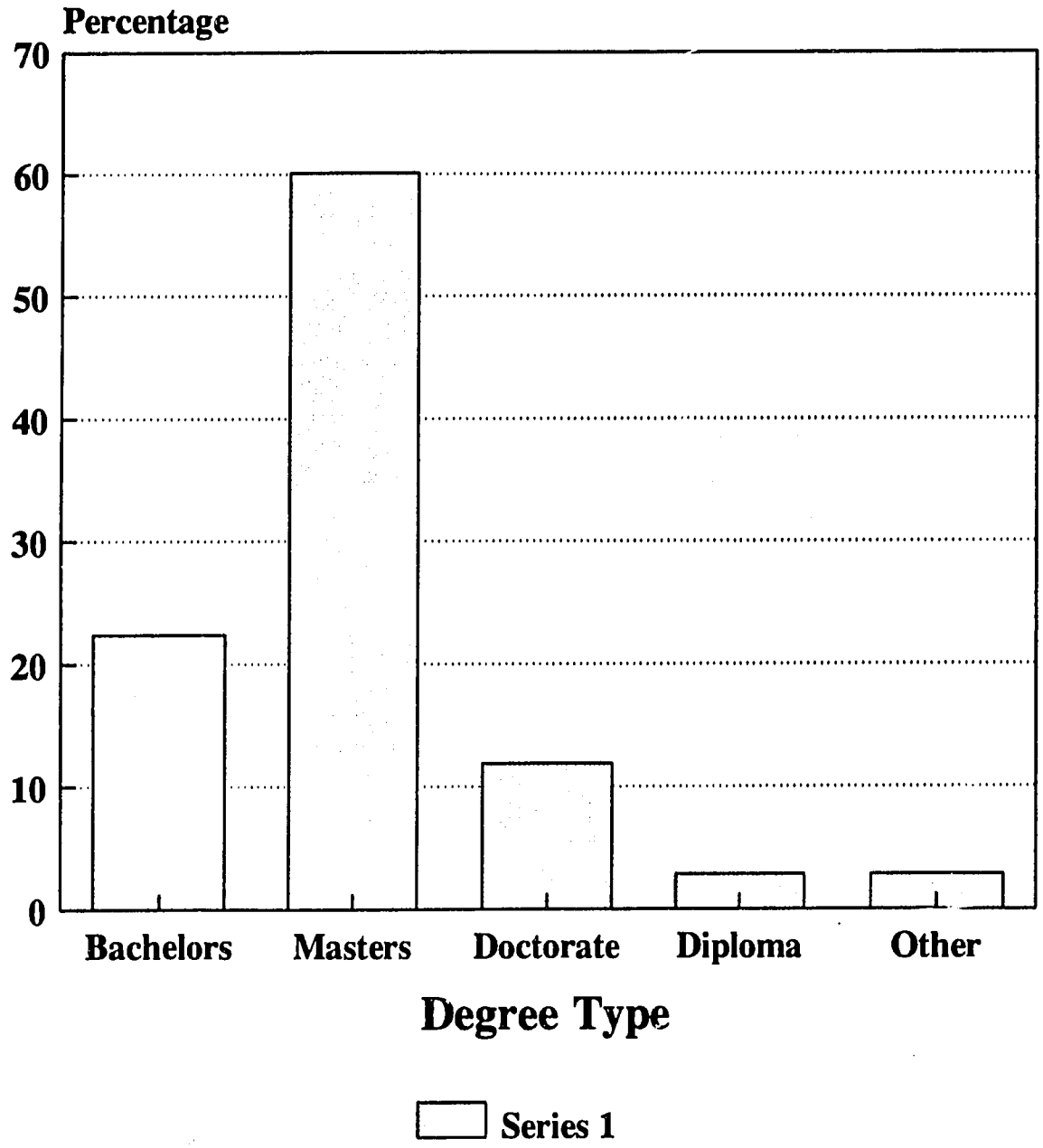
Year Began Teaching
Egerton Faculty, 1992



V6

FIGURE 3

Highest Degree Earned
Egerton Faculty, 1992



V9

FIGURE 4

other B.A., B.S., or B.Ed. students in their age cohort. However, their own experiences associated with career development may in fact influence the students they teach and advise. On the chi-square test the level of career knowledge was significantly different between men and women at the post-graduate level (V71, Pearson value = 23.25, df = 4, p = < 0.00012). It would appear that men felt better about their careers after post-graduate school than did the women.

Faculty Perceptions of Student Needs with Regard to Career Development:

Faculty attitudes toward career advising are important since they will presumably affect the willingness of faculty members to engage in career advising with students and their interest in integrating career-related material into their classes.

The faculty ranked career counseling as the best way to learn about job and career options, written career materials second, role models and guest speakers third, discussion with family members fourth and discussions with friends fifth. This is interesting, because they ranked professionals, friends and teachers higher than family in the early question that asked for the most important influence on their career. Clearly, there is some perception that the way they learned about careers is not necessarily the "best" way.

Over three-quarters of the sample agreed strongly (39.7%) or agreed somewhat (37.7%) that their faculty role included acquainting students with career opportunities. This variable was also significant at the < 0.05 level. (V121, Pearson 10.09, df = 4, p = < 0.039). It would appear that the male respondents felt more strongly about their responsibility to acquaint students with career opportunities than the women. This may be related to the fact that the female respondents felt less positive about the career advising they got themselves.

Ninety-one percent agreed strongly that graduates will face increased competition for jobs in the future, 89% agreed strongly that college and university students need assistance in identifying job possibilities, and 87% agreed strongly that students need assistance in the area of career choice and exploration.

Many also felt that students need assistance with interviewing skills and preparing a cv/resume: 67.9% agreed strongly and 25.6% agreed somewhat. Eighty-three percent of faculty agreed strongly or agreed somewhat that they were aware of a wide range of career options in their areas of specialty. Only 16.5%, however, felt that they were knowledgeable about the career development material available on the Egerton University campus.

The faculty seemed eager to learn about ways in which they could help students. In response to the statement "I am interested in receiving more information on how to help students prepare for jobs/careers," 77.3% of the faculty respondents strongly agreed and 16.2% agreed somewhat. When asked the best way for students to learn about jobs and career options, 62.7% of the faculty indicated career counseling as their first choice. The next best way was considered to be reading written materials on career opportunities (15.9%). When specifically asked what Egerton University should do to help students in the area of career development, the action favored by the most faculty was "offer seminars on the current job market" (32.9%) and "develop career literature" (31.8%). Also, inviting guest speakers to campus and into classes was considered to be the most effective approach by a substantial number of faculty (17.1%).

Specific Faculty Activities Related to Career Advising:

Egerton University faculty see themselves as having an important role in helping students learn about careers. The summary of responses (Section 4, V97-V119) shows the faculty responses when asked the extent to which they had been involved in the twelve listed career advising activities during the previous three years. The activities most frequently engaged in were the following: "I have read printed material on careers in my field" and "I have talked to students outside of class about their career ambitions." However, only about a third of the faculty had engaged in these activities "often." Approximately one fifth to one quarter of the sample had often informed a student of a good job opportunity, discussed career possibilities in their area of specialization with students, and advised students regarding post-graduate education.

Equally enlightening is what faculty reported that they never or rarely did. At least a quarter of the respondents said they had never discussed career-related issues in their classes, had never read printed material on careers in their field, had never given students suggestions for interviewing for a job, had never assisted students in making choices about fields of study or careers, had never advised students about post-graduate education, and had never referred students to a person or office on campus to seek additional information relating to a career-related matter. Over half of the faculty surveyed reported never having given a student information on preparing a cv/resume and never referring students to a person or office off-campus to seek additional information pertaining to a career-related matter. Over 82% of the sample said they had never invited guest speakers to talk with students about their work in the profession.

Faculty Views Toward Careers in Private Enterprise:

As Section 4, V 141-185, shows, the major of the faculty (83.2%) agreed strongly that increased involvement of professionals in the

private sector is important for the future of Kenya, and 66.5% agreed strongly that it is important for students to be exposed to business knowledge as part of their education. However, only about half (56.4%) of the faculty respondents felt that graduates of Egerton have the necessary technical skills to start their own businesses, and only about a third (36.1%) thought that they had the necessary business skills. Over 89% of the faculty currently do not include any business or management education content in the courses that they teach; 8.1% (eleven of the respondents) say that they do.

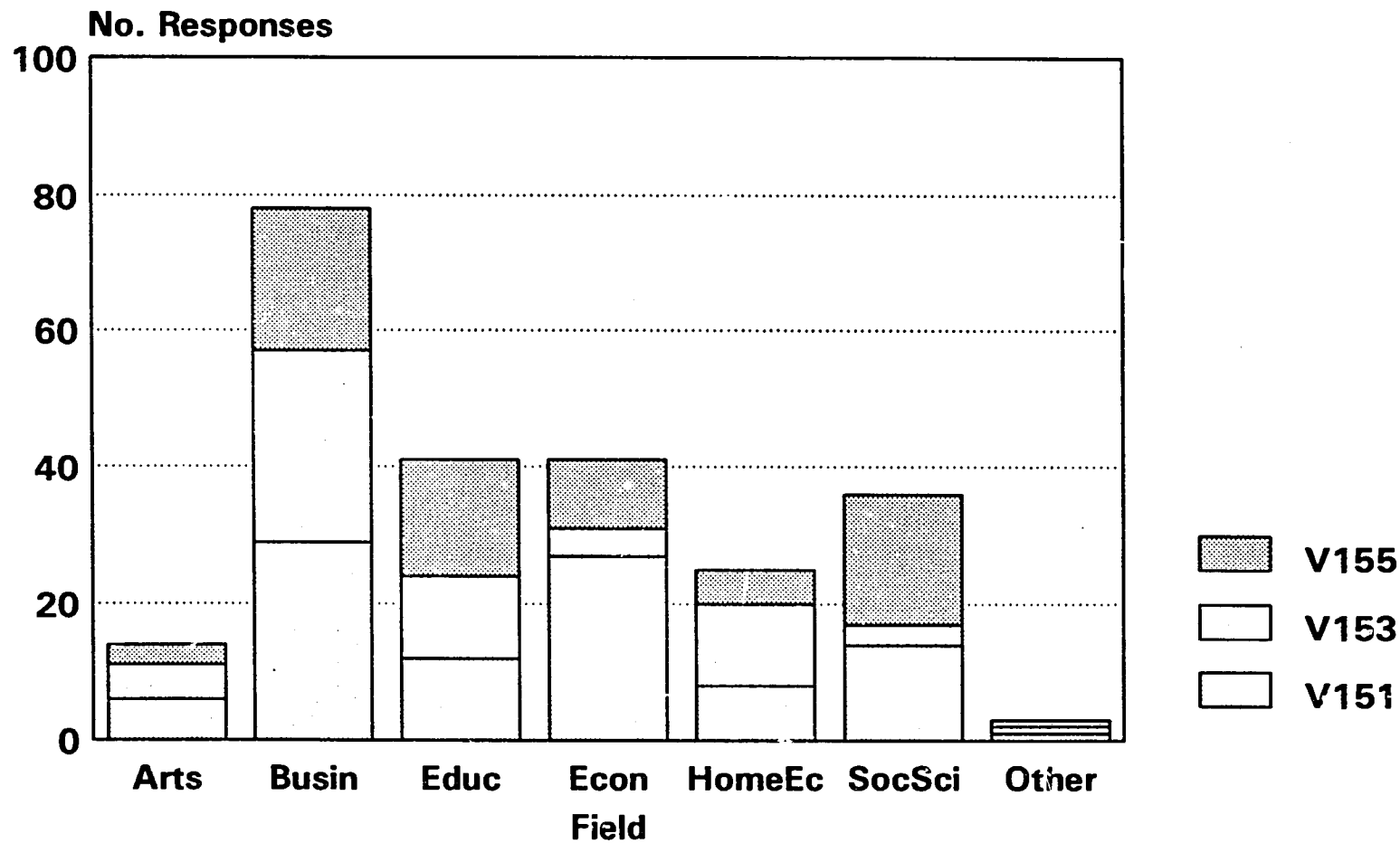
Perceived obstacles to incorporating relevant business and management education into the curriculum include (ranked in order) 1) the rigidity of the educational structure, 2) financial and resource constraints 3) lack of information/ time and space, 4) lack of adequate training and qualified personnel, 5) the market environment, 6) policy constraints, and 7) the complexity of business as a topic. Other issues mentioned included the fact that business was "irrelevant" to the topic they were teaching. It is clear from the responses that the faculty perceive little flexibility in the educational structure to incorporate new materials. Given the fact that Egerton and other universities in Kenya have been working overtime just to accommodate the influx of new students, it is not surprising that the faculty would feel the educational structure itself is the primary obstacle to teaching new classes. Although there has been a shift to the 8-4-4 system, which was to offer more opportunities for a career focus, the system has not yet become fully operational, and students are still spending a high percentage of their time in classes that are prescribed by a very specific syllabus.

Over 68% of the faculty felt that very good job opportunities exist in private enterprise for graduates of Egerton University with adequate training, especially in the following areas : agri-business, business/computers , economics/planning, education, food science and dairy technology, horticulture and crop production (see Figures 5 and 6). The question this raises is whether or not Egerton is actually training its graduates to take those positions, give the perception of faculty that their students are not fully technically prepared for business, and do not have adequate business skills to start their own businesses.

Section 4, V173-203, also indicates faculty views regarding women in entrepreneurial roles. The majority felt that there are as many opportunities for women as for men in the private sector (63.8%) and that the opportunities for Kenyan women in business are not limited (53.3%). The majority also did not think that women needed male assistance in order to succeed in business (58%) or that they needed to work through women's groups in order to get started in business (61.3%). While 41.3% felt that women have equal access to business information and credit, only 34.4% thought that young

Best Opportunities

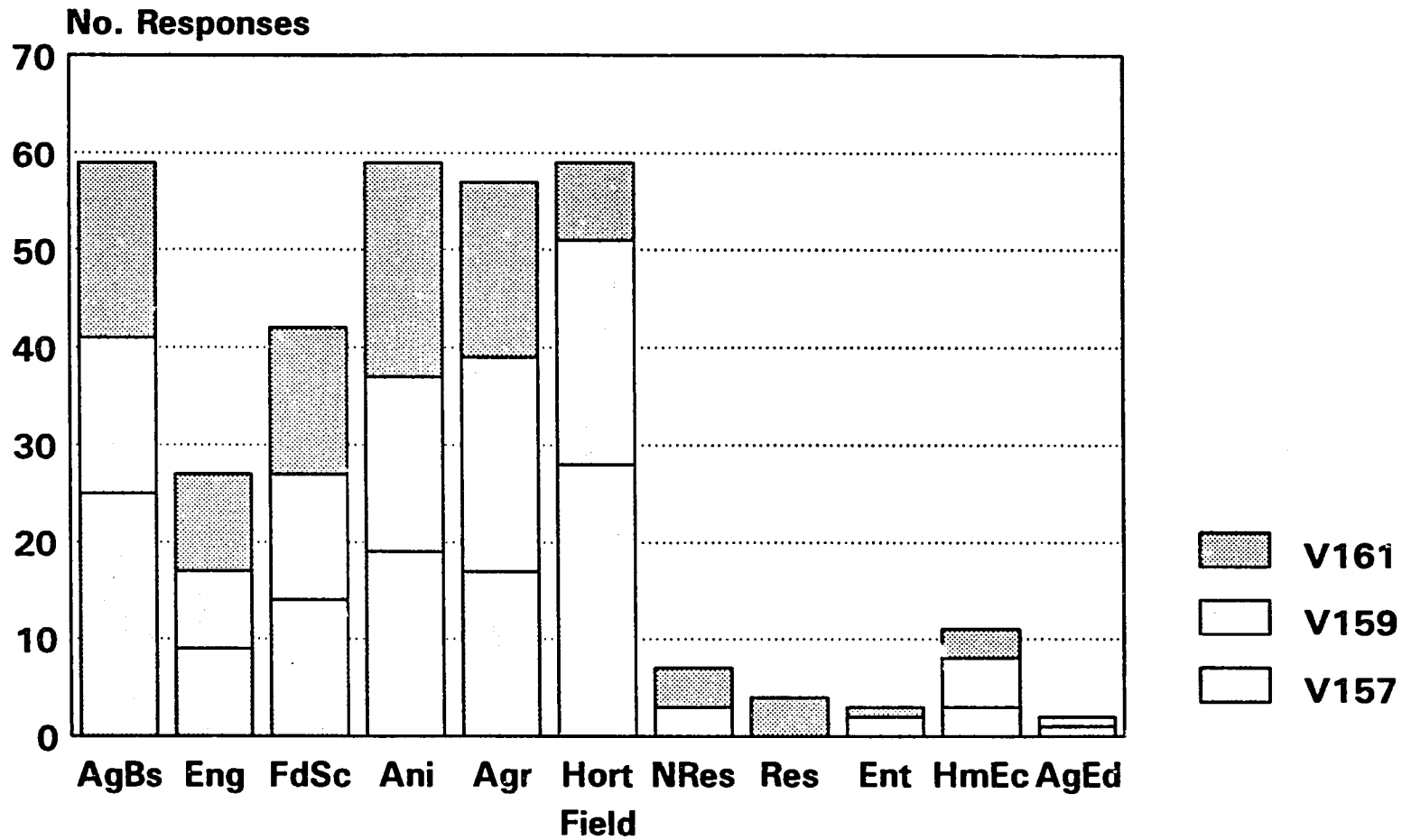
Arts and Education



V151-V155

FIGURE 5

Best Opportunities
Agriculture



V157-161

FIGURE 6

women have access to positive female role models who operate their own businesses.

The biggest obstacles that the faculty saw facing women when starting a business were very similar in both arts and education and agriculture (see Table 3, Figures 7 and 8). The faculty felt that management and accounting skills were the most critical skills for a woman to master for successfully starting and operating a small business. Other skills they felt businesswomen need include: 2) mastering marketing and logistical issues, 3) overcoming personal limitations such as lack of confidence, learning to deal with male employees, etc. 4) gaining access to adequate finances and resources, and 5) getting enough experience (Figure 9).

Table 3
Biggest Obstacles Facing Women Who Start Businesses
Rank (1 = High)

Obstacles	Arts/Education	Agriculture
Resources/Finances	1	1
Skills/Training	4	2
Environment (Attitudes)	2	3
Personal Limitations	3	5
Market Knowledge/Time	5	5

Gender Roles:

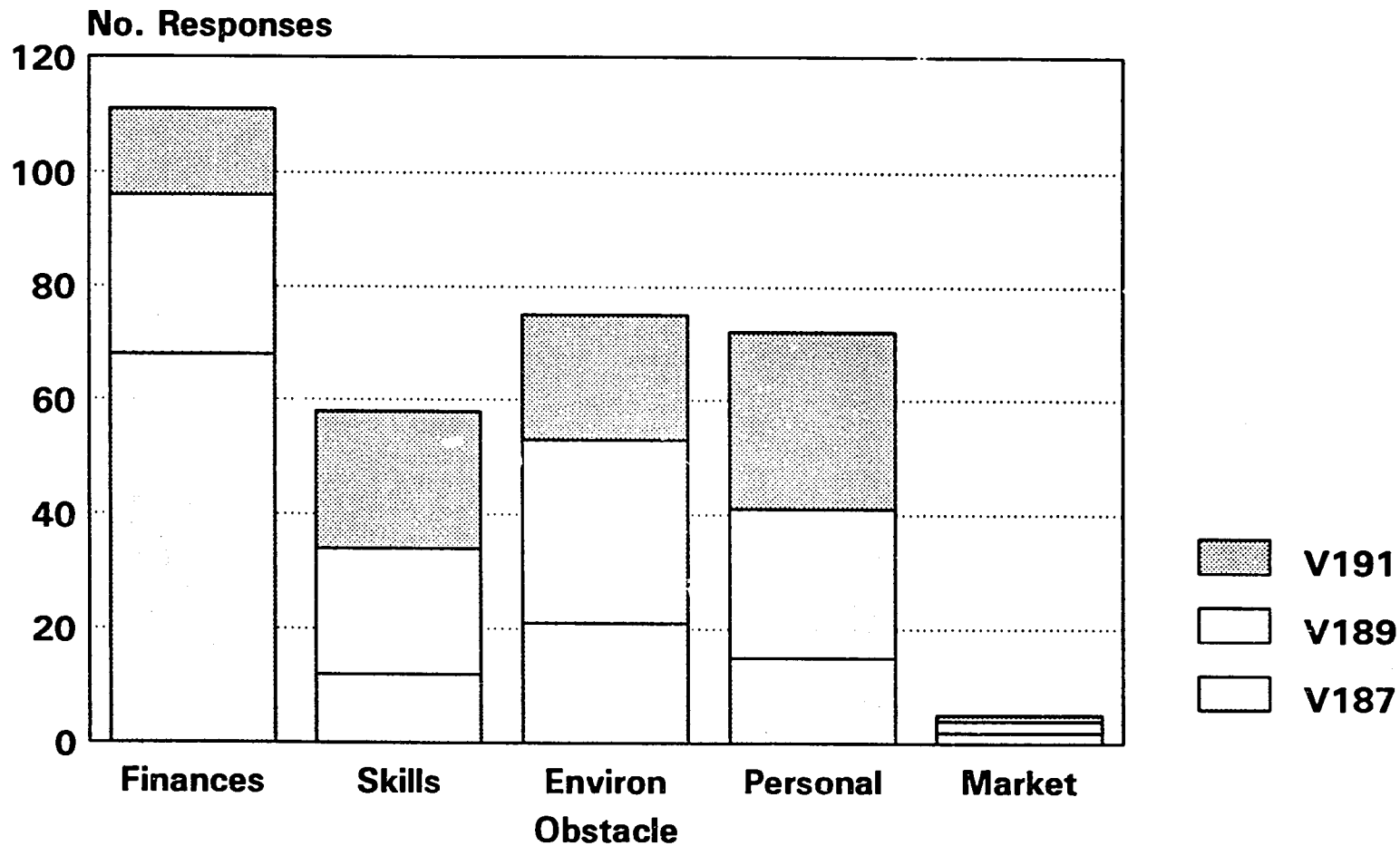
As discussed in the methodology section of this paper, the gender role questions presented on the survey were developed by Scanzoni and Tomeh (see Methodology). They are also being used in the "Colorado Families Speak Out" research done by Dr. Alicia Cook of Colorado State University. The questions are designed to test the sex-role orientation, or as stated by Bird, Bird and Skruggs (1984) "preferences individuals have for roles that reflect normative prescriptions for behavior in the enactment of family and employment responsibilities".[7]

Seventeen questions related to gender roles were included on the survey instrument. A large number of these items have direct implications for women's work roles. As faculty work with female students, their attitudes and views can influence what types of information and subtle messages they are conveying regarding appropriate career aspirations. The majority of respondents agreed

[7] Bird, G.W., Bird, G.A., and Skruggs, M. (1984) "Determinants of Family Task Sharing: A Study of Husbands and Wives", Journal of Marriage and the Family. May. pp.345-355.

Biggest Obstacles

Starting Arts/Ed Business



V187-191

FIGURE 7

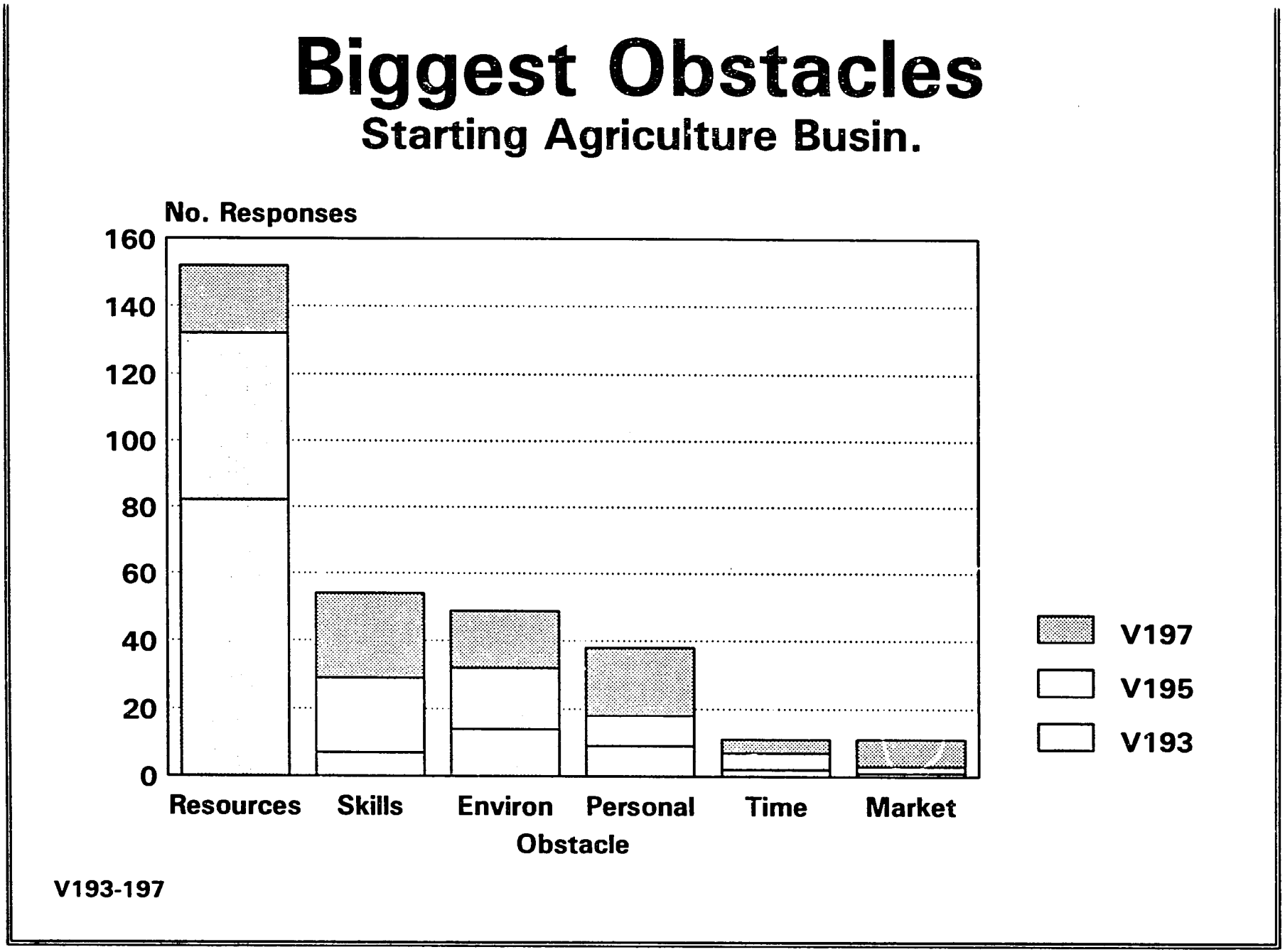
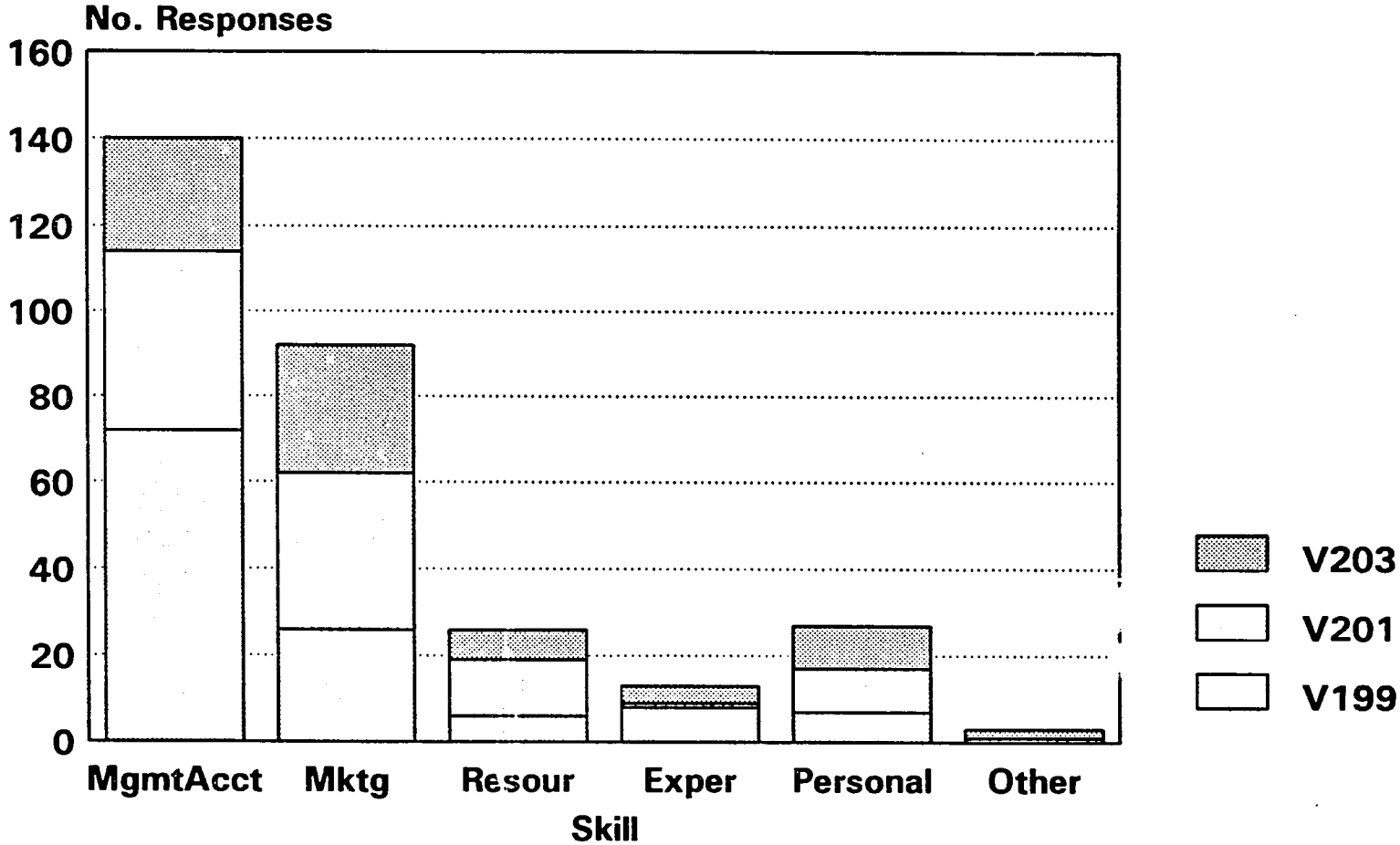

Biggest Obstacles
Starting Agriculture Busin.
No. Responses
160
140
120
100
80
60
40
20
0
Resources
Skills
Environ
Personal
Time
Market
Obstacle
V197
V195
V193
V193-197

FIGURE 8

Important Skills to Master

When Starting Business



V199-203

FIGURE 9

with the following statements: A woman's job should be just as important to her as encouraging her husband in his job (85.7%); a wife should be able to make long-range plans for her occupation just as her husband does (91.9%); an employed mother is able to establish just as warm and secure a relationship with her children as a mother who is not employed (72.9%); more day-care centres and nursery schools should be available for mothers who choose to work (83.3%); if both husband and wife are employed, they should both be willing to share household tasks (72.1%); a husband should be just as willing as a wife to stay home for work and care for sick children (79.2%); a husband should not be bothered if his wife makes more money than he does (79.4%); a husband should not be upset if his wife's job sometimes requires her to be away from home overnight (55.5%); and if both husband and wife are employed, he should be willing to move if she is offered a better job in another town (66.6%).

The majority of the faculty who participated in the study also disagreed with the following statements: a wife should give up her job whenever it gets in the way of fulfilling her roles as mother and wife (24.2% disagreed strongly; 25.5% disagreed somewhat) and a mother of young children should work only if the family needs the money (26.9% disagree strongly; 25.6% disagree somewhat).

The results of the questionnaire reveal significant differences between the male and female respondents on 11 of the 17 items, at a probability level of less than 0.05. (See Table 4). This may be related to the desire often heard expressed by many Kenyan women to have more say in household decision-making, to have their roles as both nurturers and income-generators respected by their spouses, and to have more cooperation from their husbands in accomplishing household tasks.

In addition to looking at the issues of significance, the coding for variables 205, 207, 209, 221, 223, 225 and 227 were reversed from that shown on the questionnaire, to allow measurement of the respondents preference for "traditional" versus "egalitarian" sex roles. The responses were treated as interval data, with 1 = traditional and 5 = egalitarian. In every instance the female respondents had higher scores on the items than the male respondents, indicating the tendency for women to respond with a more egalitarian outlook than men. Likewise, in every instance the men proved to respond with lower scores, or more traditionally, than women.

The trends shown in this data are not unexpected. In Kenya, as in the United States, men tend to hold privileged roles in society; even in educated and progressive communities such as the faculty of a major national university. The Kenyan government has recognized the important role that women play in development, but actual

changes in attitudes within families tends to lag behind.[8]

Attitudes about Women's Programs at Egerton:

The majority of faculty felt that there was a need for a Women's Centre on campus (64.3%) and that Egerton University should strive to elevate greater numbers of women into leadership positions (72.3%). They also felt that interested and qualified men should also be given equal opportunities to work on women's programs (90.3%). Overwhelmingly, the faculty agreed that better decisions result when men and women participate in the process (92.2%) and that gender issues need to be addressed in order to conduct successful rural development programs (83.8%). There were distinct differences between the male and female respondents on many of the questions posed in this section, however. Five out of the eleven questions proved significant at a probability level of less than 0.05 on independent t-tests (see Table 4). Not surprisingly, the women felt stronger than the men that there are good reasons for the Women's Centre to exist; this finding was significant at $p < 0.034$ (V239). There were also significantly different responses to male and female reactions to the question of whether or not Egerton should strive to elevate greater numbers of women into leadership positions (V241, significant at 0.022). Given the extremely low number of women at Egerton, particularly in higher level positions, this is somewhat discouraging...especially in light of the fact that women respondents felt more strongly than men that men should be given equal opportunities to work on women's programs (V247, significant at 0.001).

A particularly interesting set of responses were those to the statement "Sexual harassment is a problem caused primarily by women students who wish to get good grades". The question was carefully worded to test how well the respondents understood the dynamics of sexual harassment. It was clear from the responses that many were uncertain, however the men tended to agree more strongly than the women with the statement (see Table 5, V253). There were significant differences between the male and female respondents at a probability level of < 0.034. Sexual harassment, by commonly accepted definition, implies that the aggressor has power over the person being harassed. There is clearly a sense by many of the respondents that women students, although not in a position of power over the faculty, still hold the primary responsibility for controlling sexual harassment between students

[8] World Bank Country Study. "Kenya: The Role of Women in Economic Development". 1989.

Table 4
Summary of Independent t-Test:
Gender with Role Preference
Traditional vs. Egalitarian
N = 156

Variable Number/Description	Mean Male/ ± SD	Mean Female/ ± SD	df	F	Sig. Level
V205 Children are most important task in life	2.57/ 1.49	3.06/ 1.58	147	1.13	.101
V207 Children are greatest reward	2.45/ 1.25	2.58/ 1.35	147	1.15	.613
V209 Mother should give up her job if in way	3.01/ 1.43	3.67/ 1.45	147	1.03	.021*
V211 Woman's job just as important	4.32/ 1.11	4.52/ .87	148	1.63	.344
V213 Wife should make long-term plans	4.48/ .89	4.82/ .47	150	3.68	.004*
V215 Wife shares decisions equally	4.16/ 1.26	4.73/ .80	149	2.48	.002*
V217 Employed mother can have warm relation.	3.75/ 1.31	4.53/ .92	149	2.05	.000*
V219 More day-care centres available	4.10/ 1.19	4.39/ 1.03	150	1.34	.200
V221 Mother should work only if need money	3.26/ 1.44	3.42/ 1.46	148	1.03	.556
V223 Married man's main responsibility his job	4.09/ 1.23	4.48/ 1.06	148	1.32	.098
V225 Husband should be head of the family	1.53/ 1.13	2.09/ 1.33	147	1.39	.016*
V227 Husband should have final authority	2.53/ 1.46	3.47/ 1.57	145	1.15	.002*
V229 Both should share household tasks	3.67/ 1.45	4.36/ 1.41	148	1.62	.012*
V231 Both willing to stay home with sick kids	3.97/ 1.31	4.45/ .87	148	2.27	.015*
V233 Don't mind if wife makes more money	3.97/ 1.40	4.70/ .85	149	2.74	.000*
V235 Husband OK if wife away on job overnight	3.17/ 1.48	4.21/ 1.34	149	1.22	.000*
V237 If both work, ok to move if she gets job	3.67/ 1.40	4.24/ 1.17	148	1.41	.032*

* indicates $p < 0.05$

(See Section 3 for Questionnaire)

and faculty, and not vice-versa. The implication here is that there is much to be done in the area of education about sexual harassment, a problem frequently mentioned by the women students (See Section 10).

Both men and women respondents agreed that gender issues must be addressed in order to conduct successful rural development programs, however, once again, there were differences between the sexes. Women agreed more strongly than women with the statement, at a significance level of < 0.005 (see Table 5, V259).

Table 5

Summary of Independent t-Test:
Gender with Responses to Women's Programs Questions
N = 156

Variable Number/Description	Mean Male/ ± SD	Mean Female/ ± SD	df	F	Sig. Level
V239 No reason for a Women's Centre	2.59/ 1.45	1.97/ 1.57	148	1.18	.034*
V241 EU should strive to elevate women in leaders.	3.79/ 1.09	4.30/ 1.26	148	1.34	.022*
V243 Language disrespectful to all	4.44/ 1.01	4.21/ 1.47	148	2.12	.417
V245 Women will take jobs rightfully held by men	2.33/ 1.24	2.09/ 1.23	149	1.01	.328
V247 Men should be given equal opportunity	4.36/ .97	4.76/ .44	149	4.93	.001*
V249 Women have right to safe environment	4.83/ .55	4.85/ .71	148	1.70	.885
V251 I would send my daughter here	4.04/ 1.07	3.88/ 1.16	148	1.19	.447
V253 Sexual harassment is caused by women students	2.84/ 1.19	2.33/ 1.29	147	1.17	.034*
V255 Women must work harder than men	2.21/ 1.38	2.27/ 1.63	148	1.40	.835
V257 Gender issues important.for rural develop.	4.16/ 1.09	4.61/ .66	149	2.76	.005*
V259 Better decisions are made when women involved	4.56/ .86	4.73/ .52	149	2.79	.165

(See also Section 3 for Questionnaire) * indicates p = < 0.05

With regard to the target audience for the newly-established Centre for Women's Studies and Gender Analysis at Egerton University, the respondents felt that the most important audience for its programs were female students at Egerton (49.2%), followed by female faculty members (25.8%). Much lower in priority were community women (12.6%) and female staff (10.7%). When asked what area of research should receive special attention through the Centre for Women's

Studies and Gender Analysis, faculty identified the areas of employment and career counseling, gender issues, and family planning/birth control. A similar question was also asked with regard to training programs and the responses were the same. Employment and career counseling were listed first by 46.7% of the group, followed by gender issues and family planning/birth control.

Table 6
Summary of Independent t-Test:
Studied Out of Kenya vs. Those Who Did Not
N = 156

Variable Number/Description	Mean Studyout/ ± SD	Mean Kenya/ ± SD	df	F	Sig. Level
V99 Discussed career issues in my classes	2.50/ 1.04	2.16/ 1.05	149	1.03	.045*
V103 I have invited guest speakers to class	1.40/ .76	1.16/ .54	150	1.97	.033*
V107 I have made interview suggestions	2.11/ 1.09	1.77/ .92	146	1.39	.044*
V111 Discussed career possibilities with stud.	2.84/ 1.00	2.41/ 1.08	150	1.17	.012*
V115 I have advised about post-grad educ.	2.75/ 1.01	2.35/ 1.25	149	1.52	.030*
V145 Grads have tech. skills to start business	3.71/ .96	3.36/ 1.19	154	1.54	.046*

* indicates p = < 0.05

Influence of Studying Out of Kenya:

Findings from the faculty survey were also examined for differences between those who had studied outside of Kenya, and those who had not. Several interesting differences were found (see Table). In each instance, those who had studied out of Kenya had higher mean scores on questions pertaining to discussing career issues in class, inviting guest speakers to classes, making interview suggestions, discussing career possibilities with students, and advising students about post-graduate education (V99, V103, V107,

V111, V115). It appears from the results that those who have studied outside Kenya may take a more pro-active role in helping students build their careers. Faculty who had studied outside the country also indicated that they have more confidence in the skills of Egerton University graduates to start their own businesses (V145).

Faculty Questionnaire

Section 3

Please return this questionnaire to your department head, who will place them in an unmarked envelope. The department head will see that they are returned to Dr. Rose Mwonya in Home Economics. Thank you!

QUESTIONNAIRE FROM THE CENTRE FOR WOMEN'S STUDIES, EGERTON UNIVERSITY
ON CAREER DEVELOPMENT, PRIVATE ENTERPRISE,
WOMEN AS ENTREPRENEURS AND GENDER ROLES.

Your Gender: Male: [] Female: []

Your Faculty: (tick one)
[] Agriculture [] Arts/Social Sciences
[] Sciences [] Education and Human Resources
[] Administration (DVC/AA, DVC/R&E, DVC/A&F)

Department: _____

Position (tick the one box that represents your primary responsibilites at this time):

[] Professor
[] Assistant Professor
[] Senior Lecturer
[] Lecturer
[] Assistant Lecturer
[] Teaching Assistant
[] Administrator
[] Other: Please specify: _____

Nationality: Kenyan []/ Other [] (Please specify): _____

Year you began as an Egerton College/Univ. Faculty Member: _____

Total number of years of College/University Teaching: _____

Do you currently have responsibilites for teaching? [] Yes / [] No

Highest Degree Earned: _____ Your Age Now: _____

Have you ever been a student at a College/University outside of Kenya? (tick one) :
YES []/ NO []

If yes, please name the country and total, cumulative length of time you have spent in that country (eg. USA-26 mo., UK-12 mo., Nigeria-6 mo.)

Country	Total Length of Time Spent There (in months)

In terms of percentages, how much of your professional time is currently spent on the following activities? (Percentages should total 100%).

_____% Teaching
_____% Research
_____% Service to University (e.g., departmental committees)
_____% Extension Outreach Programs
_____% Academic Advising
_____% Consultation Outside the University
_____% Administrative Responsibilities
_____% Other (please specify): _____

100 % TOTAL TIME

Comments:

Career Development:

1. Did you receive any advising in career development as an undergraduate student? (tick one):

a. YES [] / NO []

b. If yes, please rate the amount of career advising you received?
[] Too much [] Just right [] Not enough; I wanted more.

2. How would you rate the career advising you received as an undergraduate student? (Tick one):

[] Excellent
[] Good
[] Fair
[] Poor
[] Not applicable; I did not receive any at all.

3. The one most important influence on my own career, other than my National Exam Score or the Career Booklet for secondary schools, was:

[] Teachers
[] Friends
[] Family
[] Professionals in the Field
[] Others (please specify):_____

4. When I graduated with my B.S./B.A./B.Ed. degree or diploma, my knowledge of the type of jobs I could do in my field was:

[] Excellent
[] Good
[] Fair
[] Poor
[] I did not have any ideas at all.

5. When I graduated with my post-graduate degree, my knowledge of the type of jobs I could do in my field was:

[] Excellent
[] Good
[] Fair
[] Poor
[] I did not have any ideas at all.
[] Not applicable; I do not have a post-graduate degree.

6. Please rank the best ways, in your opinion, for a student to learn about jobs and career options (1 = best, 2 = second best, etc. through 6...do not use any number more than once).

_____ Career Counseling
_____ Discussion with Family Members
_____ Discussion with Friends
_____ Role Models/Guest Speakers
_____ Written Material on Career Opportunities (eg. Career Booklet)
_____ Other (please specify): _____
_____

7. What role(s) do you feel Egerton University should play in the area of career development for students? Please rank the choices 1 through 6; 1 = best, 2 = second best, etc. through 6...do not use any number more than once.

_____ Invite Guest Speakers to Campus and into Classes
_____ Develop Career Literature
_____ Offer Seminars on the Current Job Market
_____ Organize a Career Day on Campus
_____ Speak to Secondary School Students
_____ Other (please specify):_____
_____

Career Development, continued:

Please circle the response that best describes your attitudes and actions related to careers for graduates of Egerton University. If you do not teach classes, mark NEVER for those questions that do not apply.

WAYS IN WHICH YOU HAVE BEEN INVOLVED DURING THE PAST THREE YEARS:

	Never	Rarely	Sometimes	Often
1. I have informed a student about a good job opportunity.	1	2	3	4
2. I have discussed career-related issues in my classes.	1	2	3	4
3. I have talked to students outside of class about their career ambitions.	1	2	3	4
4. I have invited guest speakers to my classes to talk with students about their work in the profession.	1	2	3	4
5. I have read printed material on careers in my field (specify):	1	2	3	4
6. I have given students suggestions on interviewing for a job.	1	2	3	4
7. I have given students information on preparing a cv/resume.	1	2	3	4
8. I have discussed career possibilities in my field of specialization with students.	1	2	3	4
9. I have assisted students with making choices about fields of study or careers.	1	2	3	4
10. I have advised students regarding post-graduate education (e.g., where to go, how to apply, etc.)	1	2	3	4
11. I have referred students to a person or office on campus to seek additional information pertaining to a career-related matter.	1	2	3	4
12. I have referred students to a person or office off campus to seek additional information pertaining to a career-related matter.	1	2	3	4

Additional Comments:

YOUR VIEWS ON CAREER DEVELOPMENT:

	Strongly Disagree	Disagree Somewhat	Uncertain	Somewhat Agree	Strongly Agree
1. My role as a university employee includes acquainting students with career opportunities.	1	2	3	4	5
2. I am aware of a wide range of career options in my area of specialty.	1	2	3	4	5
3. I am knowledgeable about the career development material available on the Egerton University campus.	1	2	3	4	5
4. I am interested in receiving more information on how to help students prepare for jobs/careers.	1	2	3	4	5
5. College/University students need assistance in the area of career choice and exploration.	1	2	3	4	5
6. College/University students need assistance in identifying job possibilities.	1	2	3	4	5
7. College/University students need assistance in identifying self-employment possibilities.	1	2	3	4	5
8. College/University students need to make personal contacts with influential people in order to get a good job.	1	2	3	4	5
9. College/University students need assistance in developing interviewing skills and preparing a cv/resume.	1	2	3	4	5
10. Graduates will face increased competition for jobs in the future.	1	2	3	4	5

Additional Comments:

PRIVATE ENTERPRISE:

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. Increased involvement of professionals in the private sector is important for the future of Kenya.	1	2	3	4	5
2. Very good career opportunities exist in private enterprise for graduates of Egerton University.	1	2	3	4	5
3. Graduates of Egerton University have the necessary technical skills to start their own businesses.	1	2	3	4	5
4. Graduates of Egerton University have the necessary business skills to start their own businesses.	1	2	3	4	5
5. It is important for students to be exposed to business knowledge as part of their education.	1	2	3	4	5

6. In your opinion, opportunities in business are, or will be, best in the following three arts and education-related fields:

a. _____
b. _____
c. _____

7. In your opinion, opportunities in business are, or will be, best in the following three agriculture-related fields:

a. _____
b. _____
c. _____

8. From your perspective, please identify the <u>three</u> biggest obstacles you feel faces someone who wishes to incorporate relevant business and management education into the curriculum that they teach:

a. _____
b. _____
c. _____

9. Do you currently include any business or management education content in the course(s) that you teach? (If not applicable, mark <u>No</u>).
[] Yes / [] No
If yes, please describe: _____
_____
_____
_____

Additional Comments:

WOMEN AS ENTREPRENEURS:

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. There are as many opportunities for women as for men in the private sector.	1	2	3	4	5
2. Women are naturally talented in matters pertaining to business.	1	2	3	4	5
3. Women have equal access to business information and credit.	1	2	3	4	5
4. The opportunities for women in business are limited.	1	2	3	4	5
5. Women need male assistance to succeed in business.	1	2	3	4	5
6. Women need to work through women's groups in order to get started in business.	1	2	3	4	5
7. Young women have access to positive female role models who operate their own businesses.	1	2	3	4	5

8. Please list the three biggest obstacles that you feel a women faces when she wishes to start her own business in a field related to arts or education:

a. _____

b. _____

c. _____

9. From your perspective, please list the three most difficult obstacles that face a woman who wishes to start her own business in a field related to agriculture:

a. _____

b. _____

c. _____

10. In my opinion, the most critical skills to master for successfully starting and operating a small business are:

a. _____

b. _____

c. _____

Gender Roles:

In this section you will be asked to answer questions regarding how you view roles of men and women. For each statement choose from the following possible answers: (1) Strongly Disagree; (2) Disagree Somewhat; (3) Uncertain (neither agree nor disagree) (4) Somewhat Agree; and (5) Strongly Agree. Circle the number that you believe most closely represents your feelings.

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. A married woman's most important task in life should be caring for her husband and child(ren).	1	2	3	4	5
2. A married woman's greatest reward and satisfaction comes through her child(ren).	1	2	3	4	5
3. A wife should give up her job whenever it gets in the way of fulfilling her roles as wife or mother.	1	2	3	4	5
4. A woman's job should be just as important to her as encouraging her husband in his job.	1	2	3	4	5
5. A wife should be able to make long-range plans for her occupation just as her husband does.	1	2	3	4	5
6. A wife should have an equal part with her husband in making family decisions.	1	2	3	4	5
7. An employed mother is able to establish just as warm and secure a relationship with her child(ren) as a mother who is not employed.	1	2	3	4	5
8. More day-care centres and nursery schools should be available for mothers who choose to work.	1	2	3	4	5

continued on the next page...

Gender Roles, continued:

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
9. A mother of young children should work only if the family needs the money.	1	2	3	4	5
10. A married man's main responsibility should be his job.	1	2	3	4	5
11. The husband should be the head of the family.	1	2	3	4	5
12. A husband should have final authority in making family decisions.	1	2	3	4	5
13. If both husband and wife are employed, they should both be willing to share household tasks.	1	2	3	4	5
14. A husband should be just as willing as a wife to stay home from work and care for sick child(ren.)	1	2	3	4	5
15. A husband should not be bothered if his wife makes more money than he does.	1	2	3	4	5
16. A husband should not be upset if his wife's job sometimes requires her to be away from home overnight.	1	2	3	4	5
17. If both husband and wife are employed, he should be willing to move if she is offered a better job in another town.	1	2	3	4	5

Additional Comments:

CENTRE FOR WOMEN'S STUDIES

Circle one:	Strongly Disagree	Disagree Somewhat	Uncertain	Somewhat Agree	Strongly Agree
1. There is no reason for a Women's Centre because women's problems are no different than men's.	1	2	3	4	5
2. Egerton should strive to elevate greater numbers of qualified women into leadership positions.	1	2	3	4	5
3. Language and statements that are disrespectful of women are disrespectful to all ethical people, male and female.	1	2	3	4	5
4. Women's programmes are designed to assist women in taking jobs that are rightfully held by men.	1	2	3	4	5
5. Interested and qualified men should be given equal opportunities to work on women's programmes.	1	2	3	4	5
6. Women have the right to work and study in a safe and respectful environment.	1	2	3	4	5
7. Knowing what I do about the work and study environment at Egerton, I would feel comfortable sending my daughter here to study or work. (Assume you would not be here with her.)	1	2	3	4	5
8. Sexual harassment is a problem caused primarily by women students who wish to get good grades.	1	2	3	4	5
9. A woman must work harder than a man to get the same job.	1	2	3	4	5
10. Gender issues must be addressed in order to conduct successful rural development programmes.	1	2	3	4	5
11. Better decisions result when men and women participate in the process.	1	2	3	4	5

1. I would like to see the Centre for Women's Studies and Gender Analysis give special attention to research in the following areas:

a. _____
b. _____
c. _____

2. In my opinion, the three most important programmes for the Centre for Women's Studies and Gender Analysis to undertake for students are:

a. _____
b. _____
c. _____

3. I believe that it is of great importance for the Centre for Women's Studies and Gender Analysis to provide training for women in the following three areas:

a. _____
b. _____
c. _____

4. I believe that it is of great importance for the Centre for Women's Studies and Gender Analysis to provide training for men in the following three areas:

a. _____
b. _____
c. _____

5. Please rank the target audiences based on who should have the highest priority for programming at the Centre: (1 is high, 2 second, through 7. Please use each number only once.)

_____ Women faculty members at Egerton
_____ Women students at Egerton
_____ Women staff at Egerton
_____ Secondary school women interested in studying at Egerton
_____ Community women
_____ Female spouses of Egerton faculty and staff
_____ Others (please specify): _____

6. What would you like to see the Women's Centre do for you as an individual?

. What would you like to see the Women's Centre do for Egerton niversity as a community?

METHODOLOGY

Introduction

The goal of the survey was to collect descriptive data from the general faculty members of Egerton University that would elucidate their opinions on career advising, women as entrepreneurs, gender roles and the possible functions of the newly established Centre for Women Studies and Gender Analysis on the campus. The need for additional information about the faculty's attitudes towards career development and women in business was documented in the initial research on career development done by Denney and Mwonya in 1989.[1] At that time a clear need was identified for training for self-employment to be integrated into the Egerton University curriculum to meet the growing employment demands of their graduates, as well as the need to learn more about faculty attitudes toward career development and entrepreneurship in general.

Questionnaire Development

A draft questionnaire was designed by the Senior Technical Specialist for the project, Dr. Alicia Cook, as an addendum to the Phase I Scope of Work. Testing the draft questionnaire was the first step in the research process. It was tested in Kenya on seven university-level faculty members, some from Egerton University and some from the University of Nairobi. Revisions were in the language to make the questionnaire easier to read, and more culturally appropriate. Following the initial revisions, the instrument was pilot-tested on ten faculty members at Egerton University. A number of minor revisions were made as a result of input from the pilot testers. Seven hundred copies of the instrument were then printed by the Educational Media Centre at Egerton University .

The final survey instrument consists of ten pages, 14 items soliciting background information from the respondents, 29 items asking career development questions, 19 are on private enterprise and women as entrepreneurs, 17 are on gender roles and 18 on the Centre for Women Studies and Gender Analysis, for a total of 97 items (see Section 3, Faculty Questionnaire).

The 17 items on Gender Roles are the same questions used on the "Colorado Families Speak Out" project.[2] The gender role

[1] Denney, M.A. and Mwonya, R. (1989). Profiles: Kenyan Professional Women in Agriculture. USAID/Consortium for International Development/Women in International Development Project.

[2] Cook, A.S. Colorado Families Speak Out. Colorado State University/Western Regional Experiment Station Project.

orientation questions were developed by Bird, Bird and Scruggs for a study of U.S. university administrators and their spouses. They are based on the Social Position of Wife and Social Position of Husband scales developed by Scanzoni and Tomeh (as cited in Bird, Bird and Scruggs, 1984).[3]

Sampling

592 questionnaires were distributed to the population of general faculty members listed as present on the Egerton campus; the distribution list was based on the "Egerton University Staff List for March, 1992". The "Staff List" actually had a total of 688 faculty members listed, however 96 faculty members were away from campus on study leave, for a total of 592 in the population. (Note: The terms staff and faculty are used in different contexts in Kenya than are normal in U.S. usage. For purposes of clarity, we are referring to the "staff" as "general faculty" and the "faculties" as colleges. The term "general faculty" is used rather than "senior staff", as commonly used in Kenya. The term "general faculty" refers to academic faculty members and administrative and professional staff members.)

Some of the general faculty are physically located at the new Laikipia campus of Egerton University, others travel regularly from the main (Njoro) campus to the Laikipia Campus, several hours drive away, to give classes. It was not possible to get an exact count of the number and location of the faculty members, other than those listed on the March, 1992 list, due in large part to the fact that the campus had just reopened in late March after being closed for eight months.[4] Although the faculty members were on the payroll during the closure, movement of general faculty members during that time had not entirely settled down at the time of reopening, and at the time this research took place.[5]

Distribution of Questionnaires

Because the researchers did not have access to the exact count and location of all of the general faculty members, the decision was made to distribute the questionnaires via the department heads who

[3] Bird, G.W., Bird, G.A. and Skruggs, M. (1984). "Determinants of family task sharing: a study of husbands and wives." Journal of Marriage and the Family, May, pp. 345-349.

[4] All Kenyan national universities were closed in July, 1992 due to political unrest and economic problems. Egerton University reopened in March, 1992.

[5] The data collection phase of the project took place in April, 1992. The actual project encompassed eight weeks at Egerton between late March and mid-June, 1992.

presumably knew where their faculty members were located. The plan for distributing the questionnaires was announced to department heads by letter prior to the actual distribution. The department heads were asked to inform their faculty members that the questionnaires were to be distributed the following week, and to elicit their cooperation.

The questionnaires were packaged by department, and each department head was given a list of his/her faculty members based on the March '92 Staff List. Each departmental packet had the following items:

1) One questionnaire per faculty member
2) A cover letter attached to each questionnaire
3) A separate "We Need Your Input" sheet for each faculty member[6]
4) A piece of candy for each faculty member

In addition, an addressed return envelope was provided for each department for the purpose of returning the questionnaires. All of the items were placed in a sealed envelope with instructions for the department head stapled on the front (see Appendix B for packet materials and instructions).

The packets were distributed to the department heads by staff members from the Centre for Women Studies and Gender Analysis. The candy was given with each questionnaire as a means of getting the attention of the potential respondents, and to thank them for taking time to complete the questionnaires.

Follow-up

Due to the sensitivity of many faculty members to the issue of confidentiality of responses, no code numbers or other identifying information was placed on the questionnaires. Because the responses were anonymous, follow-up was limited to contacting the department head, and to a reminder in the campus newsletter "News Flash".

At the end of two weeks, department heads were telephoned and asked to return the completed questionnaires. A staff member of the Centre for Women Studies was then sent to collect completed questionnaires. Three telephone calls were made to the department heads and departmental secretaries during the following two weeks to ask for additional questionnaires. In addition, a follow-up letter was sent to each department head asking for all questionnaires to be returned, completed or not. Many questionnaires were returned directly to the Centre for Women's Studies rather than handed in through the department.

[6] The form is a short questionnaire asking for volunteers and ideas for the Career Development Workshops done by Researcher 1, and the Entrepreneurship Workshop done by Researcher 2. Approximately 50 sheets were returned under separate cover.

The questionnaires and the candies generated a lot of interest in the project from the general faculty, as well as staff members such as secretaries and support staff. The researchers were asked multiple times daily to answer questions about the Centre for Women Studies and Gender Analysis. As it turned out, many of the candies, referred to in the letter to the department heads, were taken by unknown departmental personnel before the materials were distributed. This problem lead to the need to distribute additional candies to the departments where the candy did not make it to the intended destination.

Response Rate

Table 2 indicates the total number of staff members by Faculty (College) and by gender, and the number of responses from each. The overall return rate on the questionnaires was 26.4 percent. Females represent 15 percent of the general faculty, based on the Staff List, and constitute 21.7 percent of the respondents; a higher response rate from women was not surprising considering the topic being surveyed. Males represent 85 percent of the faculty and constitute 78.3 percent of the respondents (Figure 1). Questionnaires were sent to the entire accessible population. Responses from the various academic departments and colleges are sufficiently well-balanced and representative to allow confidence in making generalizations about the population from the data (Figure 2).

TABLE 2
General Faculty of Egerton University by Gender
Survey Response Rate

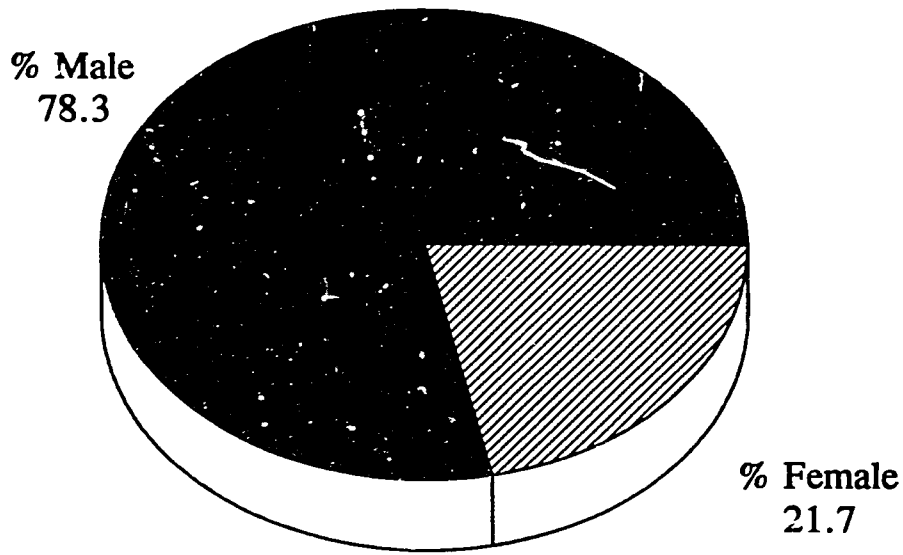
College (Faculty)	Male	Female	Total	#Resp	%Resp
Administrative and Admin. Services	85	30	125	15	10.1
Agriculture	131	11	142	34	23.0
Arts and Social Science	112	20	132	39	26.4
Education and Human Resources	51	19	70	23	15.5
Sciences	122	11	133	37	25.0
TOTAL	501	91	592	156	100.0%

Problems Encountered

Although a larger return rate would have been desirable, the rate may be in part attributable to the less than ideal timing of the

46

Respondents by Gender
Egerton University Faculty, 1992

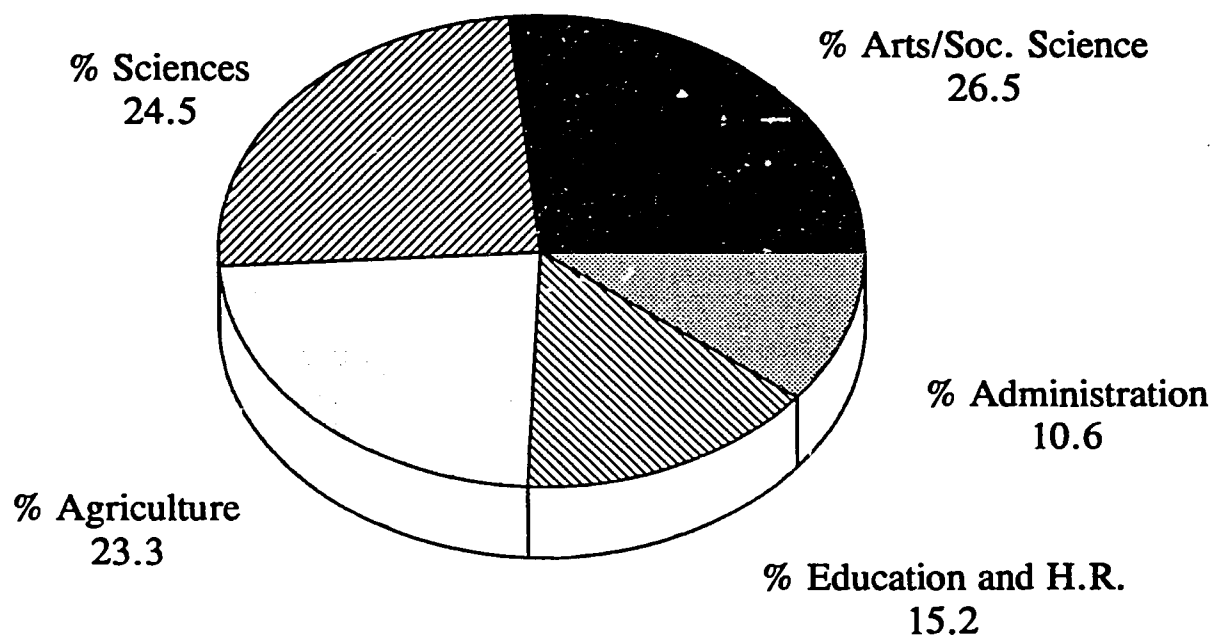


119 Male, 33 Female

V1

FIGURE 1

Respondents by Faculty
Egerton University Faculty, 1992



V2

FIGURE 2

survey, and, as mentioned earlier, the topic. Faculty members were busy starting classes after an unscheduled hiatus of eight months, several new masters programs were started within several weeks of the beginning of classes, and a new Vice-Chancellor was named shortly after the term began. In addition, political clashes raged near Njoro during March, April and early May creating a considerable amount of tension on campus and in the surrounding communities; students demonstrated and a national strike stopped movement for several days. The result of the situation was that faculty had many things on their minds other than completing a questionnaire on gender issues.

The decision to carry on with the research as planned was made by the CID/WID Project Director and Field Researcher 1, in spite of difficult circumstances, because there was no guarantee that the problems would improve in the near future.

The length of the survey instrument seemed to be a problem. Verbal feedback indicated that many faculty members felt they could not complete the questionnaire because of its length, although prior to printing the questionnaire, no major concerns about the length were expressed by those who pilot tested the instrument. In addition, it became clear to Researcher 1 that the faculty are not used to completing surveys and other data collection instruments, particularly those asking for opinions.

Until only several months before the survey was undertaken, there were strict limitations on freedom of speech in Kenya. It was evident to Researcher 1 that many Kenyans had become much more willing to share their views, even if they were in a minority, than during previous visits to Kenya. However the level of suspicion about sharing personal opinions on any subject, particularly a sensitive subject like gender, was still relatively high. A number of conversations with faculty members toward the end of the research project confirmed those suspicions. It also became clear that the faculty as a whole, had not been exposed to much research in progress, with the exception of those divisions such as Research and Extension where they are involved in research projects on a regular basis.

Additional time for the completion of the research would have been useful, particularly given the volatile political situation that existed at that time. It would have allowed for a more directed approach to the sampling and survey, and for more extensive follow-up. This was not available due to funding constraints, so every effort was made to get the best results possible in the time available.

Coding and Analysis of Data

Four students and one teaching assistant from Egerton were hired to code the data and enter it into the computer. Researcher 1

prepared a code book and set up the template for the research project in SPSSpc+, on a computer leased for the duration of the project. A faculty member was hired to assist in the layout of the data, together he and the Researcher trained the students to do the data entry and supervised the data entry. Questionnaires were numbered in the order they were received and the number was used as the case number for entry. Open-ended questions were coded by logical categories after the completed questionnaires were received, to enable computer analysis of the responses. All open-ended questions were recorded in their entirety, and those that were not coded into the computer are reported in the "Responses to Open-Ended Questions" section in this report.

Data was analyzed using frequency distributions, t-tests to look at the differences in group means, and the chi square test of significance. All data was evaluated using the confidence level of $p = < 0.05$.

A power shortage that necessitated six-hour power black-outs nationwide throughout April and May posed a few problems for data entry, however Egerton University was able to get a waiver from the requirement, and had power most of the time. A larger problem was due to the fact that there was only the leased computer available for data entry, which proved insufficient for the volume of data that was entered. Several computers were made available in the evenings for entering open-ended responses through cooperation with the Research and Extension Division.

FINDINGS

Actual responses to all questions can be found in Sections 4 and 5. Section 4 has the frequency distributions and rankings, Section 5 has the responses to the open-ended questions. The notation used to refer to specific variables is V(n)

Descriptions of Faculty:

The longest tenured member of the Egerton faculty to respond to the questionnaire began teaching in 1965, however the vast majority (83%) of the faculty have been hired since 1985. This reflects the rapid expansion of Egerton University from an agricultural college to a full-fledged university (Figure 3). The short tenure of the faculty may also provide an explanation for the degrees earned; 22% hold bachelors degrees, 60% have masters degrees, and only 12% hold PhD's. The others hold diplomas or "other" (Figure 4)

Faculty Perceptions of Their Own Career Advising:

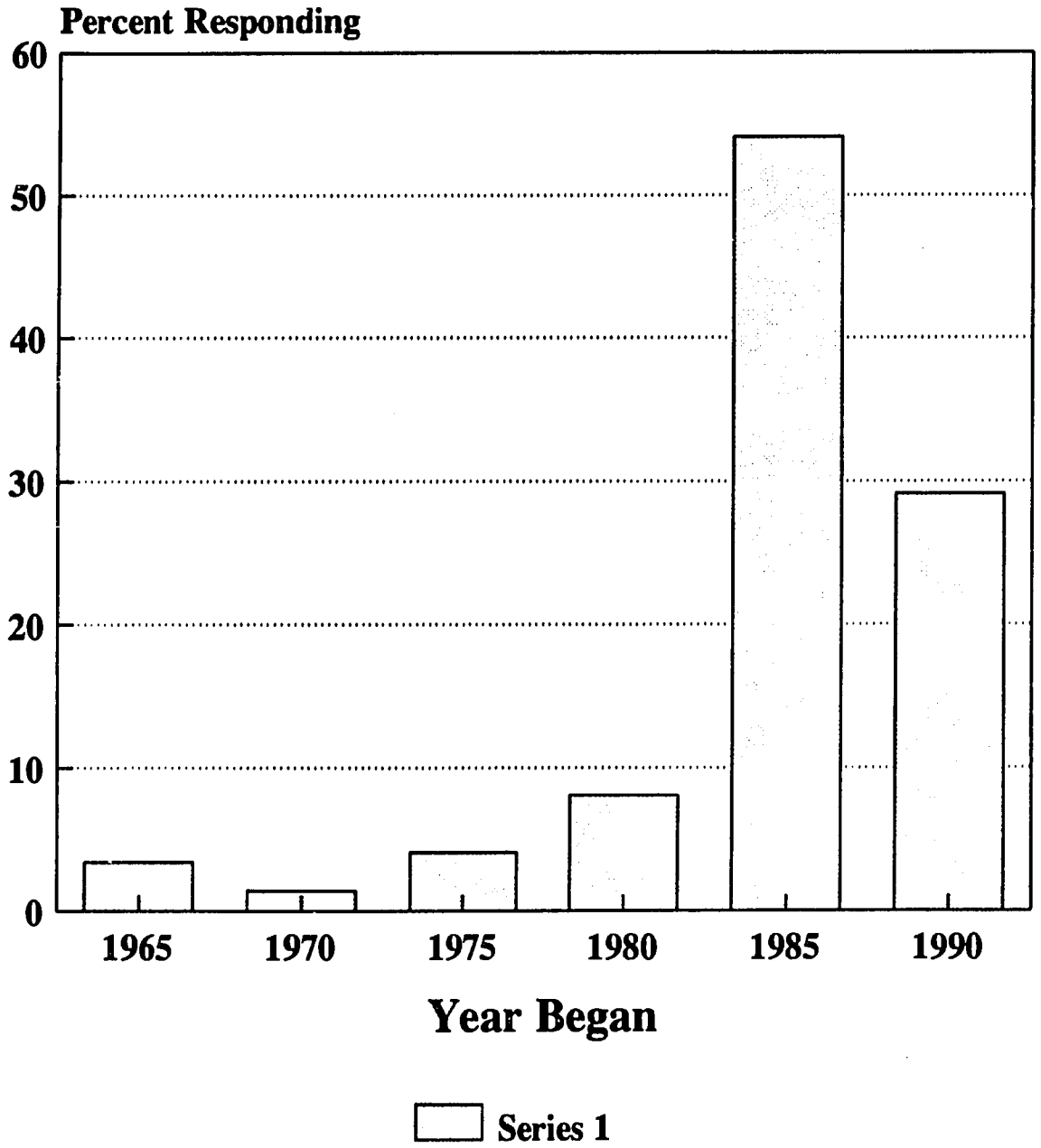
When asked if they had received any academic advising as undergraduate students, the faculty respondents were evenly divided in their responses. Seventy-seven (52%) replied "yes" and 71 (48%) answered "no." Those who answered "yes" were asked to rate the amount of career advising they received; 50 (57.5%) responded that what they received was "just right", but 35 (40%) said that they did not get enough and they "wanted more".

Of those who did receive academic advising, the majority rated it as "good" or "fair." It is interesting to note that when the chi-square test of significance was run comparing male and female respondents on their assessment of the quality of their career advising, it was significant at $< .05$ level. On examining the distribution, it seems clear that women rated the quality of their career advising lower than the male respondents. (Variable 65; Pearson value = 10.65, df = 4, $p =< 0.03$).

Faculty identified several important influences on their careers which included teachers, friends, family, and professionals in the field. Professionals in the field were mentioned 26.3% of the time as the one most important influence on their career; teachers and friends came next with 23.4% and 22.8% respectively, and family was mentioned next by 16% of the respondents . "Others" were ranked last with only 9%.

Most (74%) said that as students themselves they had "excellent" or "good" knowledge of the jobs available in their fields of study when graduating with their undergraduate degrees or diplomas. This knowledge also existed after obtaining their post-graduate degrees: 39% described it as "excellent" while another 36% described it as "good". It should be noted that individuals who become university faculty are a highly select group and are not representative of

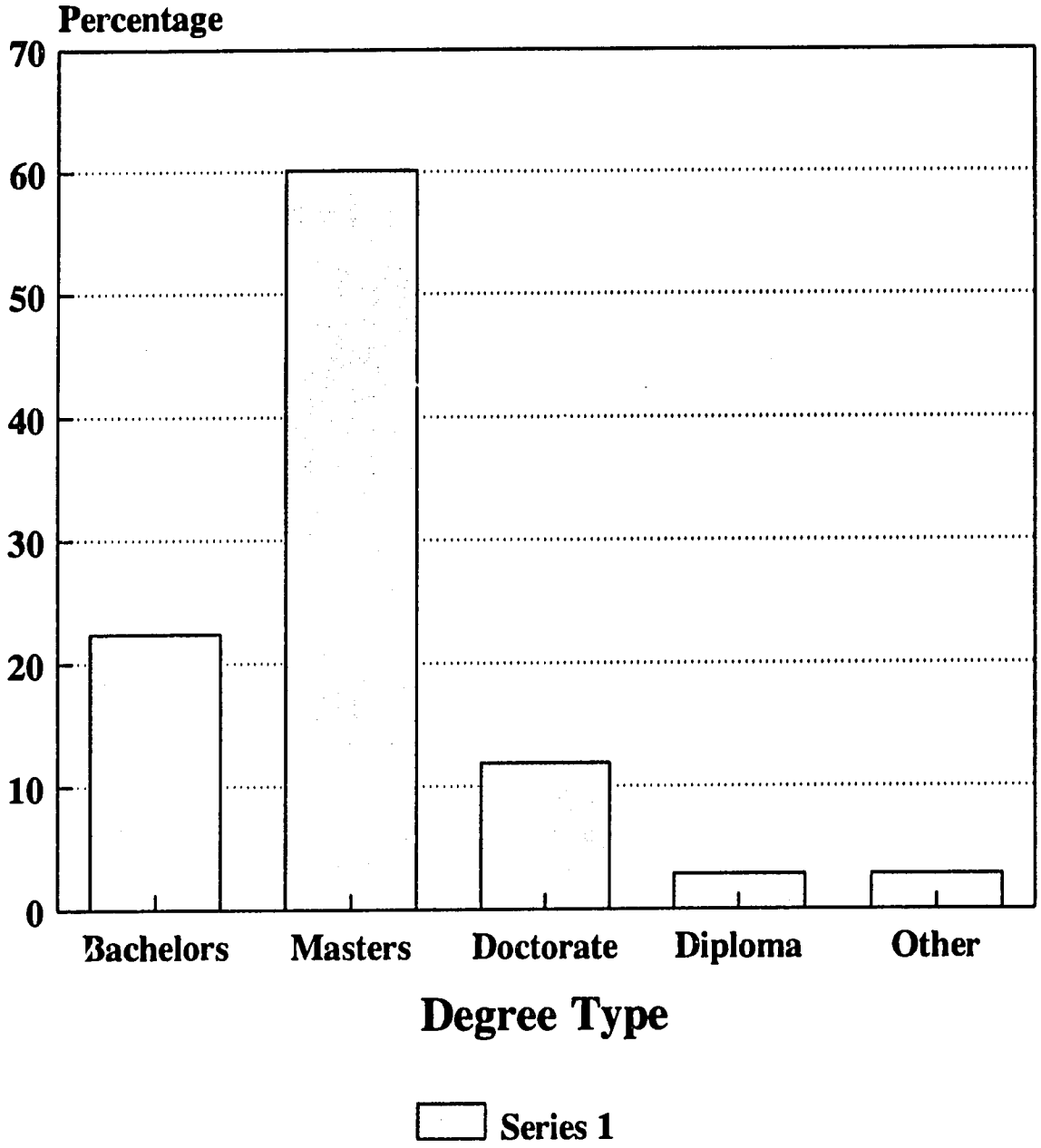
Year Began Teaching
Egerton Faculty, 1992



V6

FIGURE 3

Highest Degree Earned
Egerton Faculty, 1992



V9

FIGURE 4

other B.A., B.S., or B.Ed. students in their age cohort. However, their own experiences associated with career development may in fact influence the students they teach and advise. On the chi-square test the level of career knowledge was significantly different between men and women at the post-graduate level (V71, Pearson value = 23.25, df = 4, p = < 0.00012). It would appear that men felt better about their careers after post-graduate school than did the women.

Faculty Perceptions of Student Needs with Regard to Career Development:

Faculty attitudes toward career advising are important since they will presumably affect the willingness of faculty members to engage in career advising with students and their interest in integrating career-related material into their classes.

The faculty ranked career counseling as the best way to learn about job and career options, written career materials second, role models and guest speakers third, discussion with family members fourth and discussions with friends fifth. This is interesting, because they ranked professionals, friends and teachers higher than family in the early question that asked for the most important influence on their career. Clearly, there is some perception that the way they learned about careers is not necessarily the "best" way.

Over three-quarters of the sample agreed strongly (39.7%) or agreed somewhat (37.7%) that their faculty role included acquainting students with career opportunities. This variable was also significant at the < 0.05 level. (V121, Pearson 10.09, df = 4, p = < 0.039). It would appear that the male respondents felt more strongly about their responsibility to acquaint students with career opportunities than the women. This may be related to the fact that the female respondents felt less positive about the career advising they got themselves.

Ninety-one percent agreed strongly that graduates will face increased competition for jobs in the future, 89% agreed strongly that college and university students need assistance in identifying job possibilities, and 87% agreed strongly that students need assistance in the area of career choice and exploration.

Many also felt that students need assistance with interviewing skills and preparing a cv/resume: 67.9% agreed strongly and 25.6% agreed somewhat. Eighty-three percent of faculty agreed strongly or agreed somewhat that they were aware of a wide range of career options in their areas of specialty. Only 16.5%, however, felt that they were knowledgeable about the career development material available on the Egerton University campus.

The faculty seemed eager to learn about ways in which they could help students. In response to the statement "I am interested in receiving more information on how to help students prepare for jobs/careers," 77.3% of the faculty respondents strongly agreed and 16.2% agreed somewhat. When asked the best way for students to learn about jobs and career options, 62.7% of the faculty indicated career counseling as their first choice. The next best way was considered to be reading written materials on career opportunities (15.9%). When specifically asked what Egerton University should do to help students in the area of career development, the action favored by the most faculty was "offer seminars on the current job market" (32.9%) and "develop career literature" (31.8%). Also, inviting guest speakers to campus and into classes was considered to be the most effective approach by a substantial number of faculty (17.1%).

Specific Faculty Activities Related to Career Advising:

Egerton University faculty see themselves as having an important role in helping students learn about careers. The summary of responses (Section 4, V97-V119) shows the faculty responses when asked the extent to which they had been involved in the twelve listed career advising activities during the previous three years. The activities most frequently engaged in were the following: "I have read printed material on careers in my field" and "I have talked to students outside of class about their career ambitions." However, only about a third of the faculty had engaged in these activities "often." Approximately one fifth to one quarter of the sample had often informed a student of a good job opportunity, discussed career possibilities in their area of specialization with students, and advised students regarding post-graduate education.

Equally enlightening is what faculty reported that they never or rarely did. At least a quarter of the respondents said they had never discussed career-related issues in their classes, had never read printed material on careers in their field, had never given students suggestions for interviewing for a job, had never assisted students in making choices about fields of study or careers, had never advised students about post-graduate education, and had never referred students to a person or office on campus to seek additional information relating to a career-related matter. Over half of the faculty surveyed reported never having given a student information on preparing a cv/resume and never referring students to a person or office off-campus to seek additional information pertaining to a career-related matter. Over 82% of the sample said they had never invited guest speakers to talk with students about their work in the profession.

Faculty Views Toward Careers in Private Enterprise:

As Section 4, V 141-185, shows, the major of the faculty (83.2%) agreed strongly that increased involvement of professionals in the

55

private sector is important for the future of Kenya, and 66.5% agreed strongly that it is important for students to be exposed to business knowledge as part of their education. However, only about half (56.4%) of the faculty respondents felt that graduates of Egerton have the necessary technical skills to start their own businesses, and only about a third (36.1%) thought that they had the necessary business skills. Over 89% of the faculty currently do not include any business or management education content in the courses that they teach; 8.1% (eleven of the respondents) say that they do.

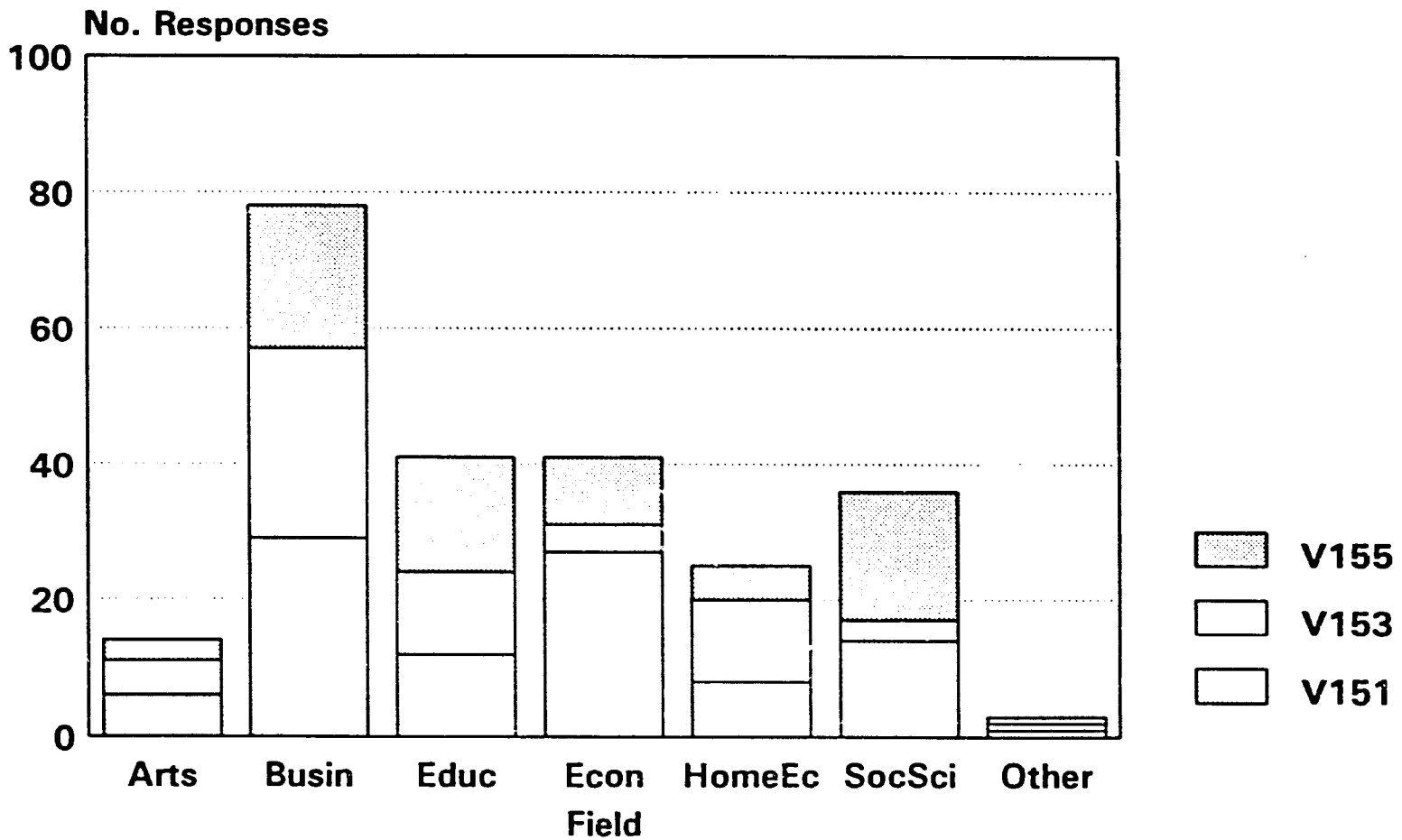
Perceived obstacles to incorporating relevant business and management education into the curriculum include (ranked in order) 1) the rigidity of the educational structure, 2) financial and resource constraints 3) lack of information/ time and space, 4) lack of adequate training and qualified personnel, 5) the market environment, 6) policy constraints, and 7) the complexity of business as a topic. Other issues mentioned included the fact that business was "irrelevant" to the topic they were teaching. It is clear from the responses that the faculty perceive little flexibility in the educational structure to incorporate new materials. Given the fact that Egerton and other universities in Kenya have been working overtime just to accommodate the influx of new students, it is not surprising that the faculty would feel the educational structure itself is the primary obstacle to teaching new classes. Although there has been a shift to the 8-4-4 system, which was to offer more opportunities for a career focus, the system has not yet become fully operational, and students are still spending a high percentage of their time in classes that are prescribed by a very specific syllabus.

Over 68% of the faculty felt that very good job opportunities exist in private enterprise for graduates of Egerton University with adequate training, especially in the following areas : agri-business, business/computers , economics/planning, education, food science and dairy technology, horticulture and crop production (see Figures 5 and 6). The question this raises is whether or not Egerton is actually training its graduates to take those positions, give the perception of faculty that their students are not fully technically prepared for business, and do not have adequate business skills to start their own businesses.

Section 4, V173-203, also indicates faculty views regarding women in entrepreneurial roles. The majority felt that there are as many opportunities for women as for men in the private sector (63.[illegible]%) and that the opportunities for Kenyan women in business are not limited (53.3%). The majority also did not think that women needed male assistance in order to succeed in business (58%) or that they needed to work through women's groups in order to get started in business (61.3%). While 41.3% felt that women have equal access to business information and credit, only 34.4% thought that young

Best Opportunities

Arts and Education

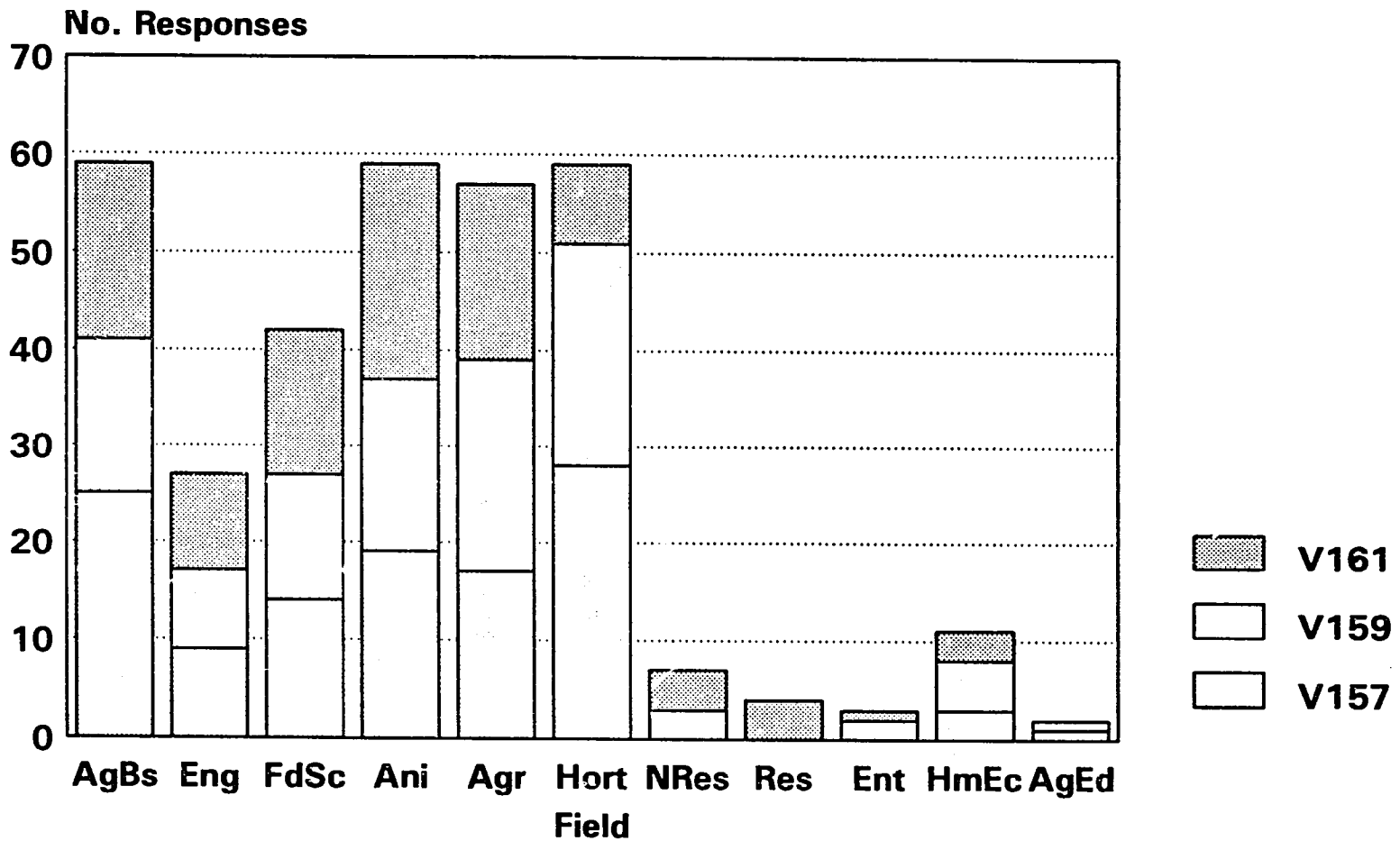


V151-V155

FIGURE 5

Best Opportunities

Agriculture



V157-161

FIGURE 6

women have access to positive female role models who operate their own businesses.

The biggest obstacles that the faculty saw facing women when starting a business were very similar in both arts and education and agriculture (see Table 3, Figures 7 and 8). The faculty felt that management and accounting skills were the most critical skills for a woman to master for successfully starting and operating a small business. Other skills they felt businesswomen need include: 2) mastering marketing and logistical issues, 3) overcoming personal limitations such as lack of confidence, learning to deal with male employees, etc. 4) gaining access to adequate finances and resources, and 5) getting enough experience (Figure 9).

Table 3
Biggest Obstacles Facing Women Who Start Businesses
Rank (1 = High)

Obstacles	Arts/Education	Agriculture
Resources/Finances	1	1
Skills/Training	4	2
Environment (Attitudes)	2	3
Personal Limitations	3	5
Market Knowledge/Time	5	5

Gender Roles:

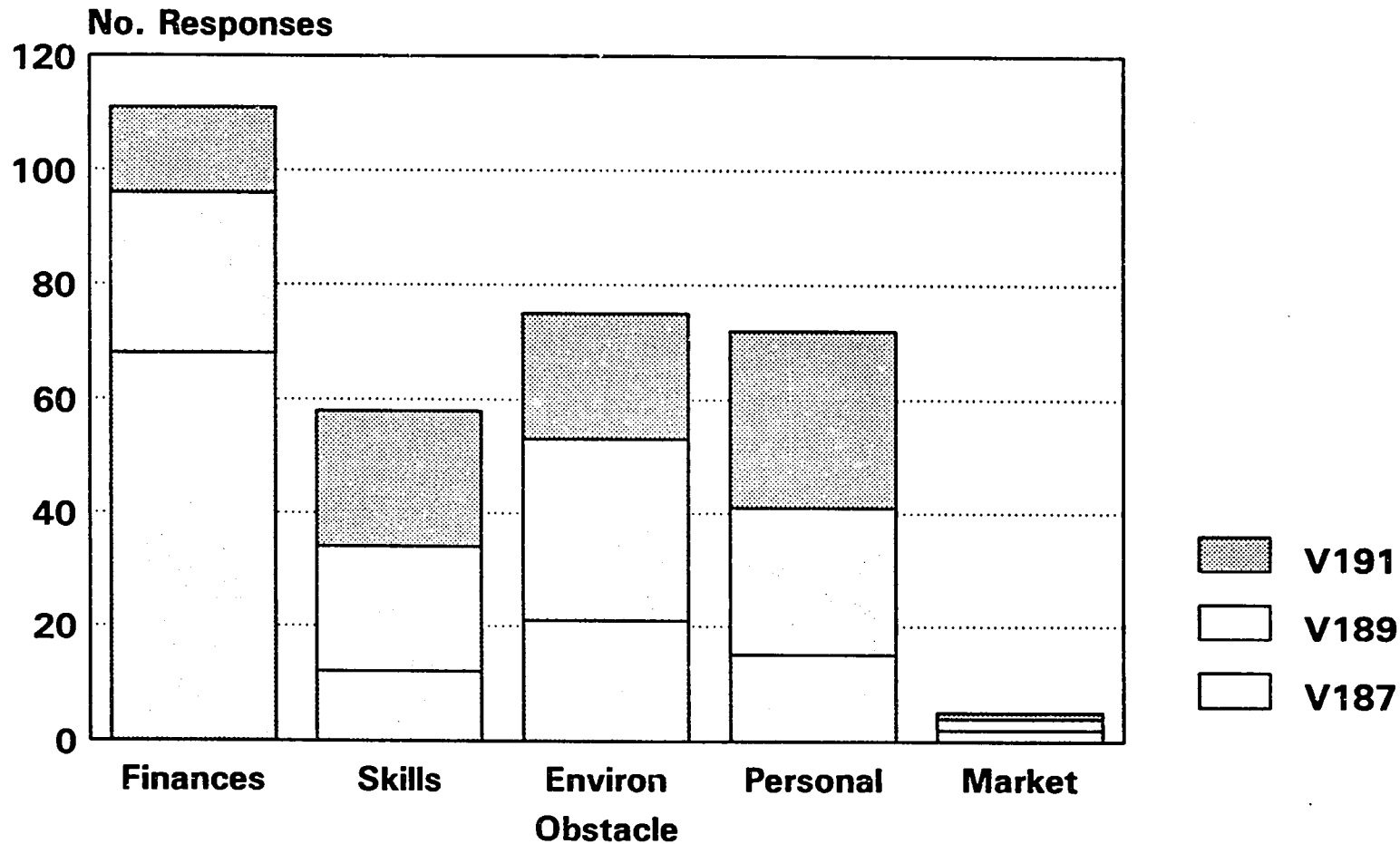
As discussed in the methodology section of this paper, the gender role questions presented on the survey were developed by Scanzoni and Tomeh (see Methodology). They are also being used in the "Colorado Families Speak Out" research done by Dr. Alicia Cook of Colorado State University. The questions are designed to test the sex-role orientation, or as stated by Bird, Bird and Skruggs (1984) "preferences individuals have for roles that reflect normative prescriptions for behavior in the enactment of family and employment responsibilities".[7]

Seventeen questions related to gender roles were included on the survey instrument. A large number of these items have direct implications for women's work roles. As faculty work with female students, their attitudes and views can influence what types of information and subtle messages they are conveying regarding appropriate career aspirations. The majority of respondents agreed

[7] Bird, G.W., Bird, G.A., and Skruggs, M. (1984) "Determinants of Family Task Sharing: A Study of Husbands and Wives", Journal of Marriage and the Family. May. pp.345-355.

Biggest Obstacles

Starting Arts/Ed Business

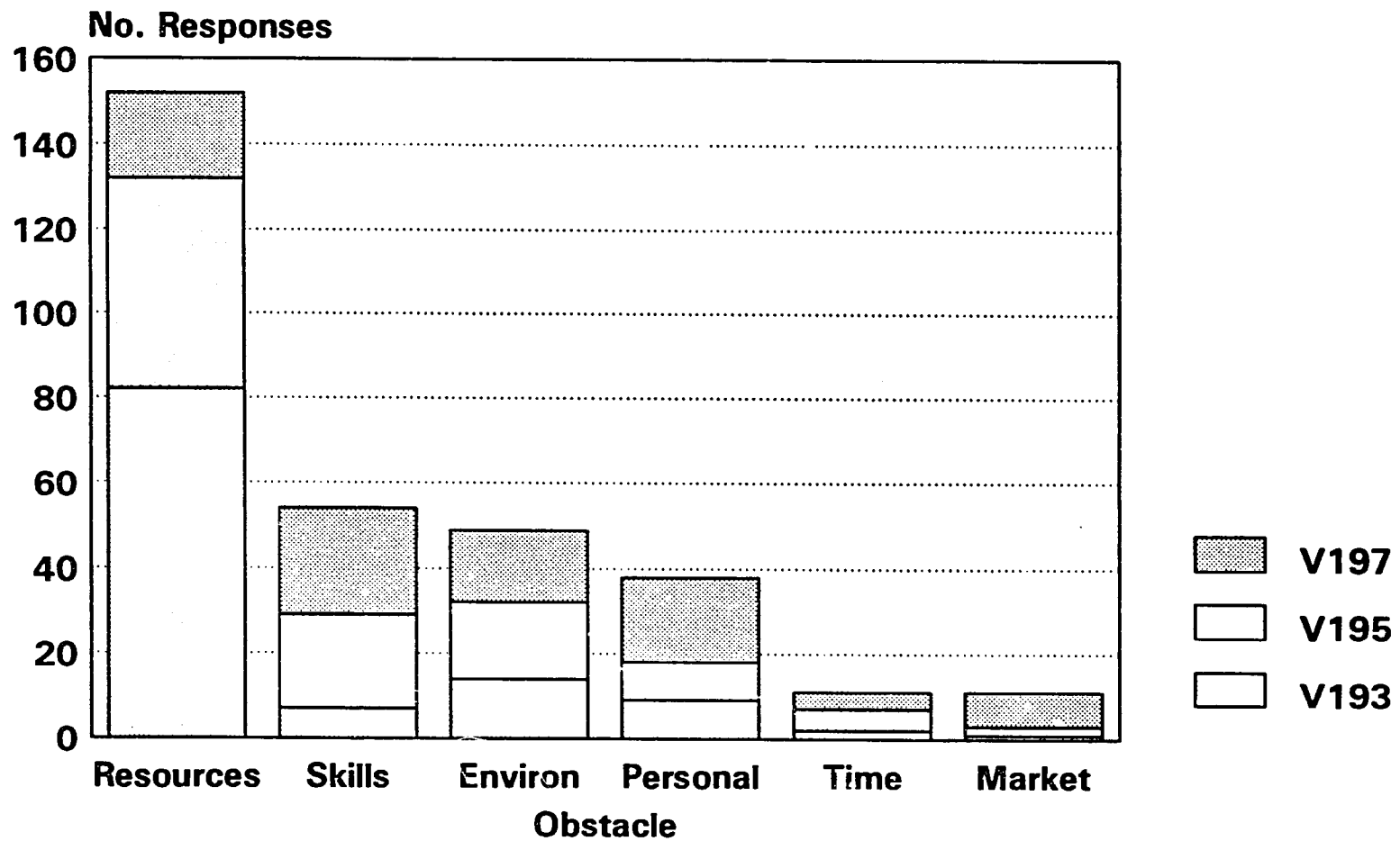


V187-191

FIGURE 7

Biggest Obstacles

Starting Agriculture Busin.



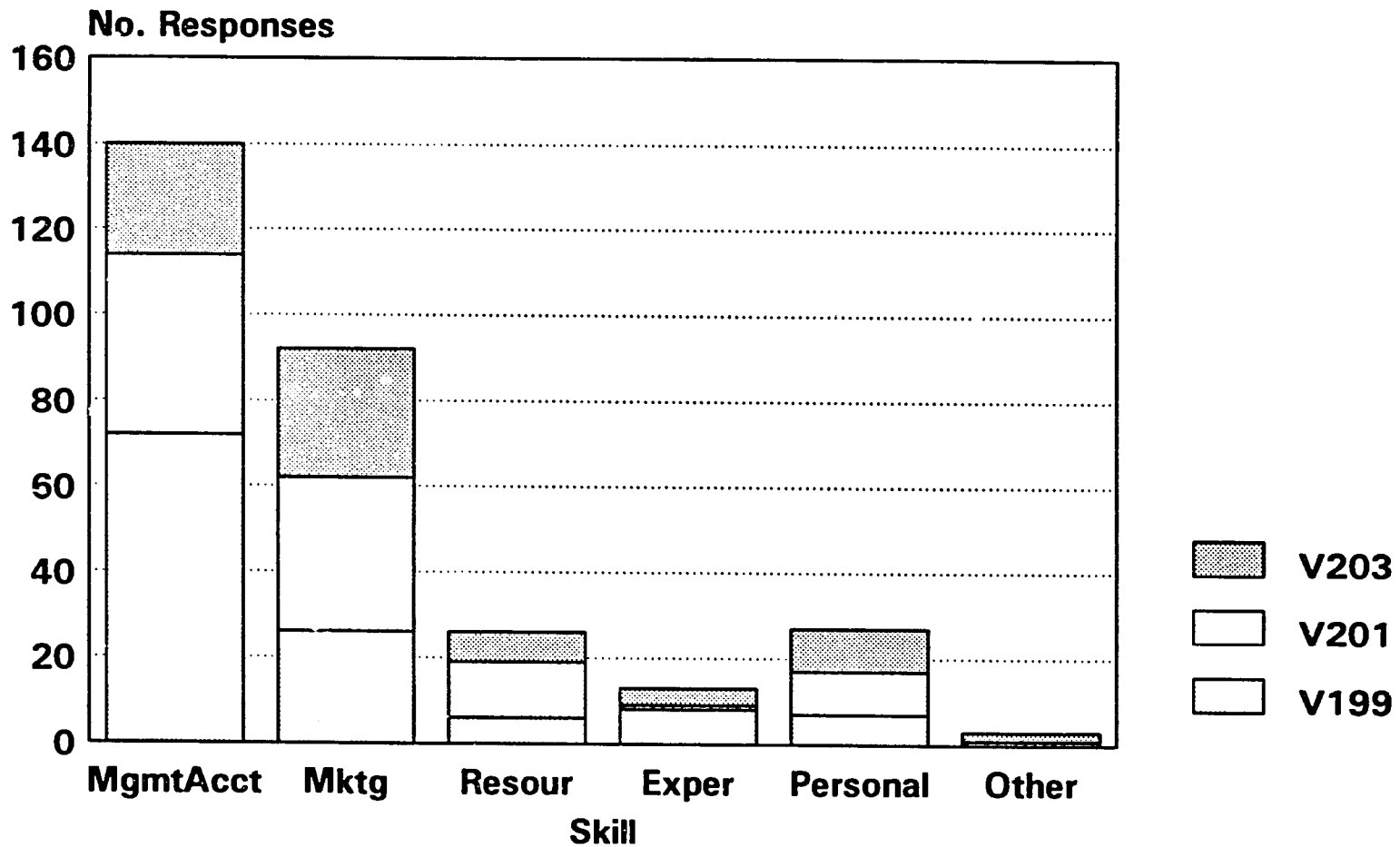
V193-197

6

FIGURE 8

Important Skills to Master

When Starting Business



V199-203

FIGURE 9

with the following statements: A woman's job should be just as important to her as encouraging her husband in his job (85.7%); a wife should be able to make long-range plans for her occupation just as her husband does (91.9%); an employed mother is able to establish just as warm and secure a relationship with her children as a mother who is not employed (72.9%); more day-care centres and nursery schools should be available for mothers who choose to work (83.3%); if both husband and wife are employed, they should both be willing to share household tasks (72.1%); a husband should be just as willing as a wife to stay home for work and care for sick children (79.2%); a husband should not be bothered if his wife makes more money than he does (79.4%); a husband should not be upset if his wife's job sometimes requires her to be away from home overnight (55.5%); and if both husband and wife are employed, he should be willing to move if she is offered a better job in another town (66.6%).

The majority of the faculty who participated in the study also disagreed with the following statements: a wife should give up her job whenever it gets in the way of fulfilling her roles as mother and wife (24.2% disagreed strongly; 25.5% disagreed somewhat) and a mother of young children should work only if the family needs the money (26.9% disagree strongly; 25.6% disagree somewhat).

The results of the questionnaire reveal significant differences between the male and female respondents on 11 of the 17 items, at a probability level of less than 0.05. (See Table 4). This may be related to the desire often heard expressed by many Kenyan women to have more say in household decision-making, to have their roles as both nurturers and income-generators respected by their spouses, and to have more cooperation from their husbands in accomplishing household tasks.

In addition to looking at the issues of significance, the coding for variables 205, 207, 209, 221, 223, 225 and 227 were reversed from that shown on the questionnaire, to allow measurement of the respondents preference for "traditional" versus "egalitarian" sex roles. The responses were treated as interval data, with 1 = traditional and 5 = egalitarian. In every instance the female respondents had higher scores on the items than the male respondents, indicating the tendency for women to respond with a more egalitarian outlook than men. Likewise, in every instance the men proved to respond with lower scores, or more traditionally, than women.

The trends shown in this data are not unexpected. In Kenya, as in the United States, men tend to hold privileged roles in society; even in educated and progressive communities such as the faculty of a major national university. The Kenyan government has recognized the important role that women play in development, but actual

changes in attitudes within families tends to lag behind.[8]

Attitudes about Women's Programs at Egerton:

The majority of faculty felt that there was a need for a Women's Centre on campus (64.3%) and that Egerton University should strive to elevate greater numbers of women into leadership positions (72.3%). They also felt that interested and qualified men should also be given equal opportunities to work on women's programs (90.3%). Overwhelmingly, the faculty agreed that better decisions result when men and women participate in the process (92.2%) and that gender issues need to be addressed in order to conduct successful rural development programs (83.8%). There were distinct differences between the male and female respondents on many of the questions posed in this section, however. Five out of the eleven questions proved significant at a probability level of less than 0.05 on independent t-tests (see Table 4). Not surprisingly, the women felt stronger than the men that there are good reasons for the Women's Centre to exist; this finding was significant at $p < 0.034$ (V239). There were also significantly different responses to male and female reactions to the question of whether or not Egerton should strive to elevate greater numbers of women into leadership positions (V241, significant at 0.022). Given the extremely low number of women at Egerton, particularly in higher level positions, this is somewhat discouraging...especially in light of the fact that women respondents felt more strongly than men that men should be given equal opportunities to work on women's programs (V247, significant at 0.001).

A particularly interesting set of responses were those to the statement "Sexual harassment is a problem caused primarily by women students who wish to get good grades". The question was carefully worded to test how well the respondents understood the dynamics of sexual harassment. It was clear from the responses that many were uncertain, however the men tended to agree more strongly than the women with the statement (see Table 5, V253). There were significant differences between the male and female respondents at a probability level of < 0.034. Sexual harassment, by commonly accepted definition, implies that the aggressor has power over the person being harassed. There is clearly a sense by many of the respondents that women students, although not in a position of power over the faculty, still hold the primary responsibility for controlling sexual harassment between students

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[8] World Bank Country Study. "Kenya: The Role of Women in Economic Development". 1989.

Table 4
Summary of Independent t-Test:
Gender with Role Preference
Traditional vs. Egalitarian
N = 156

Variable Number/Description	Mean Male/ ± SD	Mean Female/ ± SD	df	F	Sig. Level
V205 Childre are most important task in life	2.57/ 1.49	3.06/ 1.58	147	1.13	.101
V207 Children are greatest reward	2.45/ 1.25	2.58/ 1.35	147	1.15	.613
V209 Mother should give up her job if in way	3.01/ 1.43	3.67/ 1.45	147	1.03	.021*
V211 Woman's job just as important	4.32/ 1.11	4.52/ .87	148	1.63	.344
V213 Wife should make long-term plans	4.48/ .89	4.82/ .47	150	3.68	.004*
V215 Wife shares decisions equally	4.16/ 1.26	4.73/ .80	149	2.48	.002*
V217 Employed mother can have warm relation.	3.75/ 1.31	4.53/ .92	149	2.05	.000*
V219 More day-care centres available	4.10/ 1.19	4.39/ 1.03	150	1.34	.200
V221 Mother should work only if need money	3.26/ 1.44	3.42/ 1.46	148	1.03	.556
V223 Married man's main responsibility his job	4.09/ 1.23	4.48/ 1.06	148	1.32	.098
V225 Husband should be head of the family	1.53/ 1.13	2.09/ 1.33	147	1.39	.016*
V227 Husband should have final authority	2.53/ 1.46	3.47/ 1.57	145	1.15	.002*
V229 Both should share household tasks	3.67/ 1.45	4.36/ 1.41	148	1.62	.012*
V231 Both willing to stay home with sick kids	3.97/ 1.31	4.45/ .87	148	2.27	.015*
V233 Don't mind if wife makes more money	3.97/ 1.40	4.70/ .85	149	2.74	.000*
V235 Husband OK if wife away on job overnight	3.17/ 1.48	4.21/ 1.34	149	1.22	.000*
V237 If both work, ok to move if she gets job	3.67/ 1.40	4.24/ 1.17	148	1.41	.032*

* indicates $p < 0.05$

(See Section 3 for Questionnaire)

and faculty, and not vice-versa. The implication here is that there is much to be done in the area of education about sexual harassment, a problem frequently mentioned by the women students (See Section 10).

Both men and women respondents agreed that gender issues must be addressed in order to conduct successful rural development programs, however, once again, there were differences between the sexes. Women agreed more strongly than women with the statement, at a significance level of < 0.005 (see Table 5, V259).

Table 5

Summary of Independent t-Test:
Gender with Responses to Women's Programs Questions
N = 156

Variable Number/Description	Mean Male/ ± SD	Mean Female/ ± SD	df	F	Sig. Level
V239 No reason for a Women's Centre	2.59/ 1.45	1.97/ 1.57	148	1.18	.034*
V241 EU should strive to elevate women in leaders.	3.79/ 1.09	4.30/ 1.26	148	1.34	.022*
V243 Language disrespectful to all	4.44/ 1.01	4.21/ 1.47	148	2.12	.417
V245 Women will take jobs rightfully held by men	2.33/ 1.24	2.09/ 1.23	149	1.01	.328
V247 Men should be given equal opportunity	4.36/ .97	4.76/ .44	149	4.93	.001*
V249 Women have right to safe environment	4.83/ .55	4.85/ .71	148	1.70	.885
V251 I would send my daughter here	4.04/ 1.07	3.88/ 1.16	148	1.19	.447
V253 Sexual harassment is caused by women students	2.84/ 1.19	2.33/ 1.29	147	1.17	.034*
V255 Women must work harder than men	2.21/ 1.38	2.27/ 1.63	148	1.40	.835
V257 Gender issues import.for rural develop.	4.16/ 1.09	4.61/ .66	149	2.76	.005*
V259 Better decisions are made when women involved	4.56/ .86	4.73/ .52	149	2.79	.165

(See also Section 3 for Questionnaire) * indicates p = < 0.05

With regard to the target audience for the newly-established Centre for Women's Studies and Gender Analysis at Egerton University, the respondents felt that the most important audience for its programs were female students at Egerton (49.2%), followed by female faculty members (25.8%). Much lower in priority were community women (12.6%) and female staff (10.7%). When asked what area of research should receive special attention through the Centre for Women's

Studies and Gender Analysis, faculty identified the areas of employment and career counseling, gender issues, and family planning/birth control. A similar question was also asked with regard to training programs and the responses were the same. Employment and career counseling were listed first by 46.7% of the group, followed by gender issues and family planning/birth control.

Table 6
Summary of Independent t-Test:
Studied Out of Kenya vs. Those Who Did Not
N = 156

Variable Number/Description	Mean Studyout/ ± SD	Mean Kenya/ ± SD	df	F	Sig. Level
V99 Discussed career issues in my classes	2.50/ 1.04	2.16/ 1.05	149	1.03	.045*
V103 I have invited guest speakers to class	1.40/ .76	1.16/ .54	150	1.97	.033*
V107 I have made interview suggestions	2.11/ 1.09	1.77/ .92	146	1.39	.044*
V111 Discussed career possibilities with stud.	2.84/ 1.00	2.41/ 1.08	150	1.17	.012*
V115 I have advised about post-grad educ.	2.75/ 1.01	2.35/ 1.25	149	1.52	.030*
V145 Grads have tech. skills to start business	3.71/ .96	3.36/ 1.19	154	1.54	.046*

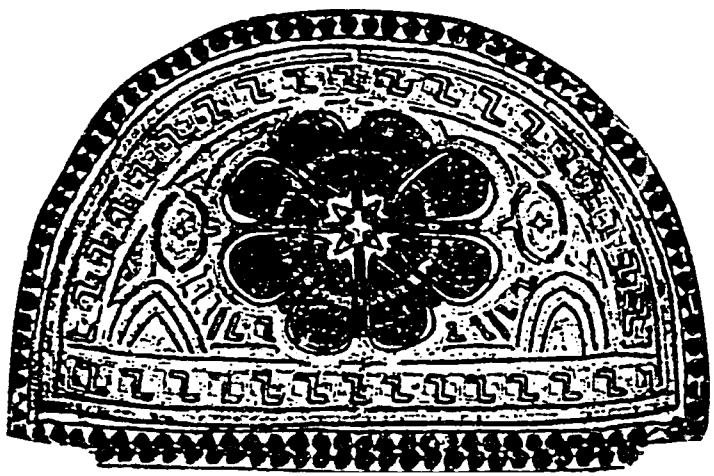
* indicates p = < 0.05

Influence of Studying Out of Kenya:

Findings from the faculty survey were also examined for differences between those who had studied outside of Kenya, and those who had not. Several interesting differences were found (see Table). In each instance, those who had studied out of Kenya had higher mean scores on questions pertaining to discussing career issues in class, inviting guest speakers to classes, making interview suggestions, discussing career possibilities with students, and advising students about post-graduate education (V99, V103, V107,

61

V111, V115). It appears from the results that those who have studied outside Kenya may take a more pro-active role in helping students build their careers. Faculty who had studied outside the country also indicated that they have more confidence in the skills of Egerton University graduates to start their own businesses (V145).



Faculty Research Results Section 4

RESULTS FROM THE QUESTIONNAIRE FROM THE CENTRE FOR WOMEN'S STUDIES, EGERTON UNIVERSITY ON CAREER DEVELOPMENT, PRIVATE ENTERPRISE, WOMEN AS ENTREPRENEURS AND GENDER ROLES.

DESCRIPTIVE INFORMATION:

Your Gender:

V1[9]

	n (%)
Male:	119 (78.3%)
Female:	33 (21.7%)

Your Faculty:

V2

n (%)	Faculty (College)
35 (23.2%)	Agriculture
40 (26.5%)	Arts/Social Sciences
37 (24.5%)	Sciences
23 (15.2%)	Education/Human Resources
16 (10.6%)	Administration

Department:

V3

	n (%)
VC	0 (0.0%)
DVC-AA	3 (2.0%)
Library	3 (2.0%)
Student Affairs	2 (1.4%)
DVC-FA	1 (0.7%)
Finance	0 (0.0%)
Medical	1 (0.7%)
Physical Plant	0 (0.0%)
DVC-RE	8 (2.7%)
Agriculture/Dean	1 (0.7%)
Agronomy	5 (3.4%)
Animal Health	2 (1.4%)
Animal Science	2 (1.4%)
Dairy and Food Sci.	5 (3.4%)
Engineering	8 (5.4%)
Horticulture	4 (2.7%)
Natural Resources	6 (4.1%)
Arts and Sci. Dean	0 (0.0%)
Agric. Econ./ Bus.	1 (0.7%)
Geography	5 (3.4%)
Sociology	9 (6.1%)
History	5 (3.4%)
Languages and Ling.	2 (1.4%)
Religion	7 (4.7%)
Philosophy	4 (2.7%)
Literature	1 (0.7%)

[9] V(n) is the notation that is used throughout this document to indicate the variable number.

Department, continued:

Education /H.R.	1	(0.7%)
Agric. Ed./Exten.	2	(1.4%)
Curriculum and Inst.	7	(4.7%)
Educ. Admin.	5	(3.4%)
Educ. Mtls. Ctr.	6	(4.1%)
Home Economics	7	(4.7%)
Botany	7	(4.7%)
Zoology	6	(4.1%)
Physics	6	(5.4%)
Chemistry	9	(6.1%)
Mathematics	9	(6.1%)
Computer Science	0	(0.0%)
Total:	156	(100%)

Position:

V4	n	(%)
Professor	4	(2.6%)
Assistant Professor	6	(3.9%)
Senior Lecturer	9	(5.8%)
Lecturer	66	(42.9%)
Assistant Lecturer	23	(14.9%)
Teaching Assistant	21	(13.6%)
Administrator	8	(5.2%)
Other Positions: (See V4, Appendix X)	17	(11.0%)

Nationality:

V5	n	(%)
Kenyan	138	(91.4%)
Other	13	(8.6%)

Year you began as an Egerton College/Univ. Faculty Member:

V6 Year	n	(%)
1965-69:	5	(3.4%)
1970-74:	2	(1.4%)
1975-79:	6	(4.1%)
1980-84:	12	(8.1%)
1985-89:	80	(54.1%)
1990-92:	43	(29.1%)

Total number of years of College/University Teaching:

V7	n	(%)
1- 5:	90	(69.2%)
6-10:	21	(16.2%)
11-15:	8	(6.2%)
16-20:	5	(3.8%)
21-25:	5	(3.8%)
26-30:	1	(0.8%)

Descriptive Information, continued:

Do you currently have responsibilities for teaching?

V8		n (%)
	Yes	118 (83.1%)
	No	23 (16.2%)

Comments: (See V8, Section 5)

Highest Degree Earned:

V9		n (%)
	BA/BS/BEd:	32 (22.4%)
	MA/MS/MEd:	86 (60.1%)
	PhD/EdD:	17 (11.9%)
	Diploma:	4 (2.8%)
	Other:	4 (2.8%)

Your Age Now (Years):

V10		n (%)
	20-29:	34 (23.9%)
	30-39:	66 (46.5%)
	40-49:	38 (26.8%)
	50-59:	4 (2.8%)

Have you ever been a student at a College/University outside of Kenya?

V11	n (%)
YES	72 (47.4%)
NO	80 (52.6%)

If yes, please name the country and total, cumulative length of time you have spent in that country.

Country V12-31	n (%)	Total Time There (Mean/Months) V32-51
United States	35 (22.4%)	34.6 Mo
United Kingdom	16 (10.3%)	21.3 Mo
Germany	3 (1.9%)	47.3 Mo
India	13 (8.3%)	49.1 Mo
Nigeria	1 (0.6%)	84.0 Mo
Uganda	4 (2.6%)	99.0 Mo
Canada	5 (3.2%)	28.8 Mo
Scandinavia	5 (3.2%)	16.3 Mo
Netherlands	3 (1.9%)	12.0 Mo
Tanzania	3 (1.9%)	29.0 Mo
Australia/NZ	4 (2.6%)	19.8 Mo
NIS (USSR)	1 (0.6%)	72.0 Mo
Asia	3 (1.9%)	8.5 Mo
Mideast	3 (1.9%)	45.0 Mo
Europe	5 (3.2%)	32.5 Mo
Africa	3 (1.9%)	3.3 Mo

Descriptive Information, continued:

How much of your professional time is currently spent on the following activities? (Percentages should total 100%).

Activity		Mean %
V52	Teaching	45.8%
V53	Research	14.8%
V54	Service	9.8%
V55	Extension/Outreach	1.7%
V56	Academic Advising	3.8%
V57	Consultations Outside the University	2.6%
V58	Administrative Responsibilities	7.4%
V59	Other	13.4%

(See V59, Section 5)

Comments: (See Comments, Page 1, Section 5)

CAREER DEVELOPMENT:

1. Did you receive any advising in career development as an undergraduate student?

V61	n (%)
YES	77 (52.0%)
NO	71 (48.0%)

V63 If yes, please rate the amount of career advising you received?

	n (%)
Too Much	0 (0.0%)
Just Right	50 (57.5%)
Not Enough; I wanted more.	35 (40.2%)

2. How would you rate the career advising you received as an undergraduate student?

V65	n (%)
Excellent	10 (7.1%)
Good	37 (26.2%)
Fair	26 (18.4%)
Poor	18 (12.8%)
Not Applicable; I didn't get any.	50 (35.5%)

Career Information, continued:

3. The one most important influence on my own career, other than my National Exam Score or the Career Booklet for secondary schools, was:

V67	Rank[10]	n (%)
Teachers	2	34 (23.4%)
Friends	3	33 (22.8%)
Family	4	24 (16.6%)
Professionals in the field.	1	41 (26.3%)
Others	5	13 (9.0%)

4. When I graduated with my B.S./B.A./B.Ed. degree or diploma, my knowledge of the type of jobs I could do in my field was:

V69	n (%)
Excellent	35 (22.9%)
Good	78 (51.0%)
Fair	30 (19.6%)
Poor	7 (4.6%)
I did not have any ideas at all.	3 (2.0%)

5. When I graduated with my post-graduate degree, my knowledge of the type of jobs I could do in my field was:

V71	n (%)
Excellent	55 (39.0%)
Good	50 (35.5%)
Fair	7 (5.0%)
Poor	0 (0.0%)
I did not have any ideas at all.	24 (17.0%)
Not applicable	5 (3.5%)

[10] Throughout this document, a rank of 1 indicates that the item was mentioned most frequently, 2 second most frequently, etc. If the number of responses ties with another category they will all be listed at the same ranking. When more than one response was requested within a question, the responses were grouped by category.

Career Development, continued:

6. Please rank the best ways, in your opinion, for a student to learn about jobs and career options (1 = best, 2 = second best, etc. through 6...do not use any number more than once).

	Mean	Rank	Ways
V73	1.68	1	Career Counseling
V75	3.73	4	Discussion with Family Members
V77	3.75	5	Discussion with Friends
V79	3.10	3	Role Models/Guest Speakers
V81	3.00	2	Written Mat'l on Careers (eg. Career Booklet)
V83	5.72	6	Other

(See V84, Section 5)

7. What role(s) do you feel Egerton University should play in the area of career development for students? Please rank the choices 1 through 6; 1 = best, 2 = second best, etc. through 6...do not use any number more than once.

	Mean	Rank	Roles
V85	2.88	3	Invite Guest Speakers to Campus/Classes
V87	2.31	2	Develop Career Literature
V89	2.27	1	Offer Seminars on the Current Job Market
V91	3.89	5	Organize a Career Day on Campus
V93	3.88	4	Speak to Secondary School Students
V95	5.62	6	Other

(See V96, Section 5)

Comments: (See Page 3 Additional Comments, Section 5)

Career Development, continued:

Please circle the response that best describes your attitudes and actions related to careers for graduates of Egerton University. If you do not teach classes, mark NEVER for those questions that do not apply.

WAYS IN WHICH YOU HAVE BEEN INVOLVED DURING THE PAST THREE YEARS:

	n(%) Never	n(%) Rarely	n(%) Sometimes	n(%) Often
V97 1. I have informed a student about a good job opportunity.	33 (21.7%)	20 (13.2%)	65 (42.8%)	33 (21.7%)
V99 2. I have discussed career-related issues in my classes.	45 (29.8%)	34 (22.5%)	50 (33.1%)	22 (14.6%)
V101 3. I have talked to students outside of class about their career ambitions.	28 (18.3%)	25 (16.3%)	52 (34.0%)	48 (31.4%)
V103 4. I have invited guest speakers my classes to talk with student about their work in the profession.	125(82.2%)	15 (9.9%)	9 (5.9%)	3 (2.0%)
V105 5. I have read printed material on professions in my field.	45 (31.0%)	18 (12.4%)	32 (22.1%)	50 (34.5%)
V107 6. I have given students suggestions on interviewing for a job.	68 (45.9%)	34 (23.0%)	33 (22.3%)	13 (8.8%)
V109 7. I have given students information on preparing a cv/resume.	80 (52.3%)	37 (24.4%)	22 (14.4%)	14 (9.2%)
V111 8. I have discussed career possibilities in my field of specialization with students.	34 (22.4%)	24 (15.8%)	61 (40.1%)	33 (21.7%)

Career Development, continued:

	n(%) Never	n(%) Rarely	n(%) Sometimes	n(%) Often
V113 9. I have assisted students with making choices about fields of study or careers.	37 (24.5%)	44 (29.1%)	47 (31.3%)	23 (15.2%)
V115 10. I have advised students regarding post-graduate education (e.g., where to go, how to apply, etc.)	42 (27.8%)	24 (15.9%)	46 (30.5%)	39 (25.8%)
V117 11. I have referred students to a person or office on campus to seek additional information pertaining to a career-related matter.	58 (38.2%)	38 (25.0%)	41 (27.0%)	14 (9.2%)
V119 12. I have referred students to a person or office off campus to seek additional information pertaining to a career-related matter.	76 (51.4%)	31 (20.9%)	29 (19.6%)	10 (6.8%)

Additional Comments: (See Page 3 Additional Comments, Appendix X)

	n (%) Strongly Disagree	n (%) Disagree Somewhat	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V121 1. My role as a university employee includes acquainting students with career opportunities.	4 (2.6%)	11 (7.3%)	19 (12.6%)	57 (37%)	60 (39.7%)
V123 2. I am aware of a wide range of career options in my area of specialty.	5 (3.3%)	9 (5.9%)	12 (7.8%)	55 (35.9%)	72 (47.1%)

Career Development, continued:

	n (%) Strongly Disagree	n (%) Disagree Somewhat	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V125 3. I am knowledgeable about the career development material available on the Egerton campus.	44 (29.1%)	17 (11.3%)	65 (43.0%)	18 (11.9%)	7 (4.6%)
V127 4. I am interested in receiving more information on how to help students prepare for jobs/careers.	0 (0.0%)	2 (1.3%)	8 (5.2%)	25 (16.2%)	119 (77.3%)
V129 5. College/University students need assistance in the area of career choice and exploration.	0 (0.0%)	1 (0.6%)	2 (1.3%)	17 (11.0%)	135 (87.1%)
V131 6. College/University students need assistance in identifying job possibilities.	0 (0.0%)	0 (0.0%)	2 (1.3%)	15 (9.7%)	138 (89.0%)
V133 7. College/University students need assistance in identifying self-employment possibilities.	0 (0.0%)	1 (0.6%)	2 (1.3%)	26 (16.8%)	126 (81.3%)
V135 8. College/University students need to make personal contacts with influential people in order to get a good job.	67 (43.8%)	27 (17.6%)	18 (11.8%)	27 (17.6%)	14 (9.2%)

Career Development, continued:

	n (%) Strongly Disagree	n (%) Disagree Somewhat	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V137 9. College/University students need assistance in developing interviewing skills and preparing a cv/resume.	2 (1.3%)	2 (1.3%)	5 (3.2%)	40 (25.8%)	106 (68.4%)
V139 10. Graduates will face increased competition for jobs in the future.	0 (0.0%)	0 (0.0%)	1 (0.6%)	13 (8.4%)	141 (91.0%)

Comments: (See Page 4 Additional Comments, Section 5)

PRIVATE ENTERPRISE:

	n (%) Strongly Disagree	n (%) Somewhat Disagree	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V141 1. Increased involvement of professionals in the private sector is important for the future of Kenya.	0 (0.0%)	1 (0.6%)	5 (3.2%)	20 (12.9%)	129 (83.2%)
V143 2. Very good career opportunities exist in private enterprise for graduates of Egerton University.	1 (0.6%)	5 (3.2%)	43 (27.7%)	53 (34.2%)	53 (34.2%)
V145 3. Graduates of Egerton University have the necessary technical skills to start their own businesses.	7 (4.5%)	22 (14.1%)	39 (25.0%)	58 (37.2%)	30 (19.2%)
V147 4. Graduates of Egerton University have the necessary business skills to start their own businesses.	13 (8.4%)	35 (22.6%)	51 (32.9%)	45 (29.0%)	11 (7.1%)
V149 5. It is important for students to be exposed to business knowledge as part of their education.	1 (0.6%)	3 (1.9%)	6 (3.9%)	42 (27.1%)	103 (66.5%)

Private Enterprise, continued:

6. In your opinion, opportunities in business are, or will be, best in the following three arts and education-related fields:[11]

Field	Rank	V151:n (%)	V153:n (%)	V155:n (%)
Fine Arts	5	6 (6.2%)	5 (5.7%)	3 (3.8%)
Business/Computers	1	29 (29.9%)	28 (32.2%)	21 (26.9%)
Education	2	12 (12.4%)	12 (13.8%)	17 (21.8%)
Economics/Planning	2	27 (27.8%)	4 (4.6%)	10 (12.8%)
Home Economics/Exten.	4	8 (8.2%)	12 (13.8%)	5 (6.4%)
Social Sciences	3	14 (14.4%)	3 (3.4%)	19 (24.4%)
Other	6	1 (1.0%)	1 (1.1%)	1 (1.3%)

7. In your opinion, opportunities in business are, or will be, best in the following three agriculture-related fields:

Opportunity	Rank	V157:n (%)	V159:n (%)	V161:n (%)
Agribusiness	1	25 (21.6%)	16 (14.3%)	18 (17.5%)
Agri-Engineering	4	9 (7.8%)	8 (7.1%)	10 (9.7%)
Food Sci/Dairy Tech	3	14 (12.1%)	13 (11.6%)	15 (14.6%)
Animal Health	1	19 (16.4%)	18 (16.1%)	22 (21.4%)
Agronomy/Crop Prod.	2	17 (14.7%)	22 (19.6%)	18 (17.5%)
Horticulture	1	28 (24.1%)	23 (20.5%)	8 (7.8%)
Range Management	8	0 (0.0%)	2 (1.8%)	0 (0.0%)
Fisheries/Wildlife	7	0 (0.0%)	1 (0.9%)	2 (1.9%)
Apiculture/Entomol.	7	0 (0.0%)	2 (1.8%)	1 (1.0%)
Home Ec./Agric.	5	3 (2.6%)	5 (4.5%)	3 (2.9%)
Agric. Ed./Extension	8	1 (0.9%)	1 (0.9%)	0 (0.0%)
Science/Research	6	0 (0.0%)	0 (0.0%)	4 (3.9%)
Forestry/Nat. Res.	8	0 (0.0%)	0 (0.0%)	2 (1.9%)

[11] Throughout the report examples of the actual responses, as they appeared before they were categorized into major topic areas, are included in Section 5, when appropriate.

Private Enterprise, continued:

8. From your perspective, please identify the three biggest obstacles you feel faces someone who wishes to incorporate relevant business and management education into the curriculum that they teach:

Obstacle	Rank	V163:n (%)	V165:n (%)	V167:n (%)
Finances/Resources	2	14 (14.1%)	21 (25.3%)	8 (11.6%)
Personnel/Training	4	14 (14.1%)	10 (12.0%)	14 (20.3%)
Information	3	15 (15.2%)	15 (18.1%)	12 (17.4%)
Market Environment	5	1 (1.0%)	4 (4.8%)	4 (5.8%)
Educ. Structure	1	26 (26.3%)	20 (24.1%)	15 (21.7%)
Policy	6	1 (1.0%)	3 (3.6%)	3 (4.3%)
Time/Space	3	25 (25.3%)	9 (10.8%)	8 (11.6%)
Irrelevance	8	1 (1.0%)	1 (1.2%)	1 (1.4%)
Complexity	7	1 (1.0%)	0 (0.0%)	4 (5.8%)
Other	9	1 (1.0%)	0 (0.0%)	0 (0.0%)

9. Do you currently include any business or management education content in the course(s) that you teach? (If not applicable, mark No)

V169	n (%)
Yes	12 (8.8%)
No	122 (90.2%)

V171 If yes, please describe: (See V171, Section 5)

Comments: (See Page 5 Additional Comments, Section 5)

WOMEN AS ENTREPRENEURS:

	n (%) Strongly Disagree	n (%) Somewhat Disagree	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V173 1. There are as many opportunities for women as for men in the private sector.	12 (7.7%)	18 (11.6%)	26 (16.8%)	54 (34.8%)	45 (29.0%)
V175 2. Women are naturally talented in matters pertaining to business.	14 (9.1%)	21 (13.6%)	55 (35.7%)	42 (27.3%)	22 (14.3%)
V177 3. Women have equal access to business information and credit.	20 (12.9%)	41 (26.5%)	30 (19.4%)	31 (20.0%)	33 (21.3%)
V179 4. The opportunities for women in business are limited.	38 (24.7%)	44 (28.6%)	26 (16.9%)	33 (21.4%)	13 (8.4%)
V181 5. Women need male assistance to succeed in business.	58 (37.4%)	32 (20.6%)	21 (13.5%)	28 (18.1%)	16 (10.3%)
V183 6. Women need to work through women's groups in order to get started in business.	44 (28.4%)	51 (32.9%)	20 (12.9%)	32 (20.6%)	8 (5.2%)
V185 7. Young women have access to positive female role models who operate their own businesses.	11 (7.1%)	35 (22.7%)	55 (35.7%)	37 (24.0%)	16 (10.4%)

Women as Entrepreneurs, continued:

8. Please list the three biggest obstacles that you feel a women faces when she wishes to start her own business in a field related to arts or education:
(1= High)

Obstacle	Rank	V187:n (%)	V189:n (%)	V191:n (%)
Resources/Finances	1	68 (57.6%)	28 (25.5%)	15 (16.1%)
Skills/Training	4	12 (10.2%)	22 (20.0%)	24 (25.8%)
Environ.(Attitudes)	2	21 (17.8%)	32 (29.1%)	22 (23.7%)
Personal Limitations	3	15 (12.7%)	26 (23.6%)	31 (33.3%)
Market Knowledge	5	2 (1.7%)	2 (1.8%)	1 (1.1%)

9. From your perspective, please list the three most difficult obstacles that face a woman who wishes to start her own business in a field related to agriculture: (1= High)

Obstacle	Rank	V193:n (%)	V195:n (%)	V197:n (%)
Resources/Land	1	82 (71.3%)	50 (47.6%)	20 (21.4%)
Skills/Training	2	7 (6.1%)	22 (21.0%)	25 (26.6%)
Environ.(Attitudes)	3	14 (12.2%)	18 (17.1%)	17 (18.1%)
Personal Limitations	4	9 (7.8%)	9 (7.6%)	20 (21.3%)
Time	5	2 (1.7%)	5 (4.8%)	4 (4.3%)
Marketing	5	1 (0.9%)	2 (1.9%)	8 (8.5%)

10. In my opinion, the most critical skills to master for successfully starting and operating a small business are:

Critical Skill	Rank	V199:n (%)	V201:n (%)	V203:n (%)
Management/Accounting	1	72 (60.5%)	42 (40.8%)	26 (32.9%)
Marketing/Logistics	2	26 (21.8%)	36 (35.0%)	30 (38.0%)
Resources/Finances	4	6 (5.0%)	13 (12.6%)	7 (8.9%)
Experience	5	8 (6.7%)	1 (1.0%)	4 (5.1%)
Personal Limitations	3	7 (5.9%)	10 (9.7%)	10 (12.7%)
Other	6	0 (0.0%)	1 (1.0%)	2 (2.5%)

GENDER ROLES:

In this section you will be asked to answer questions regarding how you view roles of men and women. For each statement choose from the following possible answers: (1) Strongly Disagree; (2) Disagree Somewhat; (3) Uncertain (neither agree nor disagree) (4) Somewhat Agree; and (5) Strongly Agree. Circle the number that you believe most closely represents your feelings.

	n (%) Strongly Disagree	n (%) Somewhat Disagree	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V205 1. A married woman's most important task in life should be caring for her husband and child(ren).	32 (20.3%)	22 (14.4%)	9 (5.9%)	48 (31.4%)	43 (28.1%)
V207 2. A married woman's greatest reward and satisfaction comes through her child(ren).	16 (10.5%)	21 (13.7%)	20 (13.1%)	59 (38.6%)	37 (24.2%)
V209 3. A wife should give up her job whenever it gets in the way of fulfilling her roles as wife or mother.	37 (24.2%)	39 (25.5%)	15 (9.8%)	37 (24.2%)	25 (16.3%)
V211 4. A woman's job should be just as important to her as encouraging her husband in his job.	9 (5.8%)	3 (1.9%)	10 (6.5%)	36 (23.4%)	96 (62.3%)
V213 5. A wife should be able to make long-range plans for her occupation just as her husband does.	2 (1.3%)	5 (3.2%)	7 (4.5%)	33 (21.2%)	109 (69.9%)

Gender Roles, continued:	n (%) Strongly Disagree	n (%) Somewhat Disagree	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V215 6. A wife should have an equal part with her husband in making family decisions.	10 (6.5%)	10 (6.5%)	3 (1.9%)	34 (21.9%)	98 (63.2%)
V217 7. An employed mother is able to establish just as warm and secure a relationship with her child(ren) as a mother who is not employed.	12 (7.7%)	15 (9.7%)	15 (9.7%)	44 (28.4%)	69 (44.5%)
V219 8. More day-care centres and nursery schools should be available for mothers who choose to work.	11 (7.1%)	5 (3.2%)	10 (6.4%)	49 (31.4%)	81 (51.9%)
V221 9. A mother of young children should work only if the family needs the money.	42 (27.35)	40 (26.0%)	18 (11.7%)	30 (19.5%)	24 (15.6%)
V223 10. A married man's main responsibility should be his job.	89 (57.8%)	35 (22.7%)	9 (5.8%)	13 (8.4%)	8 (5.2%)
V225 11. The husband should be the head of the family.	11 (7.2%)	7 (4.6%)	8 (5.2%)	21 (13.7%)	106 (69.3%)
V227 12. A husband should have final authority in making family decisions.	26 (17.2%)	35 (23.2%)	9 (6.05)	35 (23.2%)	46 (30.5%)

Gender Roles, continued:	n (%) Strongly Disagree	n (%) Somewhat Disagree	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V229 13. If both husband and wife are employed, they should both be willing to share household tasks.	18 (11.7%)	16 (10.4%)	9 (5.8%)	41 (26.6%)	70 (45.5%)
V231 14. A husband should be just as willing as a wife to stay home from work and care for sick child(ren.)	12 (7.8%)	9 (5.8%)	11 (7.1%)	44 (28.6%)	78 (50.6%)
V233 15. A husband should not be bothered if his wife makes more money than he does.	16 (10.3%)	7 (4.5%)	9 (5.8%)	33 (21.3%)	90 (58.1%)
V235 16. A husband should not be upset if his wife's job sometimes requires her to be away from home overnight.	28 (18.1%)	21 (13.5%)	20 (12.9%)	35 (22.6%)	51 (32.9%)
V237 17. If both husband and wife are employed, he should be willing to move if she is offered a better job in another town.	18 (11.8%)	13 (8.5%)	20 (13.1%)	38 (24.8%)	64 (41.8%)

V239 (See Page 8 Additional Comments, Section 5)

CENTRE FOR WOMEN'S STUDIES

	n (%) Strongly Disagree	n (%) Disagree Somewhat	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V239 1. There is no reason for a Women's Centre because women's problems are no different than men's.	54 (35.1%)	45 (29.2%)	11 (7.1%)	18 (11.7%)	26 (16.9%)
V241 2. Egerton should strive to elevate greater numbers of qualified women into leadership positions.	9 (5.8%)	10 (6.5%)	23 (14.9%)	56 (36.4%)	56 (36.4%)
V243 3. Language and statements that are disrespectful of women are disrespectful to all ethical people, male and female.	9 (5.8%)	5 (3.2%)	9 (5.8%)	27 (17.%)	104 (67.5%)
V245 4. Women's programmes are designed to assist women in taking jobs that are rightfully held by men.	54 (34.8%)	38 (24.5%)	39 (25.2%)	11 (7.1%)	13 (8.4%)
V247 5. Interested and qualified men should be given equal opportunities to work on women's programmes.	4 (2.6%)	3 (1.9%)	8 (5.2%)	44 (28.4%)	96 (61.9%)
V249 6. Women have the right to work and study in a safe and respectful environment.	2 (1.3%)	1 (0.6%)	0 (0.0%)	14 (9.1%)	137 (89.0%)

Centre for Women's Studies, continued:

	n (%) Strongly Disagree	n (%) Disagree Somewhat	n (%) Uncertain	n (%) Somewhat Agree	n (%) Strongly Agree
V251 7. Knowing what I do about the work and study environment at Egerton, I would feel comfortable sending my daughter here to study or work. (Assume you would not be here with her.)	5 (3.2%)	11 (7.1%)	27 (17.5%)	47 (30.5%)	64 (41.6%)
V253 8.Sexual harassment is a problem caused primarily by women students who wish to get good grades.	33 (21.6%)	31 (20.3%)	47 (30.7%)	29 (19.0%)	13 (8.5%)
V255 9. A woman must work harder than a man to get the same job.	74 (48.1%)	25 (16.2%)	14 (9.1%)	25 (16.2%)	16 (10.4%)
V257 10. Gender issues must be addressed in order to conduct successful rural development programmes.	6 (3.9%)	5 (3.2%)	14 (9.0%)	47 (30.3%)	83 (53.5%)
V259 11. Better decisions result when men and women participate in the process.	3 (1.9%)	2 (1.3%)	7 (4.5%)	32 (20.6%)	111 (71.6%)

Centre for Women's Studies, continued:

1. I would like to see the Centre for Women's Studies and Gender Analysis give special attention to research in the following areas:

Research Areas	Rank	V261:n (%)	V262:n (%)	V263:n (%)
Agribusiness/Mgmt.	6	8 (6.6%)	9 (9.0%)	10(10.3%)
Gender Issues	3	28 (23.1%)	15 (15.0%)	12 (12.4%)
Employment/Careers	1	33 (27.3%)	22 (22.0%)	25 (25.8%)
Education	4	10 (8.3%)	14 (14.0%)	10 (10.3%)
Family Planning	2	20 (16.5%)	22 (22.0%)	21 (21.6%)
Finances/Resources	8	1 (0.8%)	2 (0.2%)	7 (7.2%)
Home Ec./Extension	7	9 (7.4%)	5 (5.0%)	4 (4.1%)
Social Sci/Behavior	5	12 (9.9%)	10 (10.0%)	8 (8.2%)
Environ.(Attitudes)	9	0 (0.0%)	1 (0.1%)	0 (0.0%)

2. In my opinion, the three most important programmes for the Centre for Women's Studies and Gender Analysis to undertake for students are:

Research Areas	Rank	V265:n (%)	V266:n (%)	V267:n (%)
Agribus/Mgmt	6	6 (5.6%)	5 (5.4%)	7 (8.8%)
Gender Issues	2	19 (17.8%)	11 (12.0%)	8 (10.0%)
Employment/Careers	1	50 (46.7%)	37 (40.2%)	26 (32.5%)
Education	5	7 (6.5%)	10 (10.9%)	7 (8.8%)
Family Planning	3	14 (13.1%)	15 (16.3%)	13 (16.3%)
Finances/Resources	9	0 (0.0%)	1 (1.1%)	0 (0.0%)
Home Ec./Extension	7	0 (0.0%)	4 (4.3%)	4 (5.0%)
Role Models	8	3 (2.8%)	1 (1.1%)	2 (2.5%)
Social Sci/Behavior	4	8 (7.5%)	8 (8.7%)	13 (16.3%)

3. I believe that it is of great importance for the Centre for Women's Studies and Gender Analysis to provide training for women in the following three areas:

Training Areas	Rank	V269:n (%)	V270:n (%)	V271:n (%)
Agribusiness/Mgmt.	1	33 (33.7%)	18 (20.5%)	14 (18.4%)
Gender Issues	5	11 (11.2%)	8 (9.1%)	6 (7.9%)
Employment/Careers	3	10 (10.2%)	14 (15.9%)	9 (11.8%)
Education	6	1 (1.0%)	6 (6.8%)	6 (7.9%)
Family Planning	2	19 (19.4%)	21 (23.9%)	18 (23.7%)
Finances/Resources	8	0 (0.0%)	2 (2.3%)	1 (1.3%)
Home Ec./Extension	3	14 (14.3%)	10 (11.4%)	9 (11.8%)
Role Models	7	1 (1.0%)	0 (0.0%)	3 (3.9%)
Social Sci/Behavior	4	9 (9.2%)	9 (10.2%)	10 (13.2%)

Centre for Women Studies and Gender Analysis, continued:

4. I believe that it is of great importance for the Centre for Women's Studies and Gender Analysis to provide training for men in the following three areas:

Training Areas	Rank	V273:n (%)	V274:n (%)	V275:n (%)
Agribusiness/Mgmt.	3	8 (8.9%)	12 (15.2%)	7 (11.9%)
Gender Issues	2	30 (33.3%)	19 (24.1%)	9 (15.3%)
Employment/Careers	4	7 (7.8%)	10 (12.7%)	9 (15.3%)
Education	7	1 (1.1%)	2 (2.5%)	3 (5.1%)
Family Planning	1	29 (32.2%)	19 (24.1%)	14 (23.7%)
Finances/Resources	8	0 (0.0%)	0 (0.0%)	1 (1.7%)
Home Ec./Extension	3	10 (11.1%)	10 (12.7%)	7 (11.9%)
Social Sci/Behavior	5	4 (4.4%)	6 (7.6%)	6 (10.2%)
Environ. (Attitudes)	6	1 (1.1%)	1 (1.3%)	3 (5.1%)

5. Please rank the target audiences based on who should have the highest priority for programming at the Centre: (1 is high, 2 second, through 7. Please use each number only once.)

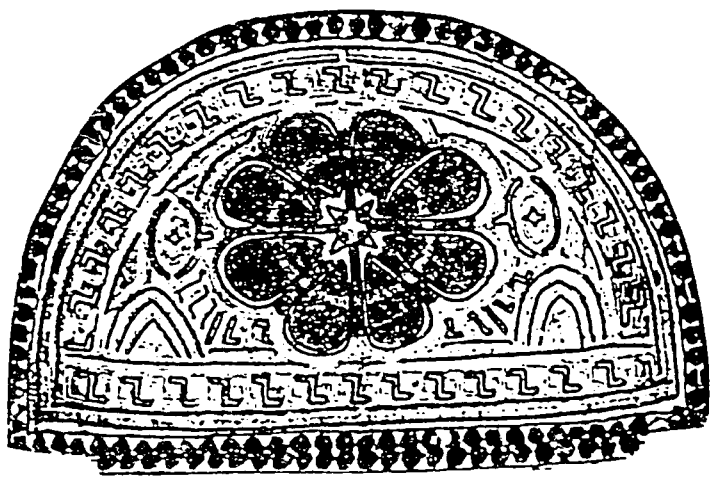
	Mean	Rank	
V277	2.9	2	Women faculty members at Egerton
V278	1.9	1	Women students at Egerton
V279	2.9	2	Women staff at Egerton
V280	4.3	4	Secondary school women interested in studying at Egerton
V281	4.0	3	Community women
V282	5.0	5	Female spouses of Egerton faculty and staff
V283	6.6	6	Others

6. What would you like to see the Women's Centre do for you as an individual?

(See V285: Section 5)

7. What would you like to see the Women's Centre do for Egerton University as a community?

(See V287: Section 5)



Open-Ended Questions

Section 5

EGERTON UNIVERSITY FACULTY SURVEY
RESPONSES TO OPEN-ENDED QUESTIONS

[Note: The responses here are recorded as they were written on the questionnaires. British spelling is the norm in Kenya.]

Variable 4: Positions (Other):

Frequency	Position
(1)	Postgraduate Student
(1)	Electrical Technician
(2)	Senior Technician
(1)	Information Designer
(1)	Hall Warden in Charge of Female Halls (and Lecturer)
(1)	Associate Professor
(1)	Director of Research
(1)	Librarian
(1)	Printer
(1)	Editor
(1)	Arts Editor
(1)	Research Coordinator

Variable 8:

Do you currently have responsibilities for teaching?:

(1) Students not reported i.e. B.Sc. 2nd year and all diploma students

Variable 59: Percentage of Time Spent (Other):

Percentage	Activity
20%	Hall Warden
79%	(Not specified)
20%	Writing published books and manuals
00%	Note: Most of my time is taken by two forms of research; A) Research to write up feature articles for publication in newspapers and magazines. I am a freelance journalist. B) Research for academic papers for conferences and publications.
40 hrs.	Participant (Author and Examiner) of External Degree Programme, University of Nairobi
15%	Technical assistance in university
20%	Lesson planning, corrections of papers and student assignments
20%	Correcting papers, lesson planning and correction of assignments
00%	I have just begun offering my services to the university
100%	Assisting the lecturers assigned to teach courses within my department

Variable 59, continued:

10%	Note: I am involved in teaching 90% of the time and I spend 10% of the time as a member of curriculum development committee.
10%	(Not specified)
00%	Note: I can say I am partly dealing with Academic Advising since in most cases, my colleagues still at the university are always eager to know one or few things about education and employment due to fear of unemployment.
35%	Dairy products processing, supervision. Apart from teaching, I am also involved as a person in charge of the dairy pilot plan in products, processing and sales.
100%	No teaching yet and no other duties except on ad hoc basis
5%	Making examinations
40%	Church responsibilities
100%	On study leave as an undergraduate student
4%	(Not specified)
00%	Most of my time is spent discussing and advising staff on their research proposals.
00%	Research time is wasted in canvassing for disbursement of funds already given to the university (R&E) by the donor.
90%	Auditing
50%	Printing and Designing university documents
100%	Consultation with authors on their manuscripts, editing and proofreading
35%	Editing. I appeal for great assistance morally and financially in conducting research projects
10%	(Not specified)
10%	Preparation of teaching materials
7%	Other social organizations
00%	There is rarely any opportunity to undertake activities like research
5%	Teaching practice supervision
1%	Student counselling as halls warden

Other Comments:

1. Research and extension as well as consultation cannot be effectively done by a Master's holder. Moreover, long teaching and research experience are necessary prerequisites for this.
2. Our department has no opportunities for extension programmes (Sociology & Anthropology)
3. It is hard to know the exact percentages for each category.

I am interested in conducting a research in the learning of my subject in secondary schools, but no funds have been available.

I appeal for great assistance morally and financially in conducting research projects.

Variable 84, Other Ways to Learn About Job/Careers:

Category	n (%)	Rank
Experience/Internships	16 (39.0%)	1
Personal Motivation	7 (17.1%)	2
Peers	1 (2.4%)	7
Teachers	2 (4.9%)	6
Career booklets, videos	6 (14.6%)	3
Advertisements, Media	4 (9.8%)	5
Seminars	5 (12.2%)	4

Variable 96, Other Roles Egerton can play in the area of Career Development:

Category	n (%)	Rank
Experience	6 (23.1%)	2
Career Counseling	9 (34.6%)	1
Role Models	2 (7.7%)	4
Faculty Advisors	3 (11.5%)	3
Career Materials/Info.	2 (7.7%)	4
Media	1 (3.8%)	5
Speak at Secondary Sch'l.	2 (7.7%)	4
Seminars	1 (3.8%)	5

Page 3 Additional Comments:

I have [often] talked to secondary school pupils and their teachers on career opportunities.

It is important for people to discard the prevalent mercenary behaviour and assist others without withholding information.

On the never cases: None have ever come to me to seek advice, information is not available, no time; I consider it somebody else's duty to tell them about careers.

Career advice is mainly related to job opportunities and because of nepotism that exists in this community- some students get forced to take jobs they have never dreamed of just for the sake of the opportunities he or she is given by the godfathers.

Especially when I visit with students to areas of engineering interest outside the university.

Most of the time students go either chairman of the dept. or deans office for such consultation. They rarely come to the lecturers except in some very few occasions they do come to us.

Page 3 Additional Comments, continued:

I am in the process of designing a new course which should improve the "marketability" of graduates in physics.

Students are not advised properly on choosing courses rather students advisors themselves are not very clear.

A number of students have not been keen to discuss their careers with lecturers.

I recently joined the academic staff at Egerton. However, my approaches to careers, as reflected above, have by-in-large remained the same.

My attitudes and action related to careers for graduates was carried out at Maseno University college where I was the Head, Department of Religion, from January 1991 to September 1991. The answers would be related to all university graduates in Kenya.

Ample data and information on career and employment opportunities should be made available to the students either in the form of booklets, professional lecturers or on-campus training/advice/lectures, so that they are fully equipped and aware of their stand in the job market.

Departments should have a student counsellor for academic and career advice.

I do not teach classes except that on a few occasions I have interacted with the students , it has been purely on a friendly and personal basis.

Page 4 Additional Comments:

Too many graduate are being produced by universities in Kenya, hence responses to number 10.

With reference to Q.8, personal contacts with influential people seem to play a large role in both employment and job advancement. As seen they can affect a persons career and subsequent sense of job satisfaction.

Many students are reluctant to approach faculty members regarding career objectives currently. Hopefully, this behaviour should be changed.

This is an area which needs to be taken seriously in view of the fact that job opportunities are becoming very competitive. With many graduates from public and private universities.

Career development should be preceded by a culture of openness and gender equality on campus.

Page 4 Additional Comments, continued:
It is thus very essential that a career opportunity or development advise centre or committee be set up to be able to achieve the objectives of the study.

Students already on campus and studying such "specialized" courses as veterinary medicine are assumed to have already chosen a career and hence no. 5 above...do not apply.

University authorities should limit the number of general degrees and try up other avenues which can help students secure direct employment upon completion by encouraging career development in areas with few people but highly rewarding. This should be started from below ie. secondary schools.

Students should be made award and assisted to develop interest on self-employment due to increased competition for jobs in the future. They should also be encouraged to take courses which they can develop jobs themselves.

Seek information on skills and resources on self-employment as this might be the way to the key to the present mass unemployment.

For relation to Item 8; college/university students should be helped to shed the belief that one has got to have a godfather/mother in order to get a good job.

No. 10: the competition is already there.

No. 10: Most certainly!

11. Students need to develop a positive attitude towards blue-collar type jobs.

5. Strongly Agree

No. 8 is a factor of corruption.

Job markets for graduates are getting to [be] more competitive.

Objectivity is paramount for appropriate career choice.

The questionnaire is very long.

The case is no. 8 above is increasingly becoming the order of the day. Those students who do not have the right connections therefore do not have much option in the choice of career and will readily aspire for anything that comes along.

This is true given the rise in the number of graduates from local and foreign universities. Hence the need for guidance in career selection and interview skills.

V163, V165, V167: Examples of Responses:[12]

Finances/Resources:
- Financial limitations
- Giving students hope without financial resources
- Capital for implementation of field work
- Lack of Transport

Personnel/Training:
- Lack of trained personnel
- Lack of commitment
- Lecturers are too specialized
- Lack of integral discussions with those directly involved with business-related fields.
- Lack of business know-how
- Inadequate training/experience

Information:
- Relevant materials unavailable
- Lack of relevant literature
- Non-availability of reading material with relevant Kenyan examples
- Inadequate information on the subject matter

Market Information:
- Identifying a viable project/location
- The competitive market environment
- Identifying clientele needs

Educational Structure/Resources/Environment:
- Need permission from the Senate
- Rigid educational system
- Student numbers to be taught
- Developing the syllabus
- Workload
- Heavily loaded curriculum; no room for extras
- White-collar job oriented curriculum

Policy:
- National goals
- Negative political involvement or intervention
- Previous assurance of employment with the government

[12] Examples of Responses are provided to give the reader a better idea of the types of responses that were categorized for the purposes of coding. They are provided in situations where the Researcher felt examples would illuminate the data.

V163, V165, V167: Examples of Responses, continued:

Time/Space:
Lack of time
Limited teaching period
Allocation of time and space
Lack of space

Irrelevance of Business:
Students might think you are not sticking to business
Integration of different areas might be a problem

One gets the impression on this page that education should be diverted towards business. I personally think that education is more than making money. Much as it is important to make a living, it is wrong (usually) to reduce education to a money-making enterprise.

Complexity:
Business and management are themselves advanced subjects
Deciding on how much information is relevant

Other:
Burden to students

Variable 171: If you currently include business or management education content in the course(s) you teach, please describe:

NO The issue of self-employment particularly in the field of agriculture should now be taken seriously because even private sector has a limited capacity to employ graduates.

I don't have the 1992-93 Egerton University catalogue of curriculum, course description and selected references for academic and professional skill. I therefore cannot answer questions 6-9.

Unit operations (food engineering) to diploma students is a wide subject and there is no time to teach other areas. Furthermore, they get taught management skills as a separate class.

Business and management is a course by itself and cannot be taught alone with another.

YES Management as applied to nurseries of horticultural crops.

In clothing and textiles the students are educated on how to start and manage their own tailoring/sewing shops/businesses either as part of self-employment or as a hobby.

Variable 171, continued:

YES Psychology related a lot to management, especially marketing, recruitment, interviewing, staff development, group dynamics, leadership, working environment and motivation, personality and aptitude assessments, research and evaluation.

I teach management courses and advise student on how they can start cottage industries.

Agroforestry is a management course.

Factory management, pricing of food products, distribution techniques, interaction of manufacturers with the consumers, active selling points for specific products. Enlightenment of the consumer about the value of the products to be sold.

In fish farming area, we look into labour of constructing a pond till the time of introducing fish into the pond. Also we look at the inputs during the fish growth to maturity in relation to the net profit on fish harvesting to see whether the enterprise is viable in profit-making.

Page 5 Additional Comments:

Eradication of corruption in society is a prerequisite for fairplay in job and business allocations.

Questions 6,7,8 are best answered by business/education teachers.

One gets the impression from this page that education should be diverted towards business. I personally think that education is more than making money. Much as it is important to make a living, it is wrong (morally) to reduce education to a money-making enterprise.

The issue of self-employment particularly in the field of agriculture should now be taken seriously because even private sector has a limited capacity to employ graduates.

I don't have the 1992-93 Egerton University catalogue of curriculum, course description and selected references for academic and professional skill. I therefore cannot answer questions 6-9.

It is also important to note that not everybody who goes through a college/university is targeting to do business. Otherwise we may end up with the saturation of our economy as far as business is concerned for you can't be a "jack of all trades and master of none".

Courses are tailor made to fit into certain contexts.

V187, V189, V191: Examples of Responses:

Resources/Finances:
- Lack of funds
- No security to borrow a loan because she doesn't own anything
- Availability of capital and reliable information
- Difficulty to get access to credit facilities
- Difficult to get access to contacts

Skills/Training:
- Public relations with customers
- Lack of skill, proper business background
- Lack of entrepreneurial skill
- Lack of business acumen
- Deciding on the nature of the business

Environment/Attitudes:
- Male dominance as a cultural belief not encouraging
- Acceptance by clients
- Sex- ridiculed by men
- Male chauvinism
- Vulnerability to criticism
- Culture
- Resistance to perceived change in sex role

Personal Limitations:
- Poor self-image
- Lack of confidence
- Family commitments ("The African Woman")
- Fear of failure
- Maternity and family life
- Little spare time; no time out from family roles

Market Knowledge:
- Correct choice of business
- Market accessibility

V193, V195, V197: Examples of Responses:

Resources/Land:
- Lack of land
- Lack of credit
- Lack of capital
- Women have difficulties getting access to credit facilities
- Financial difficulties

Skills/Training:
- Lack of experience
- Planning
- Technical skill and knowledge
- Lack of management and business skill

V193, V195, V197: continued:

Environment/Attitudes:
- Sexual harassment
- Competition from men
- Family ties; women are still perceived as housewives
- Lack of time; women are usually overburdened
- Cultural obstacles
- Saturation of the field

Personal Limitations:
- Feeling inadequate
- Ego
- Confidence
- Strength limitation, thus may need to hire more labourers
- Family commitment

Time:
- Time conflict with household chores
- Lack of time due to other responsibilities (family)

Marketing:
- Contacts
- Markets
- Low turnover of profits

V199, V201, V203: Examples of Responses:

Management/Accounting:
- Recordkeeping
- Financial management
- Producing high quality items
- Thrift
- Budgeting
- Problem-solving
- Goal setting
- Managerial skills, particularly in handling male labour and customers
- Personnel management

Marketing/Logistics:
- Public Relations and Market
- Salesmanship
- Public Relations
- Acquisition of goods
- Handling clients/customers
- Determining expansion opportunities

Resources/Finances:
- Financial Control
- Availability of raw materials or goods
- Access to regular cash income

V199, V201, V203, continued:

Experience:
- Lack of experience
- Personal discipline
- Expertise
- Risks and uncertainties
- Identification of a feasible project

Personal:
- Knowing exactly what one wants
- Not overreacting
- Courage to take risks
- Determination
- Overcoming the zealousness of business

Other:
- Scientific skills
- Knowledge of language
- Time consciousness

Page 8 Additional Comments:

Some questions above were ambiguous, hence the questions I have asked. My other comments are that culture is another area which must be considered when making family decisions. Usually suggestions are made, compared and only then does the husband make a conclusion (a decision as you call it).

Obviously women should never assume the leadership in homes because many are easily swayed away and forget their roles as they advance in their careers. Woman does not equal man. Sincerely, man is man. Men must be on guard because we are not sure of the score the women are searching!

I believe that in this day and time women should also work and develop their careers just as men. However, our modern women should not look at marriage as purely a (avenue) at meeting the material needs. (some women who can today say they can do without marriage as if marriage was a security against poverty). While a man is an authority on decisions (see 12). The decision should be reached after an input from the wife. Being a natural home maker, women must not work over night. The role of raising children (not just meeting material needs) is the role of both parents.

No. 9--every family needs the money.

Q. 16--Depending upon the nature of the job and the importance of the job to the family.

Page 8 Additional Comments, continued:

Number 15 will depend on the nature of the wife. Some wives develop "big needs" when they earn more, so much so as to see the husbands as nothing. In such cases the husband has a cause to worry but otherwise the amount of income of both spouses should not matter. Number 16 should not be a problem so long as both trust each other and the wife should not over do it by spending more nights out than is really necessary.

I am convinced my responses to items 1-17 above expresses my feelings about the gender issue.

The idea of working wives in an african context is very sensitive. Many situations lead to misunderstanding particularly if the wife's job entails long hours of absence from home and if the wife is not willing to share her salary with the husband when financing domestic needs.

You must distinguish between categories of women= urban vs. rural, illiterate vs. moderately/ highly educated career women. It also matters whether she had a career before or after marriage and the status of her family. The husbands career and position in society. Married women are not homogenous entity!

Business and employment have to consider the cultural aspect of the society.

The cultural factors should be considered here. The positions of husbands and wives are defined culturally and we should look for those values and ideas that can refine them and make them more fulfilling.

Men should just be as flexible and understanding as the women are and more so realize that we are living in a new generation which requires both of them to share their tasks equally. Also we are gearing towards a nation in which women will just have to be employed as they are very educated even to a level higher than their counter parts; so the men should just be ready to be flexible as our nation cannot move forward without the women service!

The gender roles above seem to dwell too much on the home. Other areas for instance social roles, spiritual and even political roles appear to have been overlooked. I feel these too affect the kind of life a family will have.

The responses given in Q's 1,2,3 do not describe my feelings.

Care centers are useful when the children in question are of some age but not very young.

Page 8 Additional Comments, continued:

Issues like sharing household tasks are some of the reasons which lead to marriage breakups especially when demanded by the wife. So to be on the safe side, this is why some men opt not to let it crop up in the firs instance. At least in any union, a head should be aware. As for marriage this should be a special head based on love and mutual understanding for their own sake (couples) and of the children coming out of such union. Also it is not bad for a wife to earn more than a man but she should not use this as an excuse to look down upon the man or engage in shady deals. If any thing who doesn't want support from his wife?

17--If they are in good terms and another job.

There is need to have women take greater autonomy in family decisions provided they take interest of the family and not for her own sake or gender sake. When things or problems become elephant consultations become critical and advantage taken of who can solve the problems better. In most cases when things are so difficult the men are in the forefront for the challenge and women in the background. Gender issues that enhance traditional values should be taken on board.

Where as women are usually as intelligent (and often more than) as men, their emotional and biological structure and needs seriously dictate specific roles in which they are best suited in. In essence then the question of men/ women equality is only limited to some areas and basically the two are very different. Women should be proud of being women lest they lose their identity.

16- would have to depend on the wife's faithfulness. 17-if the husband is also able to move and continue to work I have no much objection. 14-The sole goal/purpose of a couple is to bring up the children in a better way then they were themselves.

Provided there is mutual agreement, husband and wife can share responsibilities provided the man has the say when it comes to a crunch.

Firm no to sexual advances in job (by male counterparts) is paramount to opening up (or liberating) women's careers.

Realism and trust enhance a good family.

The need for joint responsibilities in case of bride price. Understand that certain familial roles are unique to particular sex.

Page 8 Additional Comments, continued:

12- Men are not known to be making the right decisions all the time and because human is to error it is not proper. 15- History has shown that women, specifically in Kenya, tend to divorce or separate from their spouses especially when they become successful in a career. Cases of women professionals breaking off matrimony because of economic power are numerous.

Question no. 11: the husband is the head of the family but not the authoritarian role.

No. 13- some household tasks require husband or wife exclusively. Not both can do the same household tasks effectively. No.15- this is true and good if she doesn't use the more money factor to frustrate the husband. No. 16- it is good only when the overnight job doesn't interfere with the co-operation and good running of the home. No.17- it is not normal, but both can decide on the issue if it is good for the welfare of all family members.

V261, V262, V263, V265, V266, V267, V269, V270, V271, V273, V274, V275: Examples of Responses:

Agribusiness/Management:
- Business Management
- Women in Entrepreneurship
- Sources of initial capital for starting a small business
- Rural entrepreneurship
- Budgeting
- Business Seminars

Gender Issues:
- Feminist theology
- The role of women in different ethnic backgrounds
- Female attitudes toward men
- Women groups-successes and failures
- Women empowerment/liberation
- Women as household heads
- Women and politics
- Women in leadership
- Why women feel insecure
- Role of women in decision-making process
- Women and the law
- How the church views women
- Sexual Harassment in general
- The conspiracy of silence over sexual harassment
- Why when problems crop up in the family, it is blamed on the woman
- Prejudice against women; how to solve it
- Psychological impulses that make women feel they are naturally subordinate

Employment/Careers:
- Social division of labour
- Attitudes toward female successes
- The fate of Egerton graduates
- Career choices for lady students
- Women's attitudes toward economic issues
- Relationships at working places; between Egerton male and female workers
- Becoming more comfortable with job changes
- Balance between family needs and work
- Male dominated careers
- Men as co-workers

Education:
- Survey women's employment, vis-a-vis their academic qualifications
- Educate university women on roles ahead of them
- The effect of college pregnancies on the performance of college students
- Women's education

V261, V262, V263, V265, V266, V267, V269, V270, V271, V273, V274, V275: Examples of Responses, continued:

Role Models:
Role of women in society
Images of men and women in popular society

Environment/Attitudes:
Conducive atmosphere for equal chances and opportunities

Variable 285: What would you like to see the Women's Centre do for you as an individual?

Avail research materials, books, data.

Sponsor research projects ie. causes of divorce, drug addiction, rape studies, cookery courses.

Involve me in its deliberations such as seminars and gender discussions.

I would like the Centre to store reading materials on women issues. Organise seminars on women issues. Organise seminars on business management and invite guest speakers

Help women young/old get formal training in any field assist talented women pursue further studies.

To conduct a course in pollution control in which I will be a participant.

Work hard to inform me on issues pertaining to gender.

Encourage development and improvement of individual talent academically, socially and otherwise.

Provide avenues (in terms of funds and training) for me to carry out research on women in my area of specialization ie. science education.

Not anything at the moment. It is too early to know what the entre can do for me now, but it might do something for me in the future.

Receive relevant information on how to start a small business particularly in dress making, bakery, or running a small hotel.

To teach women how to handle men or husbands.

Offer more training.

V285 What can Women's Centre do for you?, continued:

To promote my career advancement.

Involve me in research through research funding.

Provide advice when needed.

Involve me in seminars and research as appropriate. Provide me with information on research funding.

Create the centre as a general working centre where we men can also work. Not as a women's property.

Plan seminars for the wives of the teaching staff, working staff in order to conscientize (sic) them--what their role in life and in the nation.

Give me a job.

I do not mind propagating the gospel of equality from a theological perspective on the women's question. If the centre would agree, I could be willing to work out a proposal in conjunction with it for a thesis in a Ph.D research study under the centre's sponsorship.

Open research areas/facilities on gender related issues of rural development. Provide facilities for research, teaching and workshops on gender issues.

I would like to participate in all or most of its programmes.

Consider my suggestions.

Provide a forum where women can meet and discuss issues affecting them and society as a whole and try to find solutions.

Avail me funds to conduct research on gender issues.

Centre should provide communal assistance and not individual.

Give scholarship opportunity or information to acquire one.

Sponsor me for research on gender issues.

Give me equal opportunity in its research and training programmes.

Advance career. Improve leadership qualities.

Provide literature on bringing up little girls to be assertive, reasonable, not easily fooled by men.

V285 What can Women's Centre do for you?, continued:

To emulate awareness in the society regarding woman's role in development and welfare of the country.

Open up more opportunities for research for women issues. Where special funds are set and men should not be left to organize such funds. Contact more women not just those who hold every other post and are members of every other committee here.

Generate above research data bank on various gender problems and thereafter develop operational research activities.

Offer more research facilities and grants. Include men also in the gender issue.

Make everyone aware that men face similar problems.

Give me a good job.

Make me a research associate and subsequently offer me a job on merit.

Enlighten me about career prospects in my field and help me get a better job!

Encourage the male to appreciate women's role in our day to day life.

Bring to me more seminars/ workshops.

Produce a better society.

Produce average decent women-avoid provocative (dress), avoid aggressive (leadership), avoid students tempting staff in [assert], educate our daughters.

I would like to see greater harmony and cooperation in terms of interactions that would lead to the realization of the set objectives of the women's studies of gender analysis centre at Egerton Univ.

Enlighten me on women's issues and if possible involve me in finding solutions to some of the problems facing women.

Provide a meeting place where I can exchange ideas or learn form others.

Provide a place where women can meet and share problems of being woman in a man's world.

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V285 What can Women's Centre do for you?, continued:

It should be a career development centre where I can seek assistance for developing my career.

Provide the necessary assistance towards my career development, upon my request.

Provide me with a career booklet (free of charge).

Help me to be more informed and committed to understanding and serving better my Kenyan community.

Reduce conflicts and divorce caused by power struggle in many families.

Make me happy by being of benefit to all.

Organize family life education for my daughters when they are on holidays.

Need to involve themselves in useful discussions of initiating development projects since equality is already a reality if properly perceived.

Nothing specific if it succeeds in its goals I shall have benefitted.

To help me in providing funds to pursue research on improving processing in the rural areas.

Formulate strategies to assist our wives to help husbands in their endeavor to develop the family.

Collaborative research.

Sponsor research in gender issues.

I would like it to restore the image of our women folk to their right perspective as competent and equal partners in their respective fields whether as students, workers, or professionals.

Research support on matters pertaining to women in the area of food and nutrition.

Provide research findings and any literature to enlighten me on gender issues.

Provide up to date information on career and employment.

Enable me to attend some relevant courses and workshops. Enable me to carry out research on gender issues.

V285 What can Women's Centre do for you?, continued:

Involve those of certain specializations in the programmes men as well as women.

To teach them to behave properly.

Involve me in their programmes.

Help me retire to sect employment before I am 50 years.

Enlighten me on career opportunities in home economics.

Something on career development.

To counsel me and provide necessary information and materials related to women. Provide me with an opportunity to carry out research on women or women studies. Give me a scholarship for further studies in home economics.

Make me more aware of my worth and value as an Egerton (female) staff member and my opportunities within and outside the university.

I would like to be enlightened on my rights as a woman; laws in Kenya that affect women; the opportunities that are present for me to improve myself as an individual. Consequently, I can offer the knowledge to other women who may be interested.

A source of career literature for my female students that I teach.

To create an atmosphere conducive for equal opportunities and rights for all.

Help me get a scholarship for my further studies.

Invite me to participate in deliberations and probably do research since I am interested.

I'd like to see a more liberated women receptive to modern approaches in person to person relationships irrespective of gender lines. I hate the prevalent attitude where by women are still viewed.

Disseminate adequate knowledge regarding laws related to marital status, divorce, alimony etc.

Consider more men and women related programs.

Get for me a scholarship.

V285 What can Women's Centre do for you?, continued:

Create for me a situation where by if I feel I am being sexually harassed, I will not be judged guilty simply because I am male.

Respect men's work.

Provide literature on gender issues especially research findings. Give me a chance to carry out research on gender issues.

I think that my main contribution to the objectives of the women's centre will be in the field of media and academic research. If the centre starts a newsletter or some kind of publication I think I can contribute.

Involve me at in research, training and production of materials in all forms.

Give chances of doing research on gender issues in education.

I think we should have a man center also. However, I would be satisfied if the centre does not raise a lot of dust, have to cry about women affairs. Which ones allow me to look at women individually not as a mass.

Improve the mutual understanding of family life between men and women.

Educating the masses will benefit me most.

Help me love my family more and better and take care of them.

Enlighten me on salient problems encountered by women.

Variable 287: What would you like to see the Women's Centre do for Egerton University as a community?

Mobilise community by enlightening it on problems encountered by women.

Help me love my family more and better and take good care of them.

While educating Egerton Community masses the centre should not teach on how homes should be run, apart from identifying the various roles of the man of the home, women of the home and a the children's roles.

Improve the women's perception to family head. It looks to me that this questionnaire was not pretested.

Have at least a seminar for them.

V287 What can Women's Centre do for Egerton?, continued:

Educate the woman to respect men, husbands etc. and to be humble. Remove the notion in women that man is a threat which only emerges when women are together.

Conduct research in gender issues in eduction, socialization.

Involve the community in all its programmes and arrange for open days and other forum where all are invited.

Sensitise the community on the issues related to women in development. But make more deliberate efforts to be as practical and down to earth as possible. The worst you can do is become a talking shop for the academic and professional elite.

Improve the overall quality of Egerton University in all spheres of life involving men and women so as to improve quality of life amongst Egerton Community.

Create such forums as would be useful for collective participation of people from different disciplines so that the university may be more cohesive.

Strive to serve the University in totality and also give extension services.

Provide literature on gender issues. Hold public lectures on gender issues.

Anything that the centre has resolved.

Show other women their rightful position in Egerton.

Make it a harmonious place to work and live.

Encourage the elevation of women at all levels by merit and discourage the advancement of women merely as a gender issue.

Put more women in the decision making bodies of the university.

Initiate programs that relate to the community.

Disseminate adequate knowledge regarding laws related to marital status, divorce, and alimony etc.

As subordinates if he offered "lifts" (selectively) to town, bought coffee and beer in soliciting for several favours. I wish to ultimately see a developed women looking at herself as a person first and foremost and a women after. I wish to feel the influence of the centre particularly on the female students who would spread this influence outside campus.

V287 What can the Women's Centre do for Egerton, continued:

Educate them on necessary roles played by men as different from those played by women. Men and women should enjoy equal rights.

The centre should generate information related to gender issues so that the University can play a leading role in advising the nation on changing roles of men and women in our society. It should demystify the women as a weaker sex.

Again, I need the curriculum of the women center and gender analysis to answer the above questions.(the objectives, goals, and aim of the women center) Thanks.

Encourage a culture of openness devoid of sexual discrimination.

Create a good environment for the Egerton University faculty member, staff member, and students, which would be very conducive for the intellectual, physical, economical, political, and moral development if the same.

To encourage women to participate more in informal systems of organization and also to organize both formal education and in house training programs.

Make it a model of what women elsewhere in Kenya can achieve!!

Enlighten female students and staff members of their rights; enlighten them on their roles as homemakers; career development etc. It should educate men alongside women so that both men and women in Egerton can live harmoniously as comrades in development activities.

To provide necessary information or references with respect to career and employment opportunities. General counselling and guidance.

Offer the necessary information through research training and available literature on gender issues especially on women. Act as a counselling and guiding centre especially for students and the families around on matters pertaining to career choice, family and demography and research methodology.

Role modeling and career development.

Create a better understanding between men and women in the university so that they can work together in developing the university.

Succeed

To create more job opportunities.

V287 What can the Women's Centre do for Egerton?, continued:

Sensitise the university community to the role of women in development

Help students to grow all round into mature and disciplined citizens. Motivate them to be efficient but creative workers and family man and women.

To serve as a link between university professional women and rural community. To serve as a resource center for all the information one needs to know: career and employment and gender issues etc.

As many of the answers quoted in the text as possible. Always distribute your findings etc. widely within campus.

Enlighten and educate them on the position and role of women in the community.

To create a good understanding of women and form a close and amicable working relationship with their male counterparts and to let men understand their problems and be in the forefront in helping them to solve them (problems) whether in class as students or lectures or outside as workers.

Improve efficiency and performance by all especially administration.

It would be a centre of reference for women and all centre for knowledge, rights, and education in the field and family care learning to develop skills to help the husbands etc.

To change the status of women in the university so that we are recognized, not only due to the research projects that will be done, but also in the funding of projects to students that directly affect the rural areas.

Come up with programmes that can assist female students to manage themselves so as to reduce unwanted pregnancies.

Enlighten the women of what roles to play to make a happy family without too many divorces.

Become a source of special knowledge and inspiration.

Sensitise gender issues in a positive way not to dislodge men from their rightful throne and not cause unnecessary conflictive roles.

V287 What can Women's Centre do for Egerton?, continued:

Help to create a community that is hardworking, honest, transparent, morally upright, patriotic, courageous, well informed and committed to proper planning and management of limited resources, and able to stimulate one another in creative thinking and writing.

Friendship, harmony, spiritual community.

Invite guest speakers to the University.

Provide information on career and job opportunities. Exhibit accountability and transparency in management of public affairs/ accounts.

Problems faced by Kenyans are best addressed as community problems. I don't know what advantages there are for disintegrating them as gender issues. Issues such as poverty, education, career opportunities are problems of all.

A career advising centre.

Recreation, reconciliation, stability.

On the whole I don't know about this centre. You should have written to all staff informing them about the centre.

Increase their participation in national development.

Establish short training programs eg. in child care, (cookery, dressing making for self employment), counselling services for students and staff.

Enlighten the University Community on women's issues and problems facing women in the work place and the university, eg. that of sexual harassment.

Make a greater positive contribution in development of the affairs of the university.

Produce a positive community that avoids all the ills listed in 6. [provocative dress, aggressive leadership, students tempting staff] Make it possible for Egerton trained women to take their place in national leadership positively.

Improve on the community.

Develop a fully fledged community issue oriented.

Uplift the spirit of women so that they are encouraged to venture into areas that were traditionally determined by men.

V287 What can Women's Centre do for Egerton?, continued:

Encourage women to participate in decision making bodies of the university.

Improve relations between male and female staff and students, and reduce/eliminate the misuse by both sides of any power they have over the other, be it by virtue of being one's superior or physical attributes or anything like that.

Organize seminars, workshops, and public lectures; scout for career opportunities for the recipients of their knowledge.

Reduce ignorance and unplanned pregnancies and amid university students (both boys and girls).

Indifferent.

Educate men to increase their awareness that women are not inferior to men and that anybody man/woman can do any type of work.

Educate women in Egerton University on careers and entrepreneurship which will motivate women and allow them greater elasticity to compete with men.

Assist reduce the number of pregnancies and behavior of women students to know that they should not expect an easy grade for no work done--but that hard work pays.

Set up seminars and have action groups that enlighten women on their potential. Provide information on business opportunities and even let them have access to finances with the centre acting as guarantor. Organize meet the people tour to find out problems affecting other women and how to solve them.

Provide literature on bringing up little girls to be assertive, reasonable, not easily fooled by men.

Increase research opportunities.

[Implement] relevant research on gender --for population education, career and employment issues.

Start educational programmes on equal opportunity.

Make the community aware of gender issues to make it sensitive.

Organise workshops and seminar on gender issues.

Provide a concrete opportunity for them to understand gender issues in more details and be able to understand society.

V287 What can the Women's Centre do for Egerton?, continued:

Educate the young women on gender sensitivity. Specifically have them understand that the idea of talking about women studies and gender analysis should not be considered as revolution or a forum for tearing apart institutional structures, rather a means of enhancement.

Avail research funds so that more material/data can be collected dealing with gender issues in Kenya.

Upgrade the status of women. Humanize the whole staff. Restore their dignity in order to win respect from all quarters.

Improve the welfare of the females in the community.

It should be a national centre but for all its programmes, it should start with the most needy from all over the country.

It is hard to give answers to some of the questions above. This is due to the fact that I do not support a centre for women studies.

I would go for a centre for gender analysis. To me, gender includes both men and women.

Improves its outreach programme by focusing on the rural home. Sensitize students on careers and awareness on gender issues. Encourage faculty to carry out gender research.

Make women in Egerton more active, hence compete for positions with men and not "just" sit back and expect to be given positions "just" because they are women though they are "second-class" to men.

Let men and women learn to accept that for any development to take place, both men and women must work together.

Teach the community the tenet that unify women and men living in such community. How to share roles, respect, etc.

Spearhead the women's "liberation" from within an African context/perspective.

Provide possible solutions to student unrest and unplanned pregnancies at the university.

Create an awareness in the Egerton community that women have equal rights and opportunities (not necessarily equal privileges) as men even though some traditions may imply otherwise.

Organise seminars. Conduct research and disseminate findings.

Become a leading centre for gender issues in the country.

V287 What can the Women's Centre do for Egerton?, continued:

Create a high level of awareness of gender issues.

Promote women's affairs in the university first.

Address itself to problems encountered by the youth and especially females and come up with some solutions.

Hold seminars or workshops for community women on child welfare, nutrition and business administration, and family planning.

Assist the women folk in putting their talents and time to good use and thus uplift themselves financially and otherwise. Help the housewives feel they are just as important as working women. Help the men to realise that input by women is important and should be taken seriously.

Equip women with necessary skills to be better women in all that they do.

Work on viable projects and cooperatives to create employment for the less fortunate members of the community.

Provide counseling and advisory services to the community.

Make Egerton a very good place for all sexes to live at.

Carry out visibility study on how to control fluorides on campus and its surrounding areas.

Come up with funds for research grants to students and faculty members alike who are interested in gender issues.

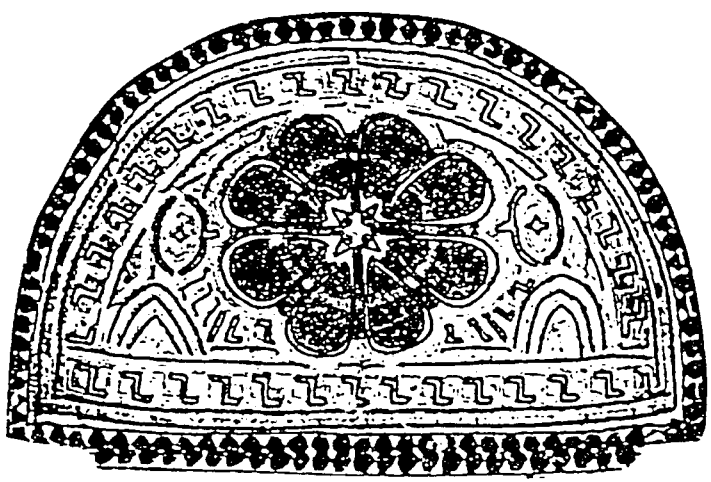
Involve in catering services/hotel services/ courses for the same. Establish bakery/ laundry services. Growing cash crops to sell to university. Health primary services.

Teach the community to appreciate women's roles in the community and nation as a whole by educating them on women issues, through seminars.

Provide counselling services on areas such as social, economic, political, to students and Egerton staff. General seminars and paper presentation on various gender issues should be common features of the women's centre. I wish you all the best in tnis timely noble cause.

Train the best male and female students in third year, in a (3-6 month) course on various projects ie. single mothers, the orphans, and the disabled should be the target.

Avail research materials, books, and data.



Career Awareness Seminars Section 6

EGERTON UNIVERSITY (KENYA) CAREER AWARENESS SEMINARS

Background:

Two career awareness seminars were offered for women at Egerton University, through the Centre for Women's Studies and Gender Analysis. The seminars were designed to field-test materials that were developed in 1989 by the USAID funded Consortium for International Development/Women in Development (Kenya) project entitled "Integrating Gender Issues into Development Projects". [13] Recommendations from the 1989 project included the need for the development of career planning, and curricula at the University that would provide training in the area of self-employment, as well as more information about what employers look for when hiring.

The 1989 project materials introduced to the women at the seminars were: "Profiles: Kenyan Professional Women in Agriculture", "Egerton University Career Planning Guide" and the "Egerton University Job Placement Manual: Employee Address Lists". (Materials mentioned here can be obtained via the Consortium for International Development, Tucson, Arizona.)

Planning:

The career seminars were planned in conjunction with the Egerton University Women's Association, an association of women students who were also instrumental in the establishment of the Centre for Women's Studies and Gender Analysis. The women organized to provide opportunities for "female student development" and "enhanced participation" (of women students). Several members, including Elizabeth Adongo, President, acted as student facilitators for the seminars, held April 22 and 29, 1992. They were filled to capacity. A third seminar was scheduled for May 7, but unexpectedly conflicted with another campus event and had to be canceled at the last minute.

Twenty-eight women attended the seminars. The programs were offered in the evenings at the Centre for Women's Studies and Gender Analysis because the students indicated that they were generally unavailable on the weekends. The seminars were scheduled from 8:30 to 11:00 p.m. because many of the women students had night classes that did not end until 8:30. Some women were unable to attend because of classes that continued past 9:00 p.m.

Women students were invited to participate in the seminars through several means. At the general meeting of the Egerton University

[13]. Recommendations made by Martha Denney and Rose Mwonya, USAID, R&D/WID, Grant #PDC-011-A-7077-00, entitled "Integrating Gender Issues into Development Projects", 1989.

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Women's Association students were informed of the seminar dates, and were invited to attend. Signs were also posted in the women's residence halls, and Women's Association members told their colleagues in the residence halls about the meetings. Women who were unable to attend the seminars were invited to consult with Field Researcher 1 individually for a critique of their resume and to discuss job-hunting strategies. Copies of the seminar handouts were left in the Centre for students who were unable to attend.

Venue:

The conference room at the Women's Centre was the venue for the seminars. It provided privacy, and a comfortable place for the women to come, but it was crowded and made break-outs into small groups very difficult. A larger room that could have still provided privacy, to encourage open discussion and sharing, would have been preferable.

Program:

Each seminar had approximately 14 participants, and lasted two-and-a-half hours (Appendix C: Agenda). The seminar began with approximately 15 minutes of introduction to the presenter(s) and the stages of a career search (see Appendix D: Stages in Career Development). After that the participants were asked to introduce themselves and to talk about what they wanted to study at the university, what they are actually studying, and how they felt about it.

Discussion of the women's attitudes toward their field of study was thought to be important because in Kenya, students compete for slots at the national universities on the basis of their scores on comprehensive national exams at the end of secondary school, and on the basis of their expression of interest on the university application. For example, it is not unusual for students who have studied science in secondary school to ask to be placed in dentistry, but to be placed in agriculture instead. Agriculture is considered less competitive than dentistry. In some instances students feel they have been placed in a lower status profession, and in other instances they are not necessarily interested in their field of study, but they must continue in that field if they wish to get a university degree.

The introductions allowed students to express their level of interest in their field, and opened the subject of creative job searches. They seemed eager to talk about it, and even surprised that anyone else was aware of their concerns about studying field that were, in some cases, marginally interesting to them.

Following the introductions and debriefing, students were asked to complete the Values Survey, including the sentence completion exercises (see Appendix E: Values Survey). Volunteers were asked to

share their sentences, and to say a little about how what they had learned from completing the exercise. The students seemed interested in the process, but skeptical of the notion that they could actually target what they wanted, and not just take whatever came along. This is probably the result of the extremely tight job market in Kenya.

Resumes were then discussed, and the types of "cv's" (curriculum vitae is the term commonly used in Kenya, even though the form is actually closer to a resume) were explained. Participants in the seminar had the opportunity to jot down their credentials and experiences on the resume worksheet (see Appendices F and G). It would have been very useful to have more time for students to actually draft an entire resume. The worksheet allows space for personal information which would definitely not be appropriate in the U.S., but seems to be expected and necessary in Kenya. The resume worksheet seemed to be helpful, and in several instances the Field Researcher critiqued draft resumes done after the seminar. They were quite comprehensive, and the material seemed to be very useful.

The schedule was quite crowded; it would have been desirable to have the time to offer a half-day or full-day seminar, or a series of short seminars, to provide more opportunities for the participants to actually complete their resume worksheets, to critique each other's resumes and to develop personal career action plans.

Following discussions of resumes, the participants were engaged in a discussion about job interviews. Appropriate dress and behavior were addressed, as was how to gain useful experience to enhance the chance of getting an interview. The women paired up and asked each other questions from the "Fifty Questions" sheet (see Appendix H). The interaction was quite lively, and seemed to stimulate a lot of ideas. The seminar closed with some discussion of the development of a personal action plan.

It became clear during the seminars that the participants did not feel that they knew enough about the range of employment possibilities for jobs that they would be qualified to take, or what job trends are in Kenya's future. The need for more exposure to career possibilities and discussion of career issues in the classroom seems apparent. Career counseling and placement services are needed at the Centre for Women's Studies and Gender Analysis. The university counselor doubled as an employment counselor in the past, but there are currently no provisions to provide job placement or career counseling for students on an on-going basis. The women are clearly very concerned about securing employment upon graduation.

Self-employment, the Kenyan government's response to concerns about jobs for university graduates, was discussed at the seminars. The

students were encouraged to become involved in the Egerton University Women's Association proposal for a small-enterprise development project, and to attend the workshop on self-employment that would be offered by Field Researcher 2.

Materials/Resources:

Participants were given copies of the Profiles: Kenyan Professional Women in Agriculture booklet to read. They were also introduced to the materials that had been placed in the resource room as a part of the project. (See Appendix I: Resource List). Each participant was given a copy of the "Values Survey", the "Resume Worksheet" and "Action Verb List", and the "Fifty Questions Most Frequently Asked" handout (as mentioned above, see Appendices E, F, G, and H). They were referred to the library for copies of the Career Planning Guide and the Job Placement Manual.

Evaluation:

Evaluations were handed to participants after the seminars. Fifteen evaluations were collected. Formal evaluations and verbal de-briefings with participants yielded some information that is instructive for planning future career seminars. (See Appendix J; Career Seminar Evaluation).

The evaluations were quite positive, with helpful suggestions for future programs. The content of the career materials seemed very appropriate, based on both the written evaluations and the verbal feedback solicited from the participants as the seminars were actually held. The materials were culturally appropriate, even though more research would be beneficial, particularly in the area of job interviews. The seminars were clearly too short to cover the materials that could be most useful to the students, and because there is no one charged with the responsibility for career counseling at Egerton, it is unlikely the students will receive much assistance in skills development for job searches unless it is undertaken by the Centre.

In addition to attending the seminars, a number of students visited the Centre independently after each seminar to read the Egerton University career materials, and to discuss their resumes with Field Researcher 1. The feedback received in all instances indicated that the materials were helpful and appropriate, and much appreciated.

The students voiced their frustration at not knowing the breadth of careers that could be undertaken with the degrees they were seeking. They appeared to know only the traditional, government-hire possibilities. Familiarization with job possibilities within a field of study was attempted in the career guide, but it clearly

requires much discussion and exposure over time. The students are keenly interested in what other students in other countries do with degrees like the ones they are seeking.

A seminar on "Building a Job" would be very appropriate for the women. The women appeared not to have been challenged to think creatively about jobs and building careers, in spite of their job anxiety. Discussions about volunteering, internships and practica generated some lively discussion, and one student reported back after several days, quite excited, that she had managed to secure a position as an assistant on a research project. Her motivation was prompted by the seminar.

The Egerton University Women's Association, a women's group for students, approached the administration about the possibility of instituting a work-study program at the University to assist both in income generation and skill-building for students. The administration has been considering the possibility, independent of the women's request.

As articulated in the 1989 CID/WID project also funded by USAID, and mentioned earlier, students being assigned to a major at the University in a field outside of their area of interest continues to surface as a problem. Several students were clear that they hated their program, and wanted to do anything else but work associated with their major, after they graduated. Their trepidation at entering the job market was visible. Others indicated that they were placed in fields they did not want, but had become interested and motivated enough to find employment within that area. Still others had chosen their fields, and felt quite happy with them. The most enthusiastic and optimistic students were those who felt they had some say in their choice of a field of study. The area of placement and transfers of students is one that deserves continued attention.

Recommendations for the Development of Career Programmes:

1. Hire a career counselor to design and implement a career/employment program through the Centre for Women's Studies and Gender Analysis.

2. Offer career counseling programs at the Centre for Women's Studies on a regular basis. Lengthen the time available for seminars or workshops, or offer a series of classes, that would introduce women to the full range of skills necessary for a systematic career search.

3. Assist faculty members in incorporating career exploration units into their curricula and securing guest speakers to talk about working in a profession.

4. Work with appropriate Kenyan government ministries to get realistic workforce projections for future manpower needs in Kenya, so students can monitor career opportunities as they evolve.

5. Arrange for field placements, mentors and guest speakers in various professional areas. Provide female role models for women students to assist them in broadening their understanding of opportunities open to them.

6. Continue to build the resources and opportunities available to women through the Centre for Women's Studies and Gender Analysis. This should include library resources, seminars and workshops, field trips, and other career-related programming, as well as a trained career counselor.

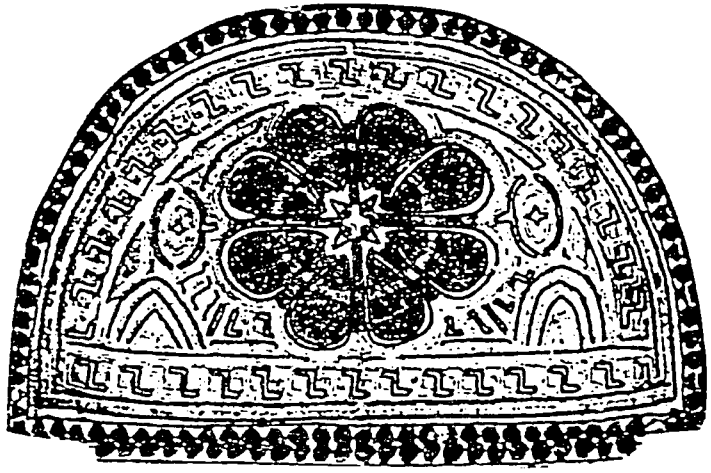
7. Examine the method of placement of students in the University system, to provide opportunities to match interest with ability.

8. Again, as articulated in the 1989 study, survey employers to determine the characteristics and behaviors they look for when hiring employees. Prepare a more detailed guidebook for women to assist in preparing them for job interviews.

9. Because of the extremely tight job-market in Kenya, continue to work on the training of faculty, staff and students in the area of self-employment and job creation. Incorporate appropriate area-specific business and management skills into all fields of study.

10. Develop within the University opportunities for students to practice their business and entrepreneurial skills.

11. Design curriculum and teaching modules that build skills of self-reliance, creativity and divergent-thinking, all necessary for successful enterprises, into the programs at Egerton University.



E.U. Women's Association Section 7

EGERTON UNIVERSITY WOMEN'S ASSOCIATION

Initial Activities:

The Egerton University Women's Association is comprised of a group of active Egerton University women students; three of their members were the initiating force behind the development of the Women's Centre at Egerton. Interested members of the Association met regularly with Field Researcher 1 to strategize on the membership and organization of the Association. Their initial activity was to solicit new members and hold an election of officers. There were approximately 60 members when they held elections in April.

The officers of the Association were interested in clarifying the relationship of the Egerton University Women's Association to the Centre for Women's Studies and Gender Analysis. They also wished to have an office in the Centre. The discussions were on-going, and eventually the women were assigned a space across the lawn in Old Hall, a women's residence hall, due to the lack of space in the Centre. The Women's Association members were encouraged to maintain their autonomy as an organization, so they could truly represent the women students on campus, rather than risk being co-opted should the goals of the Association and the University administration differ significantly.

In addition to assisting Field Researcher 1 with the Career Awareness Seminars, mentioned in the previous section of this report, the Association members were keen on developing some projects that would benefit the women students at Egerton.
During the previous academic year, prior to July, 1991, the Association women had sought funding from USAID/Agriculture, Kenya Mission, for a "rehabilitation" project that could be done for women in the Njoro area by the Women's Association members. Dr. Maria Mullei of USAID/Kenya suggested they refocus their efforts on a project that would benefit the women students of Egerton. Before they were able to carry through, however, school was dismissed for eight months.

The Association leaders began working on their project again as soon as school reconvened in March, 1992. Through consultation with Field Researcher 1 the women began to formulate ideas for micro-enterprise projects that could be carried out on campus that would give the women hands-on experience in running a small business. They identified three possibilities; a hairdressing "beauty" shop, a student snack bar and a craft shop. The hairdressing shop and the snack bar were both services unavailable to students because of Egerton's location far from a town. A committee of members was established, and they began to formulate ideas. The women anticipated the Entrepreneurship Workshop that was to be offered in a later phase of this project as a means to learn more about the development of a business. Meanwhile, they began identifying women who wished to help with the projects.

In addition to the activities mentioned above, the Association wished to have a survey of women students to document some key issues of Egerton University women students. The women presented the issues they perceived to be important to the women students to Field Researcher 1, who formulated survey questions based on their input. They were also very interested in offering an orientation program for new women students. Both activities are described below (see Appendix M).

Questionnaire Development and Distribution

As the result of the first meetings, a questionnaire for women students was written based on the concerns expressed at the meetings. The women talked about their problems and concerns, and their hopes for what the Centre for Women's Studies, and the Women's Association could accomplish (see Section 11). A complete summary of the finding is located under the heading "Questionnaire for Women Students at Egerton University".

The questions for the instrument were outlined by the women students, and translated into questionnaire format by Field Researcher 1. After the designated Association members looked it over and pretested it, it was copied in quantity. The Association members then distributed the questionnaires to all of the women living in the six female residence halls by placing one on each bed. Students were asked to complete the anonymous questionnaires, and return them through a slot in the sealed boxes placed in each residence hall. This collection method was due to the high level of suspicion that many students have about answering questions about personal issues (see Sections 8, 9, 10 and 11).

At the time the questionnaire was administered, data were not available on the exact number of women enrolled, since classes had just resumed after a lengthy hiatus. 1992 figures available later indicated that 1891 women enrolled for classes, representing 26% of the student body.

Questionnaires were also sent to the Laikipia campus via students who came to the Njoro campus. Questionnaires were returned from Laikipia, so there was some representation in the pool of respondents.

Four members of the Association were hired to do all of the data tabulation, and to enter the data into the SPSS program, under the supervision of Field Researcher 1. This was done in the evenings after students were out of class, and while the computer was not being used for data entry for the Faculty Questionnaire.

Findings from the questionnaire raise some significant questions concerning the environment in which Egerton women students are expected to operate and thrive. On one weekend in April at Egerton, assaults against women in three residence hall rooms were reported.

The assaults were reportedly perpetrated by drunken male students. The women expressed frustration that it took repeated questioning from a faculty member before the charges were taken seriously by the administrator immediately responsible. They reported the attacks to the Centre for Women Studies and Gender Analysis, and stated that in the past they felt they had no real place to report such events. To the credit of the higher Administration, once the accusations came to light, they took the charges very seriously.

According to a number of faculty members from other Kenyan campuses who discussed the issues with Field Researcher 1, the situation for women at Egerton is thought to be better than at most other campuses.[14] Some campuses report armed guards in the women's residence halls, separate queues for men and women due to harassment, and significant numbers of rapes, even in the residence halls. Faculty women also report harassment from male faculty and staff members, and even male students who engage in intimidation in the classroom, particularly of younger women lecturers.

Orientation of New Women Students

One activity that was mentioned by both students and the Women's Centre Faculty Committee as a high priority was the implementation of an orientation program for new women students.

Returning students noted that new students (1st years) are younger as a result of the change to the 8-4-4 system. Minimal orientation is provided to new and returning students by the University; both the Women's Association and the Centre's Committee mentioned that the current orientation programs are inadequate. There is a short brochure that outlines residence hall rules and regulations (see Appendix N).

At the current time there are no trained assistants, such as graduate assistants, in the residence halls who provide support and educational programming for students. The programming provided for students is usually provided for all students at one time, often in Kilimo Hall, the auditorium. For example, a lecture on AIDS was given for both men and women in the auditorium. Relatively few students attended. Not all of the 7150 students will fit into the hall, furthermore students from Laikipia campus cannot attend at all because of distance. Programming within residence halls would provide opportunities for smaller, more appropriately sized groups, and could foster a supportive environment within the residential living quarters.

[14] Informants felt that the nature of the conversation was sensitive, therefore the names of the individuals who discussed the topic will not be mentioned.

As a means of assisting the Egerton Women's Association in planning an orientation, the Field Researcher asked the members to work in pairs and write their ideas of the most important topics to be covered at an orientation on index cards. The following issues were mentioned on the cards, and in the discussions:

Key Issues for Egerton University Women's Centre Programming

Some of the issues mentioned below are specifically for orientation, others are more appropriate for on-going programs for women to be sponsored by the Women's Association, in conjunction with the Centre for Women's Studies and Gender Analysis, or through the invitation of guest speakers, etc.

Rights:
- To privacy
- To be treated as equals
- To a safe environment
- To be safe from harassment by men (including lecturers and staff members)
- To be free from men forcing themselves into the women's rooms, and on the women students

Education:
- Information about expectations on campus (behaviors, etc.)
- Administrative Structure
- Resources: who to go to for assistance
- Sex Education, Birth Control, AIDS education[15]
- Academic success/skills-building classes
- Decision-making
- Driving
- Typing/Computers Skills
- How to cope with campus riots

Life Skills and Professional Growth:
- Career Development and Exploration
- Mentoring and Internship opportunities
- Exchange programs and opportunities
- Stress management
- Financial Management/Budgeting
- Time Management
- Balancing personal and academic/professional life

[15] This topic was mentioned by virtually every women at the meeting. There is great concern about the high perceived rate of dropouts due to pregnancies, particularly during the first year. There is also concern about access to confidential family planning counseling and AIDS and other sexually transmitted diseases.

Programming Issues, continued:

Fitness and sports[16]
Health and Nutrition[17]
Ethics/Morality Issues
Developing good work habits
Public Speaking
Drug and alcohol education
Dealing with unwanted pressure from men

Personal Growth:
Coping with loneliness
Coping with newly gained independence
Coping with uninvited men in your room[18]
Leadership skills/development
Counselling for women's issues, and other concerns
Social skills
Managing peer pressure effectively
Personal grooming skills
Opportunities for personal growth (classes, clubs)
Support group development
Male/Female relationships
Self-esteem, confidence building
Peer counselor training

[16] Women students complain that there are few opportunities for them to participate in physical fitness activities, and when they do they are "heckled" by the male students. The women have asked for a location on campus where they can have an aerobics class and other types of fitness classes where the men cannot watch them. The heckling deters most women from participating fitness programs.

[17] The Kenyan university system recently changed to a "pay-as-you-eat" cafeteria plan. The students were given their entire yearly food budget up front, and as a result many students either have no money to spend on food, or choose to save their money and eat as little as possible. The system has resolved some serious problems, including food wastage, by implementing this system, but other problems seem to be cropping up; for example that of malnutrition of the university students. It appears that more work must be done to address the issues of good health and nutrition.

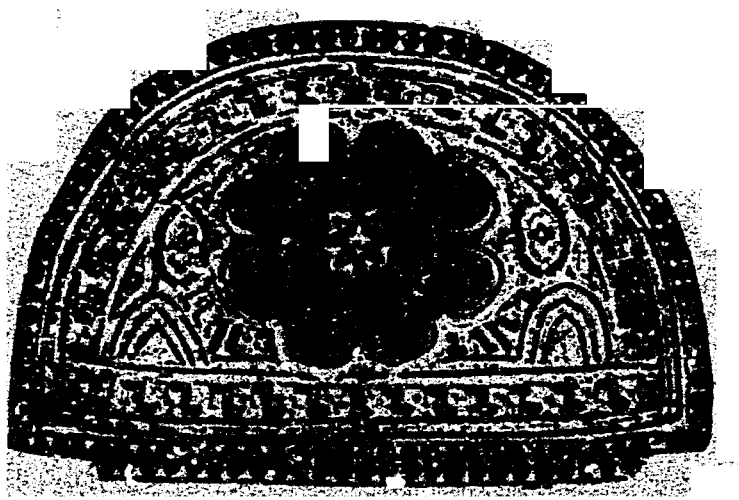
[18] An issue that was continually mentioned, with great frustration, was the problem of men walking into women's rooms at all hours of the day and night, and refusing to leave. The students felt that the problem was not taken seriously by the administration, and that there were no sanctions for men who did it.

The women also noted that the 1st Year women students seem to be more susceptible to the considerable pressures placed on the women students by male students, resulting in many pregnancies and drop-outs. Data collected by the Pathfinder Family Planning Programme seems to confirm the claims. Their data indicates that 67% of the students on campus are sexually active, with a reported on-campus pregnancy rate of 10%. Thirty-one percent of the male students claim to have made a woman pregnant, and 10% indicated that they have contracted a sexually transmitted disease. [19]

These would data point to the need for women students to be given an orientation to family planning services available to them through the Egerton University Dispensary, as well as an opportunity to develop support groups that might assist them in adjusting to their new-found freedom, and in becoming more aware of their sexuality and the responsibilities that accompany an active sex-life, and perhaps most important...coping with loneliness. Administrators at the University expressed concern about the problem of pregnancies, particularly among the first-year students, and the seemed to support the idea of providing educational programming to help decrease the incidence.

The project provided tea, sugar, biscuits and other necessary supplies for an orientation tea for women students, so the Egerton University Women's Association could present to the women students some of the issues the discussed at the planning meeting. Although the orientation meeting was held in late June, after Field Researcher 1's departure, reports from Egerton indicate that the session was a success. Administrators fielded questions from the women students, and the women expressed their concerns about the hostile environment that they found on campus, in many instances, and asked the administrators and other campus employees to take their concerns seriously. The meeting was the first of its type on campus.

[19]. From "Key Findings of Egerton University's KAP Study" from Pathfinder Family Planning Organization, (1991). See Appendix K, Section 14.



Student Survey Results

Section 8

FINDINGS FROM THE EGERTON UNIVERSITY WOMEN STUDENT'S SURVEY

Preliminary results of this survey were provided to the Egerton University Women's Association and they were used as the basis for discussions at an all-university women's tea and orientation meeting with the university administrators (see Sections 7 and 12). A copy of the instrument is provided in Section 9, the responses from the survey are in Section 10, and responses to the open-ended questions in Section 11.

Description of the Sample and Findings:

Participants in this study were first, second, and third-year female students attending Egerton University; representing 31%, 40% and 28% of the respectively (see Figure 10). Their mean age was 22 (Figure 11), and all but 12.1% were single. Sixty-eight percent were on the three-year system, with almost a third in the new 8-4-4 system[20]. The respondents represented all four faculties (college); Agriculture (6%), Arts and Social Sciences (38%), Sciences (21%) and Education and Human Resources (35%) (Figures 12 and 13).

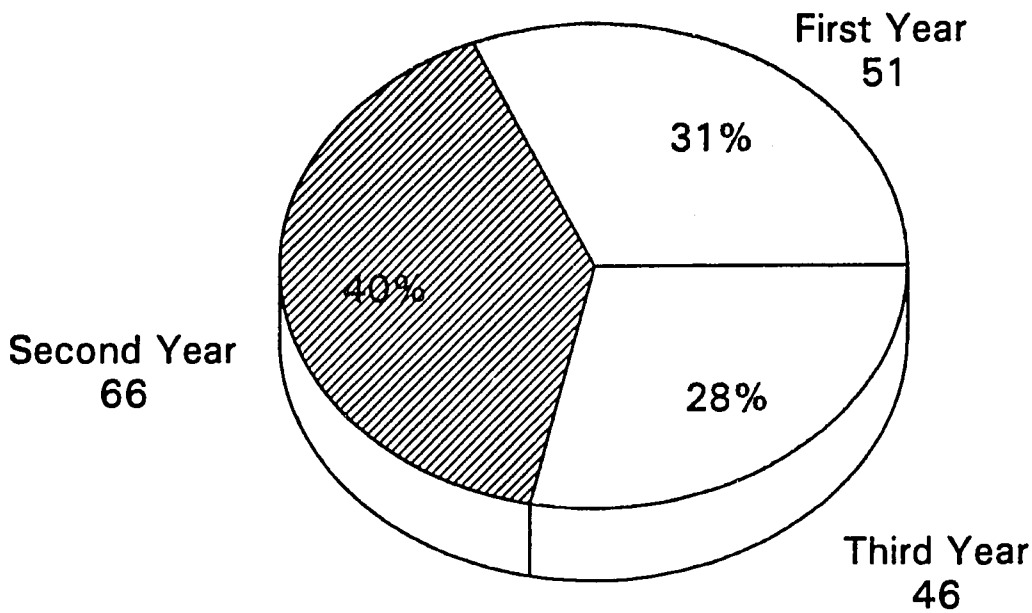
A majority of the students (85.5%) were from the Njoro campus with the remainder from the Laikipia campus. In actuality, 83% of the students are on the Njoro campus, and 17% are at the Laikipia campus (see Appendix A). In terms of background, slightly more of the students identified themselves as being from urban areas (55.9%) as compared with rural areas (43.4%); most students have a "home" that is rural, but many have been raised in an urban or peri-urban area. The respondents report having an average of 3.1 sisters and 2.9 brothers, for an overall average of 6 siblings.

Asked about the educational level of their parents, it was clear that their fathers have achieved a higher level of education than their mothers; not a surprising statistic considering the lack of access to education that confronts women in many countries.

The overall educational level of the parents was quite high; higher

[20] 8-4-4 refers to a newly adopted system of education in Kenya that provides one less year of secondary education, and one more year of university education. The previous three-year system and the new four year system are currently running simultaneously, however none of the 8-4-4 students were in their fourth year at the time of this survey.

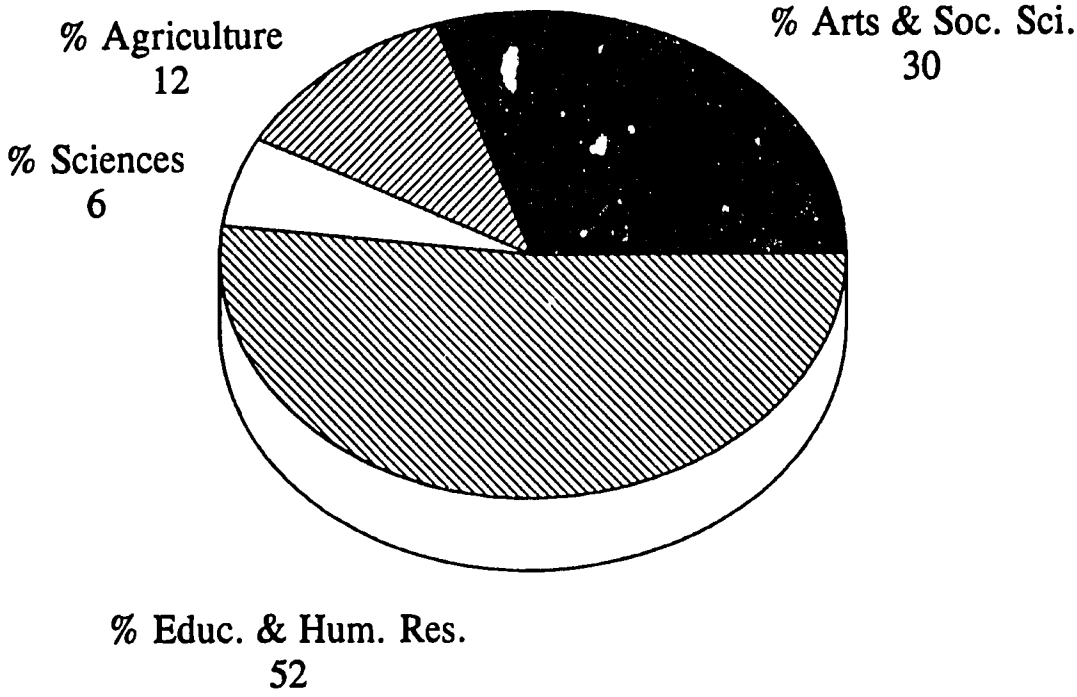
Respondents by Year



SV3 (8-4-4 system not yet in 4th year)

FIGURE 10

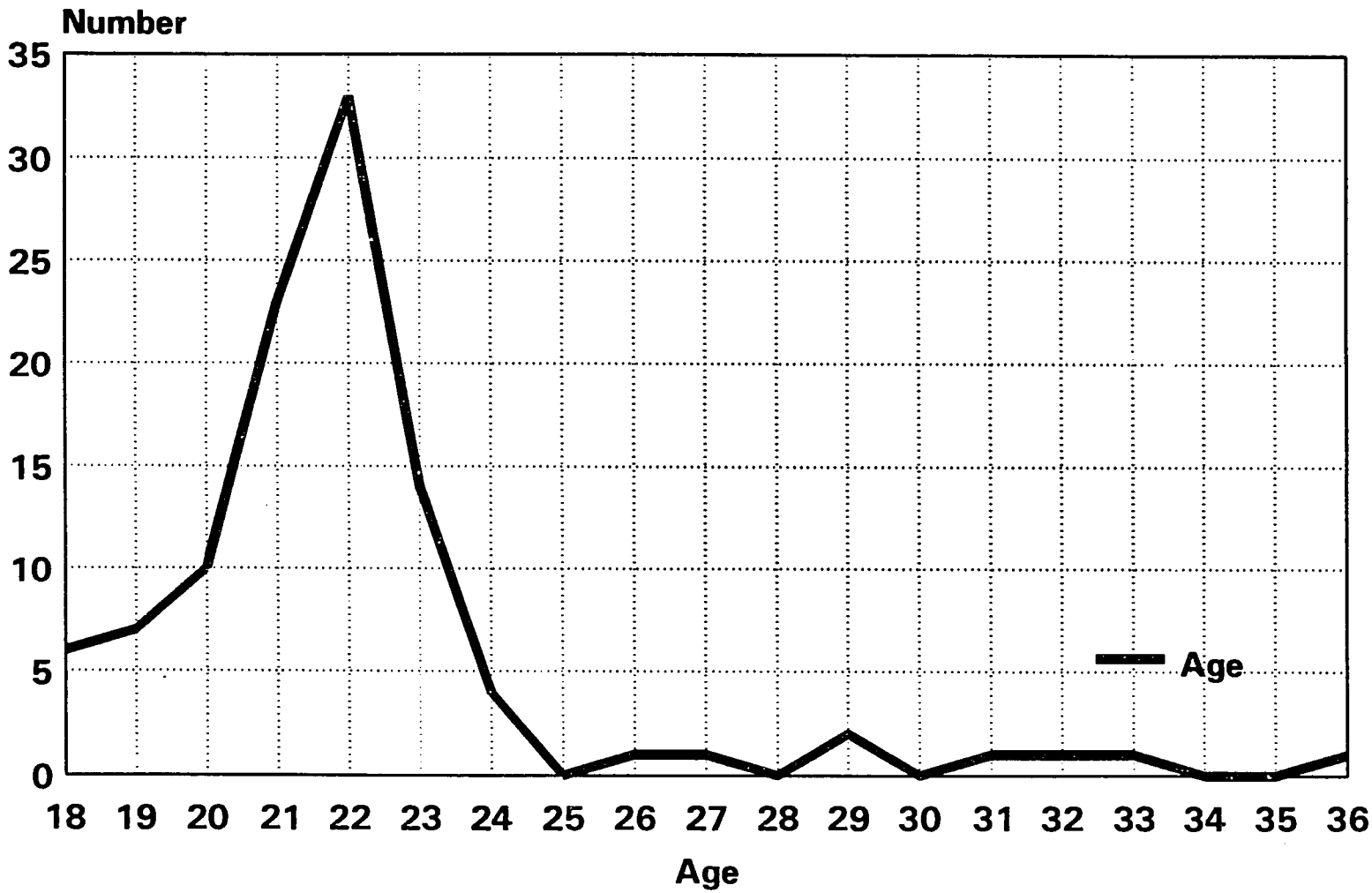
Females by Faculty
Egerton University, 1991



Total Women Students=1755 ('90-91 Data)

Figure 12

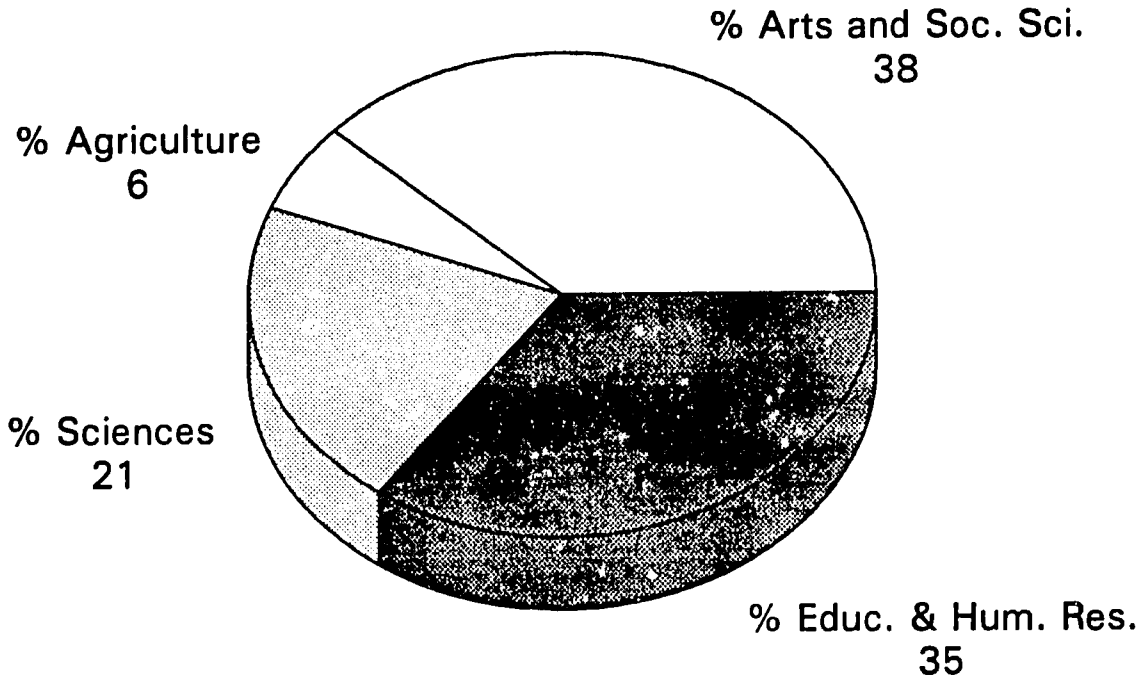
Age of Respondents



SV5

FIGURE 11

Respondents by Faculty
Egerton University, 1992



SV1 Female Students, N = 176

FIGURE 13

than the national average[21], which is not surprising considering the educational attainments of their daughters in the highly competitive Kenyan system of tertiary education. (See Table 7, Figure 14).

Nearly four-fifths of the sample (79%) had no children. For the group with children, the mean number was 1.8, with a range from 1 to 5. Three-quarters of the children were below the age of seven. The students with children reported that their mothers cared for the children most frequently, second most frequently was their husband, third was a maid, fourth was "nobody", and fifth was an aunt. Eight women (11% of the respondents) reported that they had to leave their children unattended at some time because they had nobody to watch them; 5 of the 11 reported leaving their children alone for 3-4 hours.

Table 7
Educational Level of Parents
N = 176

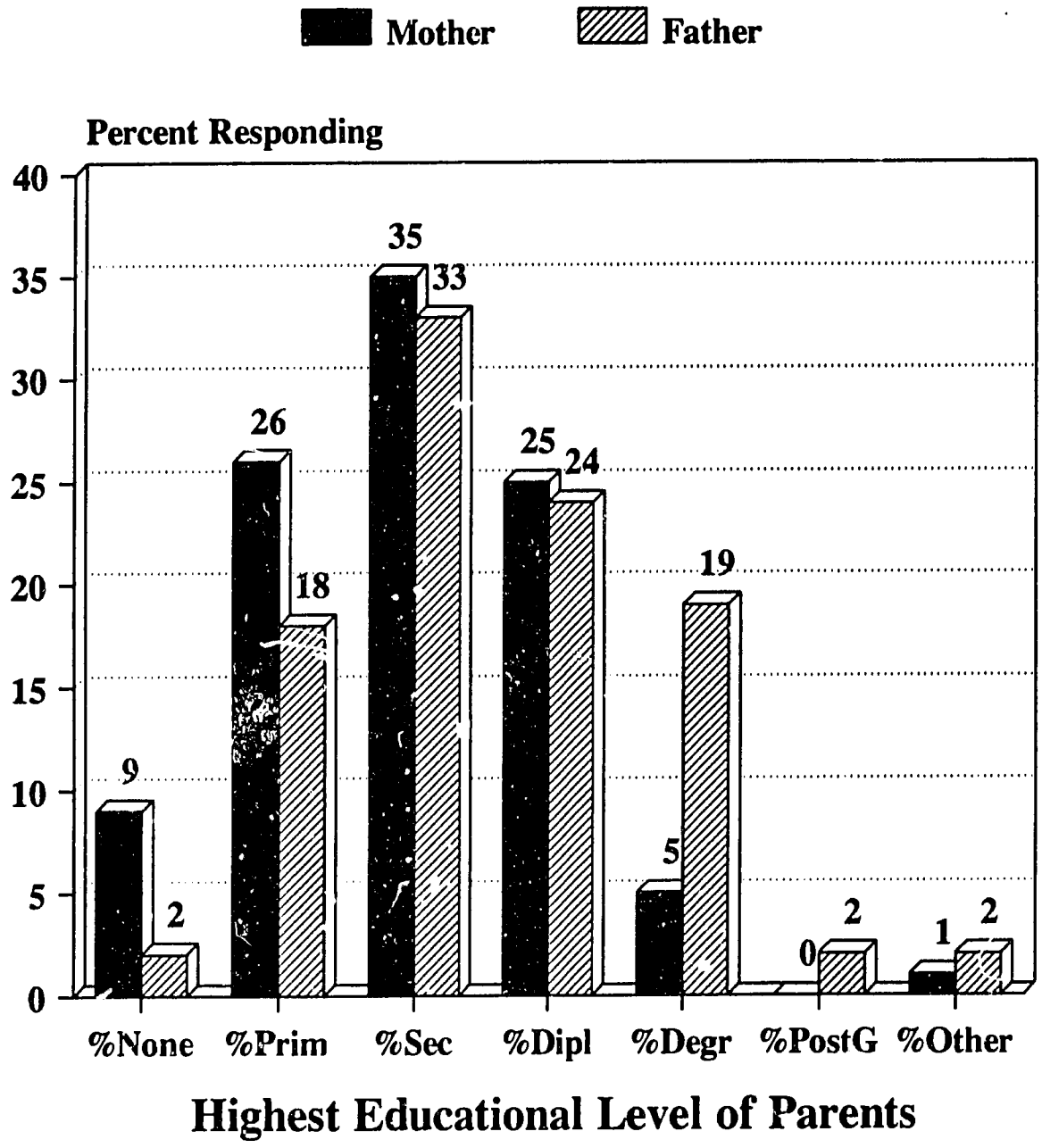
Educational Level	Mother n(%)	Father n(%)
No Education	11 (8.5%)	3 (2.4%)
Primary	34 (26.1%)	23 (18.1%)
Secondary	45 (34.6%)	42 (33.0%)
Diploma	32 (24.6%)	31 (24.4%)
Degree	6 (4.6%)	24 (18.9%)
Post-Graduate	0 (0.0%)	2 (1.6%)
Other	2 (1.1%)	2 (1.6%)

(Also see Figure 14)

Slightly over half (55%) of the students did not feel that they had adequate access to birth control and family planning information. When asked if they had used the Egerton Dispensary for birth control or family planning advice, 96.6% of the total sample replied no, with 60.8% citing no need for contraception information as the reason, followed by no knowledge of the services available (16.7%), and alternative sources of contraception (10%). Other problems mentioned included problems with the staff at the Dispensary, no time and fear of lack of confidentiality at the Dispensary. Pathfinders runs a family planning program that specifically targets University students and staff through the

[21] World Bank Country Study. 1989. "Kenya: The Role of Women in Economic Development. pp.30-59.

Education of Parents
Mother vs. Father



V19,V20

Figure 14

142

Egerton University Dispensary, so this level of ignorance or disaffection with the program by women students is a concern.

Approximately 11% of the students said they had become pregnant while a student at Egerton but only two students used the Egerton University dispensary for care during pregnancy. (See Appendix K, for more information from a Pathfinder study at Egerton University; it should be noted that the data is not disaggregated by gender). It was explained to the Researcher that prenatal, delivery and antenatal care are not available to students...only to staff. The rationale for this was to discourage pregnancies among students. It raises the question of what pregnant women students do for care while on campus. Student informants report that a number of students opt for dangerous illegal abortions. Others drop out of school and are no longer in the survey pool, and yet others seek care in other locations. Several students told stories of staff talking loudly in front of waiting clients about "that student who came for birth control", or being told to go elsewhere for contraception because they didn't dispense pills to women who hadn't had a baby. One person reported very good service from one of the nursing sisters in the program, however.

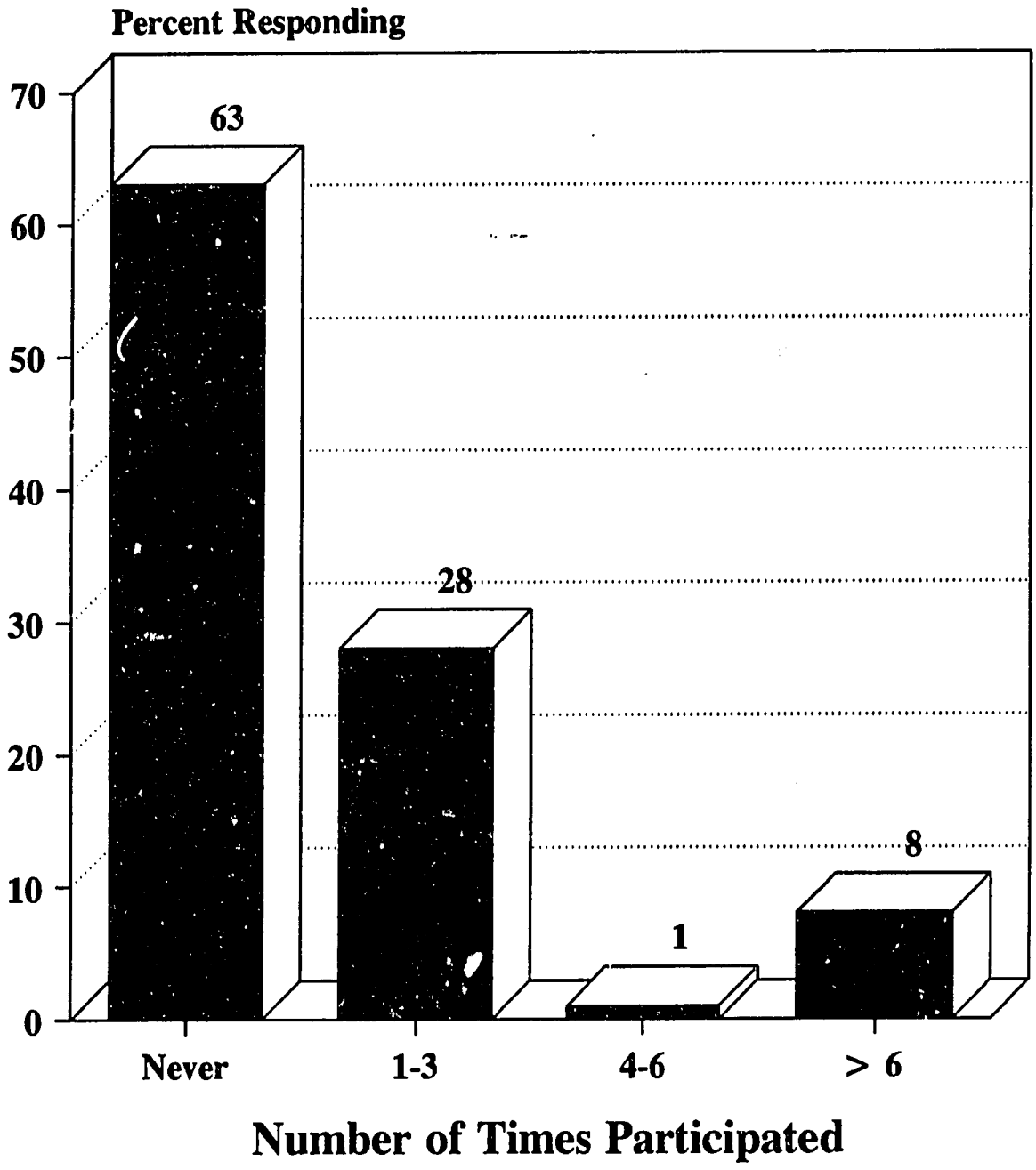
When asked about participation in any AIDS education programs, 62.9% said they had never attended any, while 28.1% said they had attended 1-3 times (see Figure 15); these data are disturbing considering that 67.1% of the students reported in a survey done by the Pathfinders Family Planning Survey that they were sexually active (see Appendix K).[22] Public health educators in the U.S. have stated that it takes at least five exposures to AIDS educational materials before the learner begins to internalize what they are hearing.[23] According to this data, more than 90% of the Egerton students who responded have not yet reached that learning threshold.

When asked what services would be most important to have on campus to assist female students in completing their studies, the students ranked "counseling services for women's problems" first, followed by sex education and confidential birth control information and assistance. In the "other" category, students added a variety of services they desired on campus including the following: women's savings and credit facilities to loan female students money, career counseling, economic advancement services, Christian associations, more security in the dormitories (especially on weekends), services to reduce and monitor sexual harassment on campus.

[22] From "Key Findings of Egerton University's KAP Study" done by the Pathfinders Family Planning Survey, 1991. (See Appendix K).

[23] Colorado Department of Health AIDS "Training of Trainers" educational program.

Aids Education
Participation-Women Students



V65

Figure 15

The survey also gave the students an opportunity to indicate ways in which they had been harassed by a male while a student at Egerton University, a topic that was much on the minds of the Egerton Women: 55.1% reported verbal abuse or heckling, 60.1% mentioned slanderous statements, 33.5% said that they had experienced unwanted physical contact, 63.9% had received physical or verbal abuse from an intoxicated male, 2.6% had been raped by a stranger, 3.8% had been raped by someone they knew, 29.5% had experienced "tuning" (sexual advances) by a lecturer or staff member, 85.4% reported that men had come into their dormitory room without permission, 30.4% had encountered male lecturers or staff in the women's dormitories, 43.2% reported that they had been unable to go to their own dormitory room at times because of the presence of their roommate's boyfriend. Approximately 65% the students who participated in the survey also knew of others who had experienced at least one of these forms of harassment. (See Section 10 for reported frequencies of the actions described above.)

Nearly four-fifths of the female students (78.9%) indicated an interest in participating in physical activities at Egerton (e.g., sports, fitness programs), mostly in order to keep fit. Access to fitness programs has been a problem for women at Egerton because there has been no place for women to exercise where they feel they can participate without being "heckled" by the male students. The Egerton University Women's Association for students was trying to get access to the old student union building that was currently unused for exercises. The location was desirable because they could exercise there without being seen. A further problem that was cited several times was the "poor organization of the Egerton Games Department".

Slightly over two-thirds of the women (69.8%) stay on campus during the weekends. Those who stayed reported that home was too far, they had no money to travel or they had things to do on campus. The 38% who left reported doing so to visit friends or take part in activities off-campus, having nothing to do, or feeling uncomfortable staying on campus. There are few extracurricular activities on campus, drawing attention to the general isolation of the Egerton University location.

When asked to describe their feelings during their first year at Egerton, about half (48.9%) with very positive adjectives (i.e., happy, excited), although a significant number (44.4%) also reported feeling "lonely", "confused", "scared", etc. Seven percent mentioned neutral adjectives such as "indifferent", "naive", etc.

When asked about participation in strikes, 28.3% indicated that they had participated in at least one strike, often through passive actions. A higher percentage (42%) had heard about an impending strike before it happened, usually through rumors or public notices. Only 1% reported being unaware of a strike before it

happened. Twenty-six women answered the question about why they participated in strikes; 15 of those reported supporting the action, and 4 said they were forced to participate.

When the women were asked if they had considered joining the Egerton University Women's Association, 55% said yes, indicating a desire for self-improvement or empowerment. Nearly a quarter (24.6%) had no knowledge of its existence, and 10.7% said they did not know the objectives of the organization. Only a small number of students (8.2%) were simply not interested or felt they were too busy. Also, a few (4.9%) felt that they did not fit in with the membership or the purpose of the group.

Programs:

Findings from the student survey indicate several areas that need prompt attention by the Egerton Faculty and Administration. Programs on sex education, family planning and AIDS education need urgent attention from the Centre for Women's Studies and Gender Analysis. Responses indicating that many of the women do not feel safe on campus indicates the need for a cooperative effort by the Centre and Campus Administrators to look at improved campus security and a code of ethics for students, faculty and staff... and sanctions that would apply when the code is not respected. Classes on self-defense, and improved security in the residence halls are two issues which could be addressed by the Women's Centre. The women appear to have become habituated to the fact that their complaints will not be taken seriously by the Administration; this would indicate a need to reestablish trust.

It is hard to imagine why lecturers would need to be in the women's residence halls, yet 30% of the women reported seeing them there. Similarly, 30% of the women report having been "tuned" or propositioned by their lecturers; a campus striving to build the next generation's leaders must be concerned with statistics that imply that women are not being treated with respect in the campus environment.

Activities such as physical education clearly need strengthening, and alternative activities for evenings and weekends would enhance the campus atmosphere, and perhaps reduce the number of dysfunctional activities that result from boredom.

The students at Egerton have proven themselves to be outstanding, capable individuals, just by virtue of their presence on the University campus. The women are perhaps even more motivated than many of the male students because they have had to climb additional hurdles to get where they are. Egerton University, through the Women's Centre, has the opportunity to take set the course for the nation by recognizing and building their women students and faculty into outstanding leaders who will serve Kenya's future with dignity. Egerton is a unique institution with tremendous potential to provide leadership for the nation by creating a growth environment for all of their students.

Student Questionnaire

Section 9

QUESTIONNAIRE FOR WOMEN STUDENTS AT EGERTON UNIVERSITY
From the Centre for Women's Studies and Gender Analysis

Please tick the appropriate box, or answer the question asked:

1. Department: _____
2. Year: [] 1st / [] 2nd / [] 3rd / [] 4th 3. Your age now:_____
4. Are you: [] Single / [] Married / [] Divorced?
5. System: [] 3 year/ [] 8-4-4 6. Which campus? [] Njoro / [] Laikipia
7. Are you an in-service student? [] Yes / [] No
8. How many siblings do you have? _____ Sisters, _____ Brothers
8. Do you feel your background is [] Urban or [] Rural?
9. What is the highest level of education your parents attained?
   Mother: _____ Father: _____

10. Do you have any children? [] Yes / [] No
a - If yes, how many? _____
b - List their ages: _____
c - Who cares for them while you are in school? Rank in order from 1 to 8 according to who spends the most time with them: (1 = most time, 8 = least time).

_____	My mother	_____	Their Auntie
_____	My mother-in-law	_____	A Nursemaid
_____	My husband	_____	A Friend
_____	Nobody	_____	Other: specify _____

d - Have you ever had to leave a young child (under 6 years) alone because you had no one to watch the child? [] Yes / [] No
e - If yes, how long? [] 1-2 hrs. / [] 3-4 hrs. / [] More than 4 hrs.
11. Do you feel you have had adequate access to birth control and family planning information? [] Yes / [] No
12. Have you used the Egerton Dispensary for birth control or family planning advice? [] Yes / [] No Why or Why not?

13. Have you become pregnant while at Egerton? [] Yes / [] No
14. If yes, where did you go for prenatal care, delivery and antenatal care?
   [] E.U. Dispensary [] Local Doctor (Njoro or Nakuru)
   [] Midwife [] Doctor from another town/city
   [] Other: (please specify):_____
15. How many times have you participated in AIDS education programmes?
   [] Never / [] 1-3 times / [] 4-6 times / [] More than 6 times
16. Please rank from 1 to 7 the <u>services</u> you feel are <u>most important</u> for women; 1 = most important, 7 = least important. Use each number only once.

_____ Confidential Birth Control Information and Assistance
_____ Sex Education
_____ Prenatal, Childbirth and Antenatal Care
_____ Aids Education
_____ Counselling Services for Women's Problems
_____ Drop-in Day Care Centre for Children
_____ Other: please specify_____

17. How do you spend your free time at Egerton, when not studying? List the percentage of free time you feel you spend on each:

_____%	Sports	_____%	Drinking
_____%	Playing games/cards	_____%	Meet/Talk with friends
_____%	Listening to music	_____%	Read novels
_____%	Prayer Groups	_____%	Watch TV/Videos
_____%	Clubs/Organizations	_____%	Other:_____
		100 %	TOTAL FREE TIME

18. Do you feel you would like to participate in physical activities at E.U. (sports, fitness programmes)? [] Yes / [] No Why or why not?

19. Do you stay at Egerton on weekends? [] Yes / [] No Why or why not?

20. Thinking about your first year at Egerton, choose three words that best describe your feelings during that time, or how you feel now if you are a 1st year student (eg. happy, lonely, etc.)
1.
2.
3.

21. Have you ever participated in a strike at Egerton?
[] Yes / [] No If yes, did you (tick all that apply):

_____	Throw stones?	_____	Riot?
_____	Demonstrate?	_____	Break anything?
_____	Other (please specify):_____		

22. Did you know about the strike <u>before</u> it happened?
[] Yes / [] No If yes, how did you know and why did you decide to participate?

23. Have you ever encountered the following actions by a man while at Egerton? Write the number of times you estimate each action has occurred to you, with never being indicated by 0.

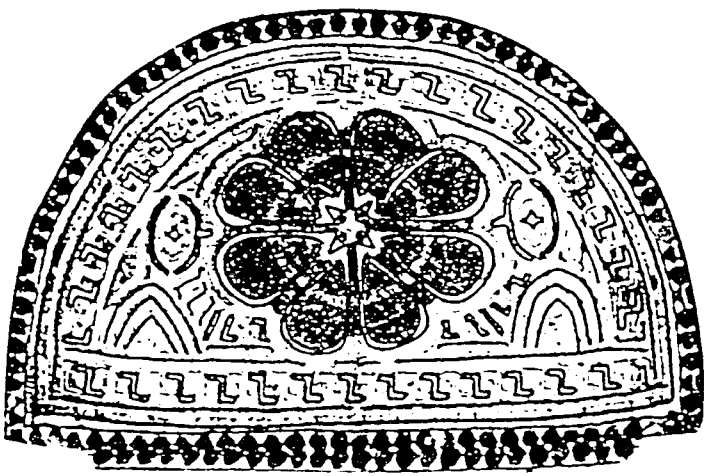
_____ Verbal Abuse or Heckling
_____ Slanderous statements (untruths; verbal or written)
_____ Unwanted physical contact (grabbing at breasts, bums, etc.)
_____ Abuse (physical or verbal) by a drunkard
_____ Rape or sexual assault by a stranger
_____ Rape or sexual assault by someone you know
_____ "Tuning" by a lecturer or staff member
_____ Men in your room without permission
_____ Encountering male lecturers or staff in women's dorms
_____ Unable to go to room because of roommates boyfriend
_____ Other (please specify):_____

24. Do you personally know any Egerton women to whom any of these things have happened? [] Yes / [] No If yes, how many?_____

25. Why do you feel Egerton women students dislike many female lecturers?

26. Have you considered joining the Egerton University Women's Association? [] Yes / [] No Why or why not?

Other Comments? Write them on another sheet of paper and return it with this sheet to one of the drop boxes... no names, please. Thank you!



Student Survey Results

Section 10

RESULTS FROM THE EGERTON UNIVERSITY SURVEY OF WOMEN STUDENTS

Descriptive Information:

1. Department/Faculty
   V1

	n (%)
Arts/Social Sciences	58 (39.9%)
Agriculture	9 (5.9%)
Sciences	32 (20.9%)
Education/Human Resources	54 (35.3%)

2. Year:
   V3

	n (%)
First Year	51 (31.3%)
Second Year	66 (40.5%)
Third Year	46 (28.2%)

3. Your age now: Mean Age: 22 years
   V5

	n (%)
18	6 (5.7%)
19	7 (6.7%)
20	10 (9.5%)
21	23 (21.9%)
22	33 (31.4%)
23	14 (13.3%)
24	4 (3.8%)
26	1 (1.0%)
27	1 (1.0%)
29	2 (1.9%)
31	1 (1.0%)
32	1 (1.0%)
33	1 (1.0%)
36	1 (1.0%)

4. Marital Status:
   V7

	n (%)
Single	145 (87.9%)
Married	18 (10.9%)
Divorced	2 (1.2%)

5. Educational System:
   V9

	n (%)
3 year	112 (68.3%)
8-4-4	50 (30.5%)

6. Which campus?
   V11

	n (%)
Njoro	141 (85.5%)
Laikipia	24 (14.5%)

7. Are you an in-service student (studying as a job assignment)?

V13		n (%)
	Yes	12 (7.5%)
	No	148 (91.9%)

8. How many siblings do you have?

V15			n (%)
	Sisters	Mean: 3.1	
	0-1		28 (18.5%)
	2-3		69 (45.4%)
	4-5		43 (28.3%)
	6-7		8 (5.2%)
	8-9		4 (2.7%)
	10-11		0 (0.0%)
	Brothers	Mean: 2.9	
	0-1		30 (20.2%)
	2-3		72 (48.3%)
	4-5		38 (25.5%)
	6-7		7 (4.7%)
	8-9		1 (0.7%)
	10-11		1 (0.7%)

8. Do you feel your background is urban or rural?

V17		n (%)
	Urban	66 (43.5%)
	Rural	85 (55.9%)

9. What is the highest level of education your parents attained?

V19	Mother	n (%)
	No Education	11 (8.5%)
	Primary	34 (26.1%)
	Secondary	45 (34.6%)
	Diploma	32 (24.6%)
	Degree	6 (4.6%)
	Post-Graduate	0 (0.0%)
	Other	2 (1.1%)

V20	Father	n (%)
	No Education	3 (2.4%)
	Primary	23 (18.1%)
	Secondary	42 (33.0%)
	Diploma	31 (24.4%)
	Degree	24 (18.9%)
	Post-Graduate	2 (1.6%)
	Other	2 (1.6%)

10. Do you have any children?

V21		n (%)
	Yes	32 (20.4%)
	No	124 (79.0%)

10.a. If yes, how many? Mean: 1.8

V23		n (%)
	1	16 (61.5%)
	2	4 (15.4%)
	3	3 (11.5%)
	4	1 (3.8%)
	5 or more	2 (7.7%)

10.b. List their ages:

V25-29		n (%)
	0- 3 Years	23 (78.0%)
	4- 7	7 (17.1%)
	8-11	6 (14.6%)
	12-15	4 (9.8%)
	15 and over	1 (2.4%)

10.c. Who cares for them while you are in school? Rank in order from 1 to 8 according to who spends the most time with them: (1 = most time, 8 = least time).

		Rank	Mean
V30	Mother	1	1.5
V31	Mother-in-law	7	4.1
V32	Husband	2	2.1
V33	Nobody	4	2.8
V35	Auntie	5	3.3
V37	Nursemaid	3	2.2
V39	Friend	8	4.8
V41	Other	6	3.5

10.d. Have you ever had to leave a young child (under 6 years) alone because you had no one to watch the child?

V43		n (%)
	Yes	8 (11.0%)
	No	65 (89.0%)

10.e. If yes, how long?

V45		n (%)
	1-2 hrs.	2 (40.0%)
	3-4 hrs.	3 (60.0%)
	More than 4 hrs.	0 (0.0%)

11. Do you feel you have had adequate access to birth control and family planning information?

V47		n (%)
	Yes	68 (45.0%)
	No	83 (55.0%)

12. Have you used the Egerton Dispensary for birth control or family planning advice?

V49		n (%)
	Yes	10 (6.5%)
	No	145 (93.5%)

Why or Why not?

V51	(Also see V51, Section 11)	n (%)
NO	Problems with staff	4 (3.3%)
	No need for contraceptives at this time	73 (60.8%)
	Alternative sources of contraception	12 (10.0%)
	No knowledge of services at Dispensary	20 (16.7%)
	No time	4 (3.3%)
	Fear of being exposed	3 (2.5%)
	TOTAL:	116 (96.6%)
YES	Good services offered; use them regularly	4 (3.3%)
	TOTAL:	4 (3.3%)

13. Have you become pregnant while at Egerton?

V53		n (%)
	Yes	18 (11.4%)
	No	140 (88.6%)

14. If yes, where did you go for prenatal care, delivery and antenatal care?

YES		n (20.0%)
V55	E.U. Dispensary	2 (10.0%)
V57	Midwife	0 (0.0%)
V59	Local Doctor (Njoro/Nakuru)	1 (10.0%)
V61	Another Doctor	5 (50.0%)
V63	Other Care	2 (20.0%)

15. How many times have you participated in AIDS education programmes?

V65		n (%)
	Never	100 (62.9%)
	1-3 times	45 (28.3%)
	4-6 times	2 (1.3%)
	More than 6 times	12 (7.5%)

16. Please rank from 1 to 7 the <u>services</u> you feel are <u>most important</u> for women; 1 = most important, 7 = least important. Use each number only once.

		Rank	Mean
V67	Confidential Birth Control Info./Assist.	3	3.0
V69	Sex Education	2	2.6
V71	Prenatal, Childbirth and Antenatal Care	5	3.8
V73	Aids Education	4	3.5
V75	Counselling Services for Women's Problems	1	2.4
V77	Drop-in Day Care Centre for Children	6	5.4
V79	Other	5	4.8

(See V79, Section 11)

17. How do you spend your free time at Egerton, when not studying? List the percentage of free time you feel you spend on each:

	Free-time Activity	n (%)
V81	Sports	
	0%	61 (42.7%)
	1-19%	57 (43.4%)
	20-39%	19 (13.3%)
	40-59%	1 (0.7%)
	60-79%	0 (0.0%)
	80-99%	0 (0.0%)
	100%	0 (0.0%)
V83	Playing games/cards	
	0%	78 (56.1%)
	1-19%	55 (39.5%)
	20-39%	4 (2.9%)
	40-59%	2 (1.4%)
	60-79%	0 (0.0%)
	80-99%	0 (0.0%)
	100%	0 (0.0%)
V85	Listening to music	
	0%	13 (8.7%)
	1-19%	62 (41.4%)
	20-39%	50 (33.3%)
	40-59%	22 (14.7%)
	60-79%	1 (0.7%)
	80-99%	1 (0.7%)
	100%	1 (0.7%)
V87	Prayer groups	
	0%	49 (33.1%)
	1-19%	59 (39.8%)
	20-39%	20 (13.6%)
	40-59%	16 (10.9%)
	60-79%	3 (2.1%)
	80-99%	1 (0.7%)
	100%	0 (0.0%)

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V89	Clubs/Organizations	
	0%	50 (35.0%)
	1-19%	74 (51.8%)
	20-39%	13 (9.1%)
	40-59%	5 (3.5%)
	60-79%	1 (0.7%)
	80-99%	0 (0.0%)
	100%	0 (0.0%)
V91	Drinking	
	0%	97 (70.8%)
	1-19%	29 (21.0%)
	20-39%	9 (6.5%)
	40-59%	1 (0.7%)
	60-79%	1 (0.7%)
	80-99%	0 (0.0%)
	100%	0 (0.0%)
V93	Talk with friends	
	0%	3 (1.9%)
	1-19%	44 (27.1%)
	20-39%	62 (39.4%)
	40-59%	38 (24.2%)
	60-79%	6 (3.7%)
	80-99%	5 (3.2%)
	100%	0 (0.0%)
V95	Read	
	0%	22 (15.0%)
	1-19%	84 (57.3%)
	20-39%	33 (22.4%)
	40-59%	4 (3.4%)
	60-79%	2 (1.4%)
	80-99%	1 (0.7%)
	100%	0 (0.0%)
V97	Watch TV/video	
	0%	44 (31.0%)
	1-19%	87 (61.2%)
	20-39%	10 (7.0%)
	40-59%	0 (0.0%)
	60-79%	1 (0.7%)
	80-99%	0 (0.0%)
	100%	0 (0.0%)

V101	Other	
	0%	35 (26.7%)
	1-19%	60 (46.0%)
	20-39%	23 (17.6%)
	40-59%	3 (2.3%)
	60-79%	4 (3.1%)
	80-99%	5 (3.9%)
	100%	0 (0.0%)
	(Also see V101, Section 11)	

18. Do you feel you would like to participate in physical activities at E.U. (sports, fitness programmes)?

V103	n (%)
a. Yes	127 (78.9%)
No	33 (20.5%)

b. Why or why not?

V105	n (%)
Beneficial; keep fit, relax	81 (77.9%)
To fill time between lectures	2 (1.9%)
Not interested	8 (7.6%)
No time	8 (7.6%)
Poor games organization at Egerton	4 (3.8%)
Health Problems	1 (0.6%)

(See V105, Section 11)

19. Do you stay at Egerton on weekends?

V107	n (%)
a. Yes	111 (69.8%)
No	48 (30.2%)

b. Why or why not?

V109	n (%)
	118 (100.0%)
GO Go to visit friends/activities	21 (13.2%)
Nothing to do on campus	21 (13.2%)
Not comfortable on campus	2 (1.3%)
TOTAL	45 (38.1%)
STAY Financial decision (no money)	16 (10.1%)
Stay sometimes	14 (8.8%)
Have things to do on campus	14 (8.8%)
Home is far/nowhere to go	29 (18.3%)
TOTAL	73 (61.9%)

(See also V109, Section 11)

20. Thinking about your first year at Egerton, choose three words that best describe your feelings during that time, or how you feel now if you are a 1st year student (eg. happy, lonely, etc.)
V111, V113, V115

	n (%)
Positive (Happy, excited, etc.)	167 (48.9%)
Neutral (Indifferent, naive, etc.)	27 (7.7%)
Negative (Lonely, confused, scared, etc.)	155 (44.4%)

(See also V111, V113 and V115, Section 11)

21. Have you ever participated in a strike at Egerton?
V117

	n (%)
Yes	45 (28.3%)
No	113 (71.1%)

If yes, did you (tick all that apply):		n (%)
V119 Throw stones?	Yes	2 (1.1%)
	No	174 (98.9%)
V121 Demonstrate?	Yes	9 (5.1%)
	No	167 (94.9%)
V123 Riot?	Yes	2 (1.1%)
	No	174 (98.9%)
V125 Break anything?	Yes	3 (1.7%)
	No	173 (98.3%)

V127 Other (please specify):

Ran Away	15 (44.2%)
Observed	4 (11.8%)
Supported	11 (32.3%)
Forced into participating	4 (11.8%)

(See also V127, Appendix)

22. Did you know about the strike <u>before</u> it happened?
V129

	n (%)
Yes	55 (42.0%)
No	75 (57.3%)

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V131
a. If yes, how did you know?

	n (%)
Heard rumour	31 (64.6%)
Public Notice	16 (33.3%)
Unaware	1 (2.0%)

b. Why did you decide to participate?

	n (%)
Supported strike and actively participated	15 (57.7%)
Did not participate	7 (27.0%)
Forced to participate	4 (15.3%)

23. Have you ever encountered the following actions by a man while at Egerton? Write the number of times you estimate each action has occurred to you, with never being indicated by 0.

		n (%)
V133	Verbal Abuse or Heckling	
	Yes	87 (55.1%)
	No	71 (44.9%)
V135	Slanderous statements (verbal or written)	
	Yes	95 (60.1%)
	No	63 (39.9%)
V137	Unwanted physical contact (grabbing at breasts)	
	Yes	53 (33.5%)
	No	105 (66.5%)
V139	Abuse (physical or verbal) by a drunkard	
	Yes	101 (63.9%)
	No	57 (36.1%)
V141	Rape or sexual assault by a stranger	
	Yes	4 (2.6%)
	No	152 (97.4%)
V143	Rape or sexual assault by someone you know	
	Yes	6 (3.8%)
	No	151 (96.2%)
V145	"Tuning"[24] by a lecturer or staff member	
	Yes	46 (29.5%)
	No	110 (70.5%)

[24] "Tuning" is the commonly used slang term meaning that a man sexually propositioned you, or pursued you. In the US the term would be "propositioned" or "put the moves on".

V147 Men in your room without permission

Yes	135 (85.4%)
No	23 (14.6%)

V149 Encountering male lecturers in women's dorms

Yes	48 (30.4%)
No	110 (69.6%)

V151 "Exile"[25]; Roommate's boyfriend in room

Yes	67 (43.2%)
No	87 (56.1%)

V153 Other:	n (%)
(See also V175, Section 11)	20(100.0%)

Number of times these things have occurred to you:

V155 Verbal Abuse/Heckling

0	64 (43.8%)
1-5	49 (33.6%)
6-10	12 (8.2%)
More than 10	2 (1.4%)
Too many times to count	19 (13.0%)

V157 Slanderous Statements (untruths; verbal or written)

0	55 (37.9%)
1-5	65 (44.2%)
6-10	5 (3.4%)
More than 10	3 (2.1%)
Too many times to count	18 (12.4%)

V159 Unwanted physical contact (grabbing breasts, bums, etc.)

0	93 (65.0%)
1-5	46 (32.2%)
6-10	2 (1.4%)
More than 10	0 (0.0%)
Too many times to count	2 (1.4%)

V161 Abuse (physical or verbal) by a drunkard

0	46 (32.9%)
1-5	68 (48.5%)
6-10	14 (10.0%)
More than 10	2 (1.5%)
Too many times to count	10 (7.1%)

[25] "Exile" is the term used when women are unable to go into their rooms because their roommate is "entertaining" her boyfriend/lover.

V163 Rape or sexual assault by a stranger

0	137 (98.6%)
1-5	2 (1.4%)
6-10	0 (0.0%)
More than 10	0 (0.0%)
Too many times to count	0 (0.0%)

V165 Rape or sexual assault by someone you know

0	134 (94.4%)
1-5	6 (4.2%)
6-10	0 (0.0%)
More than 10	0 (0.0%)
Too many times to count	2 (1.4%)

V167 "Tuning" (propositioning) by a lecturer or staff member

0	96 (66.7%)
1-5	33 (22.9%)
6-10	6 (4.2%)
More than 10	3 (2.1%)
Too many times to count	6 (4.2%)

V169 Men in your room without permission

0	24 (16.8%)
1-5	42 (29.4%)
6-10	18 (12.5%)
More than 10	23 (16.1%)
Too many times to count	36 (25.2%)

V171 Encountering male lecturers of staff in women's dorms

0	87 (61.7%)
1-5	40 (28.4%)
6-10	5 (3.5%)
More than 10	3 (2.1%)
Too many times to count	6 (4.3%)

V173 Unable to go to room because of roommate's boyfriend ("Exile")

0	82 (58.2%)
1-5	35 (24.8%)
6-10	6 (4.2%)
More than 10	4 (2.9%)
Too many times to count	14 (9.9%)

V175 Other

Threatened physically/slapped	9 (45.0%)
Harassed	5 (25.0%)
Men in dorms	4 (20.0%)
Other	2 (10.0%)

(See V175, Section 11)

24. Do you personally know any Egerton women to whom any of these things have happened?

V177	n (%)
Yes	101 (64.7%)
No	55 (35.3%)

If yes, how many?

V179	n (%)
0	0 (0.0%)
1-5	29 (48.3%)
6-10	5 (8.3%)
More than 10	2 (3.4%)
Too many times to count	24 (40.0%)

25. Why do you feel Egerton women students dislike many female lecturers?

V181	n (%)
Disagree that women students dislike female lecturers	14 (10.2%)
Personality conflicts	30 (21.9%)
Female lecturers are hard graders	13 (9.5%)
Competition between female students and lecturers	48 (35.0%)
Don't know	25 (18.2%)
Other	5 (3.6%)

(See V181, Section 11)

26. Have you considered joining the Egerton University Women's Association?

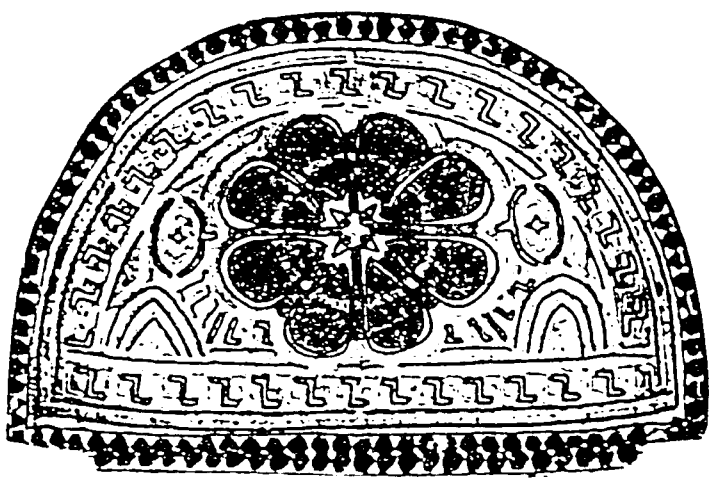
V183	n (%)
Yes	83 (55.0%)
No	67 (44.4%)

Why or why not?

V185		n (%)
		115 (100.0%)
YES	Personal improvements	34 (29.6%)
	Women's empowerment	22 (19.1%)
NO	No interest or time	11 (9.6%)
	Lack of information	40 (34.8%)
	Disagree with members or purpose	8 (7.0%)

(See V183, Section 11)

Other Comments? Write them on another sheet of paper and return it with this sheet to one of the drop boxes... no names, please. Thank you!



Open-Ended Questions

Section 11

WOMEN STUDENT'S QUESTIONNAIRE/EGERTON UNIVERSITY
Responses to Open-ended Questions

Variable 51:

Have you used Egerton University's dispensary for birth control or family planning advice? Why or why not?

NO
1. Problems with staff/attendants.
2. No need to use contraceptive birth control.
3. Alternative sources of contraceptive birth control.
4. No knowledge of existence of birth control.
5. No time.
6. Negative attitude of students.

YES
7. Good services offered, regular use.

NO

1. Problems with staff/attendants. (4)

   1. Because I feel the staff are not very considerate.
   17. Nurses are arrogant.
   100. Because the characters in there are rather hostile to students.
   126. Attendants at the dispensary are uncooperative.

2. No need to use contraceptive birth control. (73)

   2. No need to
   3. Never had to
   5. I plan to go for advice when I'm ready to start a family and that will mean attending with my fiance too.
   6. I don't need it.
   10. I am not sexually active.
   12. At this stage in my life I don't need them. I don't engage in coitus.
   13. I have never felt the need to take it.
   14. Because I am not engaged in regular sex
   20. I do not need them.
   21. I do not have a family so I don't need it.
   23. Not necessary.
   24. Not necessary.
   25. I am still in college.
   26. I have never given it a thought.
   32. I have not reached that age.
   34. Because I am not married.
   38. I have not thought of using them because among my boyfriends

none has lured me into using them.
39. It's of no use to me at the moment.
40. Don't need them at the moment.
42. Because I haven't the interest.
51. No because I am yet to control birth and family planning.
53. I am not interested.
60. I don't need them now.
61. Because I haven't thought of having premarital sex yet.
64. Because I am not ready and I trust myself. Maybe I will need them later on in life.
65. Because I have not yet found it a necessity yet to ask for birth control.
68. I have not found it necessary.
69. Not very necessary at this stage.
73. Not necessary still a student and not married.
78. Never needed.
87. Not neccesary.
88. It is not necessary as I had other access.
89. Family planning not needed at the moment.
90. Not neccesary.
95. I do not consider it necessary for me at the moment.
101. I am not in need of birth control since I am not married and do not involve myself in such things; sex before marriage.
102. There has been no need as I do not engage in sexual practices.
103. I am not yet married.
107. I abstain while here.
109. I am not interested.
111. I do not need them.
112. I do not find it necessary now as I am not married and as a Christian my ethics do not permit it.
113. I have not had the need to do so.
114. Not interested.
116. I have not felt the need.
117. It has not been necessary.
118. No need for it.
120. Not necessary at the moment.
123. I do not find it necessary at the moment.
124. Being single I do not need them.
125. Haven't seen the need to.
130. Not been necessary so far.
131. Not necessary for now; maybe later because I am not married yet and do not intend to have sex until after married.
132. No need to do so.
136. I have not yet thought of starting any family planning at this age and especially since I have not given birth to my first son.
137. I do not want to have any sexual relationship before I get married.
139. Not married.
140. I have never had the interest.
141. No reason.

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143. No reason.
144. Not of necessity to me.
147. I have no sexual relationships here or outside.
151. I do not need it.
152. Why should I?
155. I do not need to start family planning because I do not have a family to plan.
156. I had never thought of the idea.
157. No family to cater for.
160. It is not necessary.
164. I have never been interested.
165. I have not found them necessary; they will make me lose self control in sex.
166. I am not sexually active.
167. Personal principles.
122. I am Muslim and single so I have yet to need the services mentioned.

3. Alternative sources of contraceptive birth control. (12)

7. No started during the long holidays at home.
47. Use family planning at home.
70. Got services outside.
71. Get services adequately from my private doctor.
81. I had the basic and relevant information before I came here.
82. I had received adequate advice and control measures before I joined the University from the Family Planning Association of Kenya.
84. I had already gotten the advice from one of the known government hospitals.
85. Get advice from other private clinic.
146. I go to the Marie Stopes clinic and I have been with them for almost a year now.
158. Have a permanent gynecologist.
161. They could not afford the birth control method I needed; I found other sources.
148. I have enough money to enable me to see a private doctor and I do not trust E.U dispensary.

4. No knowledge of existence of birth control. (20)

8. I have never bothered to know the procedure that should be followed to get the advice.
22. I am not aware of the services being offered and anyway I have no confidence in them.
27. I was not aware of the existence of the program.
28. I have never been bothered and I am busy settling down.
31. I am not interested so far, anyway I wasn't aware there were such services.
44. Have had no knowledge it exists.

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50. I have not known of It's availability and services offered.
52. I don't know how to go about it since I am still new here.
57. I have not been introduced or been told about it. In fact I have been wondering.
63. Because I have not known the procedure to be followed.
72. Lack of advice, incentive and ignorance.
74. Very new in college thus lack adequate information.
79. As I haven't had access to it and have never thought of using it.
80. Feeling shy and did not know it exists.
92. Nobody was available to do it.
108. I have only been here for a month.
110. I am still new to the place and I haven't known much about what they offer here.
119. I never knew such existed.
134. I had not known that there was such an offer.
135. I had not known that they give advice and actually who should I go to.

5. No time.(4)

9. I have never had time to do so.
58. I am still getting used to the place and I am yet to visit when the time allows.
66. Time limited.
86. Time limited.

6. Negative attitude of students. (3)

54. The students talk negatively about someone when they know you are interested or practice family planning.
93. I still don't feel that they can be able to deal with any case at a personal basis. In the process the whole thing could leak out and I am scared of embarrassment and a scandle.
127. FEAR.

YES

7. Good service offered, regular use. (4)

67. To obtain birth control pills and have a pelvic examination.
94. So that I do not conceive unexpectedly.
138. It's very good and very well presented by the Sister-in-charge.
4. I feel a need to know about birth control and family planning as these are issues that will affect my life adversely and thus there is need to be well informed.

Variable 79:
Please rank the most important services for women: OTHER:

1. Family life education/Relationships
2. Women's lib and rights
3. Career development
4. Religious enlightenment
5. Other

1. Family Life Education (22)

5. A door to door counselling approach should be introduced whereby young ladies make friends with the first years and in so doing inform them and assist them to keep their principles and guard their morals, even on campus.
31. Family life education.
32. Relationships.
40. How to live happily with their husbands and associate with other men at marriage.
51. Assistance in womens life problems.
52. How to care for a husband and family.
61. Teaching children/adolescence to cope with relationships especially with the opposite sex.
84. Education on marriage and how to keep it stable.
85. Information on how to maintain relationship with your boyfriend or your husband.
94. Association and 'roaching' strategy.
110. How to relate with my husband and children in order to have a happy home.
130. Family planning program.
131. Family care.
132. General family upbringing.
136. Apart from Aids, other STD's chancroid herpes, upper vaginal discharges, etc.
138. Courtship, marriage, good conduct.
140. Family life education.
142. Marriage education.
151. Relationships with men.
159. How to cope with marriage, single life or divorce.
161. How to have good relationship to avoid divorce.
165. The student mother/wife.

2. Women's lib and rights (15)

14. Women's right and self support in the case of single mothers.
20. Equality/big posts for women/acceptance into society.
28. Keeping of good diet at home; Women to be taught to become independent of men.
45. Women's representation.
60. Women movements to boost their status which is below average.

64. Teaching women to be aware of their rights and to incorporate them.
67. Achievements on self confidence and self respect and feel equal if not at least superior to men.
79. Self defence.
95. Their role in society.
118. Different ques for ladies and gents in the mess.
163. Women should be taught and nurtured to appreciate themselves, first and foremost, from the earliest possible age.
116. More security in our halls, especially during weekends.
122. Action against harassment by both fellow students and lecturers.
133. Cheques against harassment.
62. Legalizing abortion, especially when necessary.

3. Career development (8)

26. Housekeeping.
112. The future role for women in society.
125. Career counselling.
129. Economic advancement.
46. Career development discussions.
77. Time and money budgeting.
103. Counselling on how to be successful women in life.
155. Women's savings and credit facilities to loan women students and money.

4. Religious enlightenment (4)

19. God's gift of eternal life after undergoing all these in the world; hope after death.
97. Christian Union.
123. Letting God be your Lord even as a woman.
124. Christian education; morality from God's point of view.

5. Other (3)

22. How to use leisure time.
58. Body care/proper dressing.
66. Video programs.

Variable 101:

How do you spend your free time at EU? OTHER:

1. Religious and community activities
2. Sleeping
3. Academic work
4. Visiting outside the campus
5. Domestic chores
6. Exercise
7. Hobbies
8. Socializing on campus

1. Religious and community activities (4)

74. Praying and reading the Bible.
130. Fellowship and Sunday Service.
164. Witnessing for Christ and sleeping.
5. Community service.

2. Sleeping (29)

13. Sleeping.
17. Sleeping.
31. Sleeping.
39. Sleeping
51. Sleeping.
53. Sleeping.
54. Sleeping.
59. Sleeping.
70. Sleeping.
80. Sleeping.
88. Sleeping.
89. Sleeping.
92. Sleeping
93. Sleeping.
96. Sleeping.
111. Sleeping.
116. Sleeping
125. Sleeping.
126. Sleeping.
129. Sleeping
157. Sleeping.
159. Sleeping.
162. Sleeping.
165. Sleeping
72. Sleeping, knitting and exploration
76. Sleeping and knitting.
35. Sleeping and outings
48. Sleeping and visiting new places
62. Sleeping and going home.

3. Academic work (3)

25. Doing assignments
49. Class
94. Academic work

4. Visiting outside the campus (7)

9. Go home
10. Travel home
14. Going out of college - home or relatives
22. Travelling
66. Go off campus
71. Spending time with my family.
77. Visiting non-student friends, looking at snaps, cleaning an hairdressing.
105. Visiting relatives
110. Travelling
142. Out of college
158. Travelling

5. Domestic chores (7)

26. Washing
32. Washing clothes
33. Washing, ironing and going to the mess.
47. Washing, ironing, mending, knitting and crocheting.
55. Laundry
91. Cleaning room and clothes.
28. Washing clothes, sleeping and finishing assignments

6. Exercise (10)

8. Have a walk
21. Taking walks
48. Strolling
60. Taking walks
87. Walking around
102. Taking walks
131. Walks
151. Strolling around and hanging
152. Evening walks
122. Swimming

7. Hobbies (17)

7. Knitting
11. Making vitambas
12. Knitting
19. Knitting and singing

20. Knitting and sewing
23. Knitting and sewing
52. Knitting
61. Knitting and taking walks
69. Sewing
79. Knitting
100. Knitting
113. Knitting and crocheting
114. Knitting
127. Knitting and sleeping
128. Knitting
132. Knitting and sewing
139. Knitting

8. Socializing on campus (4)

85. Spending time with my boyfriend.
136. Exchanging social ideas with peer groups.
148. Disco
160. Going out

9. Arts and Drama/Singing/Writing (3)
44. Singing and acting
45. Drama and taking walks
124. Writing letters

Variable 105:

Participation in physical activities at E.U.

YES
1. Beneficial to me to keep fit, relax, maintain body shape.
2. To fill gaps between lectures.

NO

3. Not interested.
4. No time.
5. Poor games organization in E.U.
6. Health problems.

1. Beneficial to me to keep fit, relax, maintain body shape.(82)

1. They are good for my well being.
2. To keep fit.
4. It is relaxing and refreshing.
5. All work and no play makes Jack a dull boy.
7. To keep fit.
9. To keep in form and healthy.
10. To keep healthy and reduce stress of studying hard.
12. To keep fit.
14. It is and important aspect of keeping fit and occupying time constructively.
17. To keep fit.
22. To keep fit and my shape.
26. To keep fit.
27. To keep physically and mentally fit.
29. For fitness and health.
30. They are healthy and I enjoy them.
31. To keep the body fit and active.
34. To keep fit and leisure time.
36. To keep physically fit.
38. A good way of relaxing.
39. To be physically fit.
42. To keep fit or improve hidden sports talent.
44. To keep fit and maintain my shape.
45. A healthy program to release academic stress.
51. To use my talents.
54. To stay healthy and active.
58. Good for my health and to enhance my career.
60. Its healthy.
61. To keep fit and relax my brains.
63. To spend my free time well and enhance my physical fitness.
64. Important for the mind.
65. For fitness and relaxation.
67. To keep fit and to look good.
69. Body conditioning.
70. I am physically unfit.
71. To keep in shape and good health.
77. To remain strong, active and fit.

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78. Keep in shape.
79. Healthy pass time.
81. Improve my figure and looks.
82. For sound physical and mental well being.
83. Fitness and trimness.
84. To be physically fit.
87. To keep fit and have a good figure.
93. A way of averting boredom, go places, competition.
94. A form of recreation.
95. Helps to healthy and active.
100. There are fun.
101. I like sports and other fitness programs.
103. For refreshment of the mind, physical fitness and healthy body.
107. Relax and keep fit.
108. Important for health.
110. General body fitness both mentally, emotionally and physically.
111. For health and relaxation.
112. For physical fitness.
114. Body fitness.
118. I like being active and I enjoy it.
119. There are great.
123. Recreational facilities and opportunities are necessary.
125. A healthy mind dwells on a healthy body.
126. To keep physically fit.
128. Fitness.
130. Too busy.
131. To keep fit and relax.
132. To maintain body shape.
133. To keep fit.
134. To keep fit and a healthy body.
135. Physical and mental improvement.
136. Good for my health.
137. For my good health and I like being slim and trim.
139. For competition and keeping fit.
140. For my total development as a human being especially physiologically and socially.
143. Facility available.
144. To keep fit and avoid idleness.
148. To retain my shape.
150. To relieve tension from routine activities.
153. For a good physic and to release tension.
155. Yes, given the chance.
158. To help balance life style.
162. For good health and fitness.
164. For good health and fitness since I am weak.
165. To keep my figure or improve it.
166. Improve fitness and body shape.

2. To fill gaps between lectures. (2)
   3. To fill gaps between lectures.
   102. Keeps me occupied when I am not reading.

3. Not interested (8)

28. Much walking done moving from one lecture to another.
47. I have already had enough.
74. Enough exercise walking from one lecture to another.
124. Enough walking between lectures.
8. No interest
116. Not interested.
141. I feel perfectly alright.
161. Too busy and health problems.

4. No time.(8)

18. I feel I can't manage.
40. Too busy with my course.
50. Little time in the evening for that, walking up and down is enough exercise.
66. No time.
85. I would like to spend most time with my friends.
92. No free hours.
138. There is no time.
156. No time.

5. Poor games organization in E.U. (4)
13. I took games or sports but I hate the organization of sports here.
43. Never heard of any fitness program in Egerton.
142. To keep fit but not available in the college.
152. The campus does not have a field.

6. Health problems. (1)
52. Health problems.

Variable 109:

Reasons for staying or not staying at Egerton on weekends.

GO

1. Go to visit friends and relatives/Participate in activities outside campus.
2. Nothing to do on campus
3. Not comfortable on campus
4. Financial reasons

STAY

5. Stay sometimes
6. Things to do on campus
7. Home is far/Nowhere to go

GO

1. Go to visit friends and relatives/Participate in activities outside campus. (21)

165. To visit friends and relatives.
156. Going to visit friends.
155. Go home when I am homesick.
148. I need to see my husband.
144. To refresh my mind and see my relatives.
110. Visit my fiance or my sister.
94. Go to visit my boyfriend.
93. Go to see friends.
85. Go to have fun with friends.
84. Go to meet friends.
73. Go to Nakuru to see parents.
71. Go to husband and child.
77. Sometimes go to visit my family.
65. Go home to see family.
54. Go home to spend time with my baby.
15. I spend weekends with my family.
14. Go away to see friends, family and my boyfriend.
5. I visit my friends over weekends.
164. Involved in other activities outside campus.
131. Many activities outside campus.
78. Many outside commitments.

2. Nothing to do on campus (21)

126. Nothing to do on campus.
100. The campus is generally boring.
81. Campus is lousy and boring.
80. Campus is boring, things to do at home.
33. Campus is boring.
161. I get bored so I go to visit friends.

158. To break the monotony by going out.
157. Its boring.
153. Its boring.
140. Go home, no recreation at Egerton.
89. Campus is boring.
83. The campus is boring.
57. Campus is boring to death.
53. I get bored and I miss my family.
45. Campus environment is monotonous.
31. I have to when bored.
22. Campus is boring unless you have a campus friend within.
4. Need for change for environment, I have nothing to do on campus.
146. Activities on campus not interesting.
95. Going depends on outside commitments.
87. Going depends on outside commitments.

3. Not comfortable on campus.(2)

62. I am not comfortable on campus.
44. Go because campus is very rowdy on Fridays.

4. Stay for financial reasons (16)

152. I don't have enough finance for travelling.
143. Sometimes enjoyable when there discos and movies.
136. Home is too far from college, transport costs too high.
123. Expensive to go out and I like campus.
116. Too expensive to keep going out.
101. I have no where to go financial problems.
90. Staying on campus is economical.
58. Stay to save money for essentials.
48. Going home is expensive.
40. Going home is expensive.
27. Stay to avoid extra expenses.
21. Stay to save money.
8. Stay, travelling is expensive.
11. Outings are boring and costly.
127. No money and no interest in going out.
135. Don't know anybody outside Egerton, transport home too high.

5. Stay sometimes (14)

150. Stay only when I have to.
151. Rarely.
142. Sometimes, if I have to.
141. Sometimes.
139. Sometimes.
129. Sometimes.
121. I go home fortnightly.
107. Sometimes.
102. Stay and go home occasionally.

79. Sometimes.
61. Going depends on outside commitments.
51. Sometimes
10. Stay most of the time.
9. Sometimes

6. Things to do on campus (14)

124. Too busy to go out.
112. Stay to study.
9[illegible]. Stay to do assignments.
82. Going depends on assignments.
60. Stay to study and for sporting.
29. Stay to do washing and assignments.
78. Stay to study no money for going out.
13. I keep myself busy within.
2. Stay to cover to some work.
134. Too committed on campus.
67. Staying depends on whether I have a CAT or not.
17. Stay depending on workload and outside activities.
108. To do my own things and know the college better.
39. Stay to attend CU fellowship and Sunday Service.

7. Home is far/Nowhere to go. (29)

119. Home is far.
118. Home is far and transport is expensive.
117. Home is far.
74. Home is far.
63. Home is far so I stay on campus.
52. I have no where to go and home is far.
42. Stay, home is too far.
38. Home is far travelling is expensive.
6. Home is far, I have no where else to go.
138. Stay because I have nothing else to do.
133. Stay because there are no relatives nearby to visit.
125. Stays for no particular reason.
Stay because there are no other places to go to.
122. Recreation is minimal on campus.
88. Go, nothing to do on weekends.
76. Stay, no where to go.
70. No places to go.
69. No choice but to stay.
67. No choice but to stay.
64. I have to stay.
47. I have no where to go.
50. I have no where to go.
49. I have no where to go.
34. I have no where to go.
28. I have no where to go.
. I have no where to go.
9. Sometimes.
7. I have no where to go.
3. No where to go.

Variables 111, 113, 115:

Three words to describe your feelings about your first year at Egerton.

1. Positive
2. Neutral
3. Negative

1. Positive (167)

2. Happy
3. Happy
3. Fun
3. Memorable
4. Comfortable towards end
6. Happy
6. Exciting
8. Happy
10. Interesting
10. Exciting
12. Exciting
13. Happy
14. Exciting
15. Happy
19. Happy
19. Joyful in the Lord Jesus
21. Happy
20. Happy
20. Contented
20. Settled
22. Comfortable
22. Excited
23. Excited
26. Happy
26. Enthusiastic
26. Challenged
27. Happy
28. Happy
29. Happy
30. Happy
31. Happy
32. Happy
32. Excited
36. Free
36. Happy
36. Satisfied
37. Happy
42. Happy
43. Happy
43. Enthusiastic
43. Relaxed
45. Exciting
45. Relaxed

45. Time of identity
46. Happy
46. Excited
46. Free
47. Happy
48. Happy
48. Excited
49. Happy
50. Happy
51. Happy
54. Comfortable
54. Relaxed
54. Very happy
55. Happy
56. Happy
59. Happy
59. Pleased
65. Free
65. Excited
67. Excitement
67. Grown up and independent
69. Happy
72. Enjoyable
73. Excited
75. Excited
78. Happy
78. Excited
80. Excited
80. Happy
81. Alert
81. Happy
83. Excited
83. Free
84. Happy
84. Like a hero to be here
85. Happy
87. Happy
87. Awed
88. Happy
88. Lively
92. Excited, happy.
93. Excited, victorious, fun.
95. Happy
95. Excited
96. Happy
97. Happy
97. Cheerful
98. Happy
98. Content
99. Free
102. Happy
102. Excited
102. Fun.
103. Independent
106. Happy

106. Enjoyable
107. Excited
107. Happy
108. Happy.
109. Happy
109. Eventful
110. Happy because of joining a new institution.
111. Loved
111. Challenged
112. Composed
112. Happy
114. Excited
114. Happy
114. Content
115. Excited
115. Happy
115. Freedom
115. Eager to know everyone and try everything
116. Excited
116. Happy
118. Happy
119. Exciting
119. Challenging
119. Worth living
122. Happy
123. Happy
123. Satisfied
124. Happy
124. Excited
124. Fast lane
126. Excited
126. Happy
127. Happy
127. Excited
127. Comfortable
128. Happy
130. Happy
131. Excited
132. Happy
133. Comfortable, independent, academically inclined.
134. Happy, excited and ambitious.
135. Happy.
136. Ecstacy, funny, enjoyable.
138. Excited, happy, adventurous.
139. Excited
142. Excited,
143. Pleased, happy, lively.
161. Excited, happy and great.
162. Happy and peaceful.
163. Excited and happy.
164. Happy.
165. Adventurous,
166. Excited, comfortable, a young lady.
167. Excited, honored, happy.
146. Happy, welcomed at home, comfortable.

149. Happy and satisfied.
150. Initial excitement
151. Happy, active, occupied.
153. Happy
155. Pleased to meet good friends
158. stable, fascinating.
159. Excited, satisfied, relaxed.
160. Excited, adventurous, happy.

2. Neutral (27)

1. Indifferent
9. Adventurous
10. Culturally shocking
13. Naive
16. Adventurous
24. Uneventful
28. Normal
47. Hungry
47. Surprised
48. Hungry
50. Hard work
53. Busy
61. Studying moods
64. Not lonely
67. Indifferent
98. Busy
99. Adventurous
100. Not bad generally.
101. Happy, but not always
111. Occupied
115. Amazed
118. Very busy
126. Young
128. Adventurous
140. Shocked
140. Amused
140. Daring

3. Negative (155)

4. Lonely
4. Out of place
5. Anxious
7. Lonely
7. Confused
7. Out of place
11. Lonely
12. Disturbing
12. Lonely
14. Confused
14. Insecure

15. Boring
16. Confusing
17. Overworking
22. Lonely
23. Tense
23. Confused
24. Boring
24. Dull
27. Lonely
27. Frustrated
28. Confused
29. Lonely
30. Anxious
30. Harassed
31. Disturbed (male students)
31. Homesick
32. Lonely
34. Boring
34. Scared
34. Confused
38. Confused
38. Desperate
38. Bored
39. Lonely
39. Sad
39. Embarrassed
40. Lonely
40. Fearful
40. Anxious
42. Lonely
42. Bored
44. Scared
44. Lonely
50. Unpromising
51. Bored
51. Lonely
52. Confused
52. Lonely
52. Overburdened
53. Tiring
53. Disgusting
57. Lonely
57. Anxious
57. Bored
59. Sad
60. Boring
60. Discouraging
60. Insecure
61. Discontented
61. Mope
62. Misplaced
62. Despised
62. Not happy
63. Lonely
63. Confused

63. Disappointed
64. Not happy
65. Homesick
68. Uncertain
68. Bored
69. Bored
73. Confused
73. Lonely
74. Lonely
74. Harassed
74. Frustrated
75. Lonely
75. Frustrated.
76. Bored
76. Lonely.
77. Disturbed
77. Uncomfortable
77. Lonely
78. Lonely
79. Lonely
79. Unhappy
79. Idle
80. Confused
81. Apprehensive.
82. Terribly scared and worried academically, especially with the basic sciences courses.
82. Very lonely because of the people I left at home, especially the children.
82. Felt so stupid because I could not recall many academic things after being out in the field for so many years (9), sometimes I felt like packing and going back.
83. Lonely.
87. Disgusted with particular behaviors.
90. Lonely
90. Bored
90. Insecure
94. Idle
94. Disturbed
94. Deserted.
95. Disgusted.
97. Bored sometimes.
99. Insecure
101. Discouraged because studies prove to be hard and lonely.
103. Fearful
103. Lonely.
107. lonely.
109. Confusing, happy, eventful.
110. Lonely because of missing my boyfriend and family members.
110. Worried in case I fail my exams and have a resit or I'm discontinued.
116. Overwhelmed
117. Lonely
117. Confused
118. hectic
122. Lonely

122. Confused
128. Confused
129. Overworked
129. Lonely
129. Uncomfortable
130. Discouraged at times
130. Disgusted.
131. Confused
131. Ignorant
132. Perplexed
132. Confused
137. Lonely
137. Confused
137. Cared
139. Inferior relative to other students
142. Bored
142. Disappointed.
144. Boring
144. Demanding
144. Insecure
148. Insecure
148. Boring
148. Demanding
150. Frustration due to congestion
150. Resigned attitude
152. Lonely
152. Fear of riots
152. We live like high school students compared to other colleges. I don't like this place as it was not meant for education but for punishment (NYS).
153. Lonely
153. Envy
155. Boredom during weekends
155. Congestion in the rooms and lecture halls
157. Its still boring
157. A lot of congestion everywhere
157. No useful activities e.g. indoor games.
158. Depressing
161. At times lonely and confused
165. Confused
165. Hardened

Variable 127:
Participation in Egerton strike.

1. Run away
2. Observed
3. Supported
4. Forced participation

1. Run away (15)

2. Run away.
3. Run away very fast.
14. Run away .
33. Run away.
60. Kept off from the anti-riot police.
61. Went into hiding.
68. Ran away.
95. Flee demonstration,peaceful.
100. By running away.
118. Ran awy from police harrasment and abuse.
145. Climbing mountains.
150. Trekked home.
154. Walked home.
78. Ran away.
79. Ran away.

2. Observed (4)

18. Non partisan observer.
69. Watched from a distance.
128. Watched.
72. Praying.

3. Supported (11)

20. Boycott classes, refuse food.
24. Stole beer and foodstuffs.
74. Failure to attend lectures.
80. Looted.
81. Looted the canteen.
93. Boycott lectures.
113. "Aquired" milo, jam, and biscuits.
116. Channeled a few goods from the mess.
127. Watched and cheered.
162. Supported it verbally.
158. Sympathised.

Forced participation (3)

19. Forced by circumstances.
111. I was forced by a fierce male student to lift up branches.
148. Abuse.

Variable 131:

Knowledge of strike before it happened.

1. Heard rumour
2. Public notice
3. Unaware

What action one took.

1B. Support and Active participation
2B. Didn't participate
3B. Forced to participate

1. Heard rumour.(31)

1. Heard a rumour
2. Heard rumour
4. Rumour.
22. Rumours
32. Heard rumours.
49. Rumours.
62. Heard rumours and ran away.
66. Heard rumours.
69. Rumours.
78. Rumours.
80. Heard of it from male friends.
86. Rumours.
102. Rumours
114. Heard rumours.
115. Heard from classmates
118. Heard rumours.
121. Heard rumours
124. Heard rumours of boycott that turned out to be riots.
139. Heard rumours
140. Heard rumours.
142. Heard rumours.
143. Rumours.
149. Rumours.
151. Heard rumours.
158. Heard rumours.
159. Heard rumours and forced to join by male hooligans.
160. Rumours.
122. Heard from male students
166. Heard rumours.
167. Heard rumours.

2. Public Notice (16)

2. Read notices
3. Notices in the mess.
14. Read notices
17. Read notices.

19. Placards and warnings not to attend lectures.
44. Read notices in halls of residence.
74. Read posters
93. Read a notice
107. Read notices
117. Read notices.
122. Read notices.
126. Read notices.
144. Read notices.
165. Read posters
166. Read notices
167. Read notices

3. Unaware (1)

131. Caught unawares.

1B. Support and Active participation (15)

21. Participation and knowledge of strike.
22. Participation to show solidarity.
24. Participated.
45. Participated as a gesture of solidarity.
81. Had a 'kamukunji' and participated.
87. Participated to show solidarity.
93. Felt boycott was justified.
138. Partially participated.
139. Participated in solidarity.
148. I was the ring-leader.
150. Had a meeting and decided to participate.
165. Participated in solidarity.
102. Participated in solidarity.
107. Participated in solidarity.
115. Participated in solidarity.

2B. Did not participate (7)

70. Did not participate because of cowardice.
79. Did not participate, but knew about it.
127. I watched from far.
1. run away.
14. Run away.
61. Hid to avoid trouble.
121. I went home.

3B. Forced to participate (4)

74. No alternative.
111. Tried to run away but was confronted by a male student.
71. Forced to attend a meeting the night before.
137. No other alternative.

Variable 175:
Actions by a man while at Egerton.

1. Threatened physically
2. Harassed
3. Men in dorms
4. Other

1. Threatened physically (9)

51. Being tuned by two guys at a go.
54. Abuse because of refusing to talk to men.
89. Threatened to be slept with.
100. Slapped.
103. Seniour male students forcing relationships with us.
110. Tuning by a student.
155. Men want friendship by force.
1. Unable to go somewhere in the dark.
67. When it gets dark loose my freedom of movement.

2. Harassed (5)

11. Breaking of our windows at night.
14. Harrasment in the mess,rushing for meals.
50. Harrasment by men in the disco, being forced to go and dance.
60. Obscene words addressed to women.
101. Men make alot of noise after drinking beer.

3. Men in dorms (4)

6. Exile
44. Men staying too long in female hostels.
77. Men coming in my room unnecessarily.
94. My roommate spending a night with her sugar daddy.

4. Other (2)

20. Orientation of first years by men.
48. Very newly saved staying with saved in-service women.

Variable 181:

Why do you feel women students dislike female lecturers?

1. Disagree that women students dislike female lecturers.
2. Personality conflicts
3. Female lecturers are hard graders.
4. Competition between female students and lecturers.
5. Don't know.
6. Other

1. Disagree that women studens dislike female lecturers. (14)

20. Personally I like them.
23. I do not feel they are disliked.
30. I prefer female lecturers.
44. I don't dislike female lecturers.
45. They do not dislike female lecturers. After all, they are examples to emulate.
47. I do not dislike them.
59. I do not dislike them.
81. To the best of my knowledge nothing of this kind takes place.
102. I do not think so.
118. I do not think this is true, female lecturers are jolly, friendly and social.
138. I do not think so.
142. I do not dislike them.
143. I do not dislike them.
130. I do not think that.

2. Personality conflicts. (30)

1. Women lecturers distance themselves from students i.e. they are too stiff.
5. They are too proud and do not relate and accept dialogue or their mistake.
8. They are proud, rude and mean with their knowledge.
17. They are arrogant, unconcerned, and they are not a good example in dressing and in behaviour.
25. They are proud.
48. They are proud.
57. They are proud.
66. They are proud.
79. They portray inadequate confidence in themselves. They are soft and not eloquent.
83. They are unfriendly and uptight.
16. They are bitchy, jealous and too emotional.
21. They are too proud and feel that women students give them competition, in dressing and attracting lecturers.
74. They are arrogant and feel they are the only educated women. They do not want others to be like them.

75. They are proud, have a negative attitude towards female students.
80. They are stiff, have airs, and fail female students.
82. They are arrogant and unkind to fellow women students for unknown reasons.
88. They are arrogant and jealous.
92. They are unfriendly and victimize a lot.
112. They are proud and not serious.
113. They are proud.
116. They are mean and unapproachable.
117. They are proud, serious, biased against female students.
124. It depends on how female lecturers present themselves, some are sarcastic and in perpetual bad moods.
145. They are bossy.
146. They are moody and dislike women students.
150. Women are haughty and proud and do not consider pleas. They have personal grudges with students.
154. They are not commited to their work like the males and a don't care attitude.
157. They are unfriendly and rude.
166. They are moody and do not understand problems. They are irritable.
167. They are hostile, uncorporative and proud.

3. They are hard graders. (13)

9. They are uncompromising to deal with and are sometimes merciless. They are terror.
49. They are harsh and inefficient.
52. They are selfish, show offs and mean with marks.
62. They are selfish and make people fail.
35. They are boring and rough at times.
93. They direct personal sentiments to students, they are mean with marks and not friendly.
95. They are over strict and do not consider female problems.
109. They are strict.
115. They are tough.
122. They are harder on students than male lecturers.
136. They do not lecture well and fail students very much. They put us off.
158. Most of them are okay but some are discouraging.
163. They are harsh, proud, and treat students as immature. They act and set standards to be imitated.

4. Competition between women faculty and students. (48)

52. They are short tempered. They are unwilling to teach and give high marks to other women.
7. Very proud, dislike women students and are very harsh.
15. Some are hopeless examples to us, in character, dressing, behaviour. They are jealous of better women students.
3. A case of mutual jealousy. Students are jealous of the high degree of education of lecturers and lecturers their jealousy lies in their lost youth.

4. For female lecturers one has to show your worth the mark always but for male lectureres its not always the same
7. Very proud dislike women students, and are very harsh.
11. They abuse female students in class, they give them low marks, and are unapproachable. They think students are immoral and give them competition.
12. They are against women.
13. Women hate competition, any achievement or success. However, I do not entirely agree with the assumption.
14. I like most women lecturers. Women generally are moody students and lecturers alike. They can't agree when in this state.
15. Some are hopeless examples to us, in character, dressing, behaviour. They are jealous of better of women students.
22. They have a negative feeling towards women in terms of qualities we have over them.
28. A competition exists between the two groups for recognition by the opposite sex.
31. They are jealous and think the students are more smart and beautiful than them. They are afraid they might have better in future.
36. Like poles repel.
40. They are attracted to opposite sex.
42. They are jealous of students for reasons such as beauty and dressing.
50. There is jealousy between them in dressing and hair styles.
58. They do not associate with women students well they give rude answers to questions.
65. They are bitchy towards female students who seem too urbanized.
67. They feel threatened by female students and act in aggresive manner.
72. They are proud and jealous of the female counterparts they feel they are the only senior educated women.
73. They are unfair to female students.
77. Naturally women bosses underlook or undermine women juniors.
84. They are strict and grabbing men from students.
89. They are jealous, uncooperative, arrogant and fail for nothing.
94. Women lecturers do not favour them as male lecturers do.
97. They are jealous.
101. Like poles repel.
103. Women students fear backbiting between female lecturers on personal or educational basis.
111. Females dislike females when there are men around.
123. They are not willing to be our friends, as well as lecturers for fear they would lose female/student relationship.
127. They are jealous.
128. They are jealous.
129. They look down upon fellow women.
131. They prefer male students, and have poor relationships with female students.
132. They look down on female sudents.
137. They are attracted to the opposite sex.
140. Like poles repel.

141. They are bitches and jealous.
147. They think women students are threat to them in social, academic and domestic areas.
148. They are more learned than them.
153. They make ladies fail and insult them indirectly.
155. They hold grudges with students especially in dressing, they don't like challenges.
159. They do not like female students, its natural.
161. They are biased and jealous and do not allow females to pass.
156. They are biased.
165. They are proud and envious in dressing. They are impatient. Women students prefer male lecturers.

5. Don't know (25)

24. No opinion
39. Not yet shown.
56. I am not informed.
10. Not aware of this.
19. I am not aware of this.
26. It never occurred to me.
32. I am not aware of this.
63. I am not aware.
64. I am not aware.
69. I am not aware.
70. Do they?
71. I not aware.
90. Never thought of it.
100. I do not why they do.
107. I do not know about it.
114. I not aware.
125. No idea.
126. I do not know.
133. I have never had a female lecturer.
134. I do not know why.
135. I do not know.
139. I am not aware.
144. No idea.
151. I am not aware.
152. Never heard of it.

6. Other (5)

29. They want to be more recognized.
51. This is strange to me.
60. Male students are chauvenists and give rude comments to female lecturers this makes them feel inferior.
61. Guys make heckling noises and the female lecturers lose their tempers. They do not have hard hearts.
149. It is inherited.

Variable 185:

Have you considered joining Egerton University Women Association? Why or Why not?

1. Yes, personal improvement
2. Yes, women's empowerment
3. No, no interest or time
4. No, lack of information
5. No, disagree with members or purpose

1. Yes, personal improvement (34)
   7. To know more about women and men.
   11. I like knowing much about women.
   12. I learn more about women's rights.
   22. I would like to be assisted in solving a personal problem.
   26. I feel it will offer me relative advice.
   31. I would like to many solutions to problems.
   34. It will help handle my life on campus.
   39. To be counselled and advised on how to cope with women's problems.
   40. I expect to learn more about women from it.
   60. To help me improve my status on campus and outside.
   61. To get acquainted to more information useful for my life in future.
   63. It will help me solve my problems
   65. I believe it will enhance my awareness of women's problems on campus.
   66. I want to learn from it since I am a woman.
   70. I would like to meet others to share the same views.
   79. I think it will help us a lot.
   80. It was a good idea.
   82. To be more informed in matters pertaining to women
   86. To gain more knowledge.
   89. I need to more enlightened on women's affairs.
   90. It sounds caring and understanding.
   101. I would like to more about women's welfare.
   103. I would like to learn how to be successful woman through sharing problems with other women.
   110. I am an aspiring wife and would be interested in knowing the role of women as wives.
   131. It is quite educativ and helpful
   132. It will help me as a woman in regard to my rights in society.
   134. I will be helped in increment of knowledge about myself and solve some of my problems.
   135. I can get advice to increase my morals.
   137. It is educative and I will achieve a lot of extra knowledge.
   138. It is a chance to meet new people experiences and learn from them.
   155. I think I will join it.
   161. It might help me my problems.
   162. It is for me.
   164. I would to learn more about myself and how to tackle women's problems and my role in the community.

2. Yes, women's empowerment (22)

1. Yes, because many women's issues tend to be ignored, or if addressed solutions are not adequate.
5. I have a burden for 1st years who get into wrong hands, I have a vision and a dream to showthese ladies that they too have rights.
6. To show more about women and to be able to share my plight with other women.
23. Interest in women affairs and gender issues.
43. To participate in protecting wormen's rights on campus.
45. It is a means through which women can be represented.
67. To improve women's lot and to express disparaging views about men.
92. It takes women's problems at heart and counsels when appropriate.
93. To promote women's cause where male counterparts feel superior.
116. Its easier to voice concerns where there is a forum.
117. As a woman, I should participate in matters affecting women.
119. It is beneficial to women in terms of learning and sharing embarassing problems.
121. I have interest in gender issues
122. I am interested in women's problems and studies.
123. It will help the students/lecturers relationship to improve.
124. To see if women's problems can be solved effectively.
133. Women have to continually come together to help each other.
142. It is important for our social well being.
143. It is helpful in informing us on how to lead life properly and to socialize.
147. I would like to have solidarity with women of campus to reduce loneliness.
149. We need an association to express ourselves.
163. I would like to help women to break from bondage. Wheter self or community imposed.

3. No, no interest or time (11)

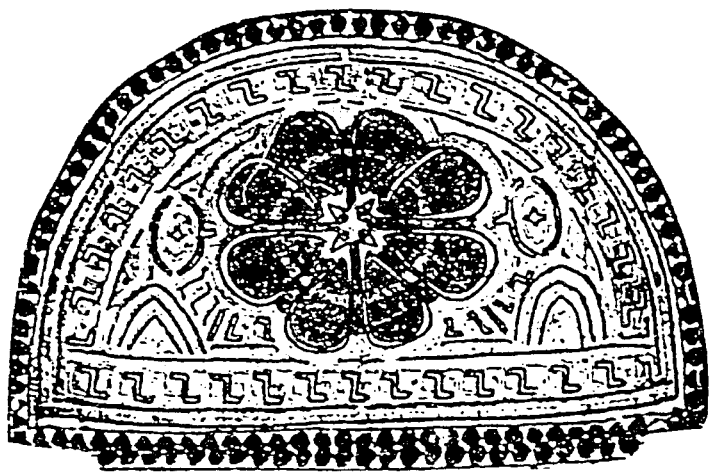
2. No, no reason
13. I like personally tackling problems, organisations weaken capabilities.
54. Simply not interested.
62. Not interested.
68. Too much academic work.
107. Too busy.
113. No interest.
126. Too busy.
144. Not interested.
148. Not interested.
156. No time.

4. No, lack of information (40)

3. I didn't know it existed.
4. I didn't know it existed.
8. I do not know about it.
10. I did not know it existed.
20. I need to be informed about it.
25. No, I do not know about it.
28. No, I still new and I have never thought of it.
29. I do not know about it.
36. I do not know anything about it.
42. I do not know anything about it.
48. I am not informed of its activities.
50. I do not know anything about it.
51. I am not aware of its aims and objectives.
58. I would like to join if I know what it is about.
64. It do not know anything about it.
71. No, it is my first time to hear about it.
72. I do not know anything about.
73. I did not know it existed.
77. I did not know its objectives.
81. I do not anything about it. It is a nonstarter to me.
88. I need to know more about it.
94. I have never heard about it.
95. I am not aware of it.
97. Yet to decide.
100. I do not know what it really offers.
111. I have not heard of it.
112. I do not know its objectives.
118. I have not heard of it.
120. I do not know about it.
127. I am not aware of it.
130. I do not know what they are out for.
141. I do not know it existed.
145. I am not aware of it.
146. I am not aware of it.
150. It lacks exposure.
152. To me it does not exist.
153. I have never of it.
154. I did not know there was one.
158. I never heard of it but would like to join.
165. I do not know its activities.

5. No, disagree with members or purpose (8)

9. The kind of characters in it and so much commitment.
21. They are not original or constructive.
87. General difference in opinion and behavior. Could not cope.
136. The members assume themselves of a certain class of women and look down on others.
140. The members are of a certain class which I do not fit.
166. Most of the members are friends and urban oriented.
14. I think its interesting but we should be more fully informed about it.
17. I do not know what to expect.



Women's Centre

Section 12

Centre for Women's Studies and Gender Analysis

Background:

This research project was the inaugural study to take place under the auspices of the Centre for Women's Studies and Gender Analysis, a newly developed centre under the Deputy Vice-Chancellor for Research and Extension at Egerton University. When the project began in March, 1992, the Centre had progressed quite a ways toward its official opening.

The original concept for the Centre came in June, 1991 from several students who went to the Administration, asking for a place where women students could meet and provide programming for women's special needs. The old campus guest house, that had been vacated by the Sports Department after it was looted during a student demonstration, was designated as the site.

A committee was designated by the Administration to oversee the development of the Centre, and Dr. Rose Mwonya was designated as the Acting Director of the Centre. The Committee consisted of ten general faculty members and the Chair of the Egerton University Women Student's Association.

Researcher 1 arrived during a time of significant activity; the Committee was trying to determine exactly which direction the Centre would take and the Egerton University Women's Association was becoming active after an eight-month hiatus while the University was closed and they were trying to determine how they would relate to the Centre. Researcher 1's role in the process was to facilitate discussion, documentation and prioritization of the ideas and visions that the Committee and the Women's Association had for the Centre. Their goals were not entirely in line, however they shared a vision for the Centre; they saw a place where women could come with issues to be addressed, a focal point for education and training for faculty, staff and students, and a resource centre.

The physical facilities for the Women's Centre were in some disarray due to the looting of the building the previous year. Door frames and windows were broken, locks were not in working order, it needed paint and general care. Minimal furniture (all borrowed) was in the building, with the exception of the Student Counselor's office which was also located in the building. There was no office equipment other than one telephone. Three staff members were assigned to the Centre in addition to the Acting Director. They included a secretary, a clerk and a cleaner.

As the time for the "launching" (dedication) of the Centre came near, it became clear that it was somewhat premature. The dedication was postponed from April until May, and plans went into

"high gear" to invite dignitaries who are prominent in the area of Women's Programmes throughout Kenya. The building was repaired, painted, landscaped and furnished appropriately.

Three-hundred and fifty people were invited to the launching and luncheon. The programme was a success, and by the reckoning of some faculty members at Egerton, it was the most unifying event to happen on the campus in many years (see Appendix L).

Special guests for the Launching included the Director of the US Agency for International Development, Mr. John Westley and other USAID Agriculture Officers Mr. Jim Gingerich and Ms. Maria Mullei were also there. Mrs. Kitty Hempstone, wife of the U.S. Ambassador also attended and spoke. Professor G. Eshiwani, Vice-Chancellor of Kenyatta University and a well-known writer on issues of women in education was the keynote speaker. Other Kenyan dignitaries, including Professor Okoth Ogendo of the Centre for African Programmes and Studies, Dr. Jacqueline Aduwor from the Association of African Women in Research and Development and Mrs. Pamela Onduso of Pathfinder Family Life Education Programme also spoke.

In June, 1992 the U.S. Agency for International Development Agriculture Office allocated the Kenyan equivalent of $50,000. for programming for the Centre.

Role of the Field Researcher:

When Field Researcher 1 came to campus, there was the perception on the part of some that the CID/WID project was there to "set up" the Women's Centre. It was necessary to clarify the goals of the project to avoid further misunderstandings, since there was no money in the CID/WID project for furnishings or salaries for the Women's Centre, beyond those involved directly with the project.

The Centre for Women's Studies and Gender Analysis is truly a product of the inspiration and hard work of the faculty, staff and students of Egerton University. They have shown a real commitment to pursuing research and programs that will benefit women, and shed light on issues of gender in Kenya.

Centre for Women's Studies and Gender Analysis

Summary of Planning Meeting Held April 3, 1992

The Board of the Centre for Women's Studies and Gender Analysis convened at the Centre at 11:30 to discuss programme goals. Martha Denney from Colorado State University facilitated the discussions, and recorded the results of the "brainstorming" session. They follow, with priority assignments in (), 1 = Highest:

1. POTENTIAL TARGET AUDIENCE(S) FOR THE WOMEN'S CENTRE:

A. Students (1)
Faculty (2)
Staff (4)
Outreach (3)
Community (The Njoro area first, then others)
Rural areas

B. Which audiences should have highest priority?

2. ADMINISTRATION/STRUCTURE:
(Priority 1, must be established first.)

A. Should the head of the Centre be a Manager or Director? It was concluded that the Board would like the Centre to have a Director, on the same level as the directors of other Centres or Institutes.

B. Interim Status; how long will it last? The current head of the Women's Centre, Dr. Rose Mwonya is acting. When will a Manager or Director be named? The committee felt that the Director should be named as soon as possible. Others mentioned the need for the person to be have an academic rank to address research programmes undertaken by the Centre.

C. Advisory boards; there will probably need to be more than one.

Possible boards:
1. Administration and policy (governance)
2. Prominent women leaders in the country (advocacy)
3. Student advisory board (student leadership)
4. Faculty/Staff advisory board

D. Management of the Centre

1. The Centre needs to be "mainstream" in decision-making and resources, not peripheral to the operations of Research and Extension.

2. Is this better a Centre or an Institute? The board agreed that they need to read EU policy on these issues.

3. Should the Centre have a manager or a director? See above.

E. Additional Staffing Needs/Possibilities:

The board felt that the following positions would need to be added eventually, to realize the potential of the Centre:

1. Research Coordinator (Grants/Proposal Writing)
2. Program Coordinator
3. Administrator/ Financial Officer
4. Training Coordinator
5. Information and Documentation Coordinator (Resource Centre)

F. CONSTITUTION:

A draft working document needs to be written to outline the operations/relationships of the centre that can then evolve into a constitution, handbook.

3. RESOURCES:

A. The Board identified the following needs:

1. Basic supplies and maintenance (eg. curtains, computer, stationary, typewriter, carpet, phones, fax, etc.)
2. Transportation
3. Salaries

B. Possible Sources

1. Grants
2. Projects
3. Basic Funding is needed for the operation of the Centre on a day-to-day basis. Is this possible through the University?

4. RESEARCH: Research was felt to be a top priority of the Centre. Ranking was done by assigning numbers of 1 to 3, 1 being highest priority. Within the system, the committee gave a second number to show a second tier of priority. The rankings are in brackets (). The committee recognized that the priority setting would need to be a continuous process, as the Centre was established.

The following topics were mentioned as topics worth of research.

A. Secondary School Awareness; Programs by EU faculty for career development of young women considering the sciences, agriculture or other fields. (1.1)

B. A needs assessment needs to be done across all EU sectors; faculty, staff and students. (1.1)

C. EU women's needs; longitudinal study of women students from 1st year to 4th year. (Perhaps an exit interview for all students who terminate early, and those who are graduating.) (1.2)

D. There is a need to integrate gender issues into all research topics; it should be done during design and implementation phase. Develop a task force to review design of research to encourage disaggregation of data by gender. (1.3)

E. Update and maintain knowledge and resources about gender issues, programs, theory. Stay current in topics important to women's integration into the mainstream of development. (Continuous goal)

F. Look at policymaker's attitudes; development of equitable and fair policies that encourage the full participation of women. (Continuous goal)

Related Ideas:

G. Consultancies- develop a cadre of trained personnel who could become consultants on gender issues. (3)

H. Develop gender-neutral language policy for campus. Monitor campus publications for reasonable language, representation of women. (Importanc; administrative).

5. PROGRAMMES:

The following ideas were generated as worthy of attention by the Centre for Women's Studies and Gender Analysis. This list is not all-inclusive, and priority was based on the circumstances of starting the Women's Centre.

A. Improve and expand the orientation programmes for all new students. Work with the EU Women's Association to provide orientation for new women students. (1.2)

B. Educate men about women's perspectives; create awareness and understanding of gender issues (for example, there is a tendency for men to stereotype all women interested in women's issues based on one "radical" woman's behaviour). (Goal)

C. Develop exchange programmes between and among students and faculty; between universities, other women's centres, both domestically and abroad; (eg. Makarere University in Uganda has a Women's Centre, develop exchange and linkages with US Universities.) (2)

D. Provide training for the CWS/GA interim committee...then others....about gender issues. (1.3)

E. Educate women about business; design short-term training programmes for women (eg. for Njoro Market women) (3)

F. Develop creche/child-care programme for students, staff...those who cannot afford household help. Create policy, systems to accommodate women's needs, especially those who are primary child-care providers. (Service)

G. Improve Health Services, including prenatal care and family planning services. There is currently no prenatal care for students; students report that the health service won't even provide blood pressure measurement or provide other, non-obstetric care, if a student is pregnant. (Service).

H. Provide outreach to secondary school women; inform and involve them in issues; work with Ministry of Education, eg. preventing school-girl pregnancies, working with dropouts and community women. (3)

I. Organize training sessions an concerning women's issues, discussions with administrators and policy- makers; involve them in CWS/GA planning. (1.1)

J. Train and encourage more women to become involved as policymakers. (Goal)

K. Curriculum development; should Women's Studies become a curricular option? How, why, when? Seek real integration of gender issues into existing coursework. (1.4)

L. Offer small-business management courses; Women-in-Development courses in extension education. (1.3)

M. Organize programmes on sexual assault and rape; develop escort programmes, counselling options, crisis counselling, and create campus environment that is intolerant of violent behaviour. (1.2)

6. RESOURCE CENTRE (Information and Documentation)

Priorities were not set for the Resource Centre and others. The Committee felt that they should be set after a needs assessment was done, and with input from faculty and students.

A. Offer counselling services targeting EU women (and men?) in the following areas:

1. Career development, job searches and opportunities
2. Social Problems such as family planning, family problems, health, finances, etc.

B. Develop role of ombudsman for campus to mediate conflicts, to combat women's perceptions that grievances and complaints are not taken seriously.

C. Gather addresses and information on other women's centres.

D. Develop guide specifically for women.
Write an EU women's resource guide; include profiles of EU women and their areas of specialization.

E. Contact and solicit information and documents from women's groups and centres internationally.

F. Build capability as a resource referral for women students; where they can go for help.

G. Develop childcare centre for women students, faculty and staff who cannot afford household help (day care).

H. Consulting Services; work with training coordinator to provide consultations on-campus and off.

I. Speakers Bureau- send speakers out from EU campus
invite guest speakers on topics relevant to women's concerns, such as career development.

7. TRAINING:

A. Provide training for key personnel on campus;

1. Staff
2. Students
3. Faculty
4. Other off-campus personnel (after campus).

B. Explore and establish long-term training and scholarship opportunities for CWS/GA staff and induction courses.

8. INVOLVEMENT OF FACULTY:

The board discussed ways the faculty could become involved in the Women's Centre. They included:

A. Research proposal writing

B. Task Force Members

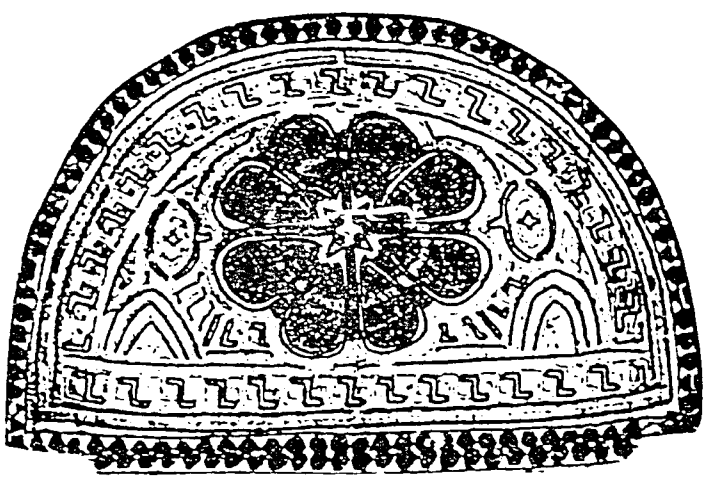
C. Collaborators and resource people

D. Invite suggestions and participation

9. OTHER:

A. Centre launching now scheduled for 15th April, 1992. The date is not yet firm.

B. The Centre's first project, the survey of faculty attitudes towards career development, women as entrepreneurs and gender issues in progress through the USAID funded Gender Integration Project with the Consortium for International Development. Martha Denney is collaborating with Dr. Rose Mwonya on the project.



Scope of Work

Section 13

SCOPE OF WORK, ACCOMPLISHMENTS, RECOMMENDATIONS

Field Researcher #1 Martha Denney

Scope of Work 1:

Faculty Survey and Student Evaluation of Career Development Materials:

The duties of Field Researcher 1 will include collecting, analyzing, and interpreting survey data examining faculty attitudes regarding women as entrepreneurs, working with her Kenyan counterpart. Questionnaires will be distributed to a random sample of Egerton University faculty. The questionnaires will focus on their attitudes toward career advising, their views regarding gender roles, preferences regarding career development activities at Egerton University, and anticipated utilization of the Centre for Women's Studies at Egerton University.

Field Researcher 1 will introduce 2-3 female students to the fundamentals of survey research and give them the opportunity to participate in all aspects of Phase I of the project. These Kenyan students will assist in designing the portion of the survey related to the recently initiated Centre for Women's Studies. This approach will help strengthen the leadership abilities of selected female students with high potential, introduce them to applied research, and provide them with empirically-based information which they can utilize as student leaders. Students involved in the project will be those who were instrumental in the establishment of the Centre for Women's Studies, approved by the Vice-Chancellor of Egerton University in June, 1991. These students, with the assistance of Dr. Rose Mwonya, are currently planning activities for the first year of operation of the Centre and have the full support of the Egerton University administration. Office space has recently been allocated and a Faculty Advisory Committee has been organized.

A second aspect of Phase I will involve evaluation of career development materials (e.g., Egerton University Career Planning Guide for Women in Agriculture, Egerton University Placement Manual) produced during the 1988-89 CID/WID Project in Kenya. These materials have been placed in the Egerton University library, but have not been used in career development sessions. Furthermore, these materials have not been assessed with regard to their perceived usefulness by undergraduate female students. Since the second phase of the current project will involve the development of additional educational materials, it is imperative that they be appropriately targeted for their intended audience. Obtaining feedback on the materials produced earlier will facilitate the later stages of this project and increase the potential usefulness of project outcomes.

This evaluation will occur in the context of a 2-3 hour Career Awareness Seminar which will be open to all third-year female students at Egerton. The seminar will be repeated on three separate occasions in order to increase participation and to keep groups small for more interaction. The seminars will focus on resume preparation, interviewing techniques, and job-seeking skills. They will also include preparing some experiential components in which students begin preparing their own resumes and practicing job interviews using role plays. Each seminar will conclude with a detailed student evaluation of the session and the materials used.

Specific outcomes of Phase I will be: (1) a report based on faculty responses which will include the results of the survey, discussion of the data obtained, and specific recommendations for the workshop to be implemented in Phase III as well as general suggestions for other future career development activities on the Egerton University campus; (2) a plan of action for the Centre of Women's Studies with regard to their role on campus and future activities, programs, and resource development in the area of careers and employment; (3) an evaluation report on the career development materials previously developed and recommendations for materials to be developed in Phase II of the current project. Copies of these outcomes will be provided to Egerton University, USAID/Kenya, CID/WID, and Science and Technology/WID.

Summary of Project Goals/Background:

The goal of the project at Egerton University in Njoro, Kenya was to strengthen the ability of women students to secure employment after graduation, particularly in the area of agriculture. The goal was accomplished through several components; they included assistance to Egerton in the operationalization of a Centre for Women's Studies and Gender Analysis, the development of a series of workshops on careers, and the survey of the faculty at Egerton University to determine their attitudes toward career development, women as entrepreneurs, gender roles and the women's centre.

In addition, the Egerton University Women's Association was assisted in developing goals for the association through meetings and a survey of the women students at Egerton University, and in the articulation of a plan for an introductory tea for the women students and an orientaion program.

The time-frame for the project in Kenya was March 20 through June 17, 1992. Two months of coverage were available for Field Researcher 1, with an additional two weeks to be allowed for write-up. Phase 2 of the project included the development of a workshop and training modules on Women as Entrepreneurs. Phase 2 was done by Dr. Judy McKenna, Field Researcher 2.

Both scopes of work were based on recommendations made as the result of the 1989 CID/WID project "Integrating Gender Issues into Development Projects", USAID Grant #PDC-011-A-7077-00.

Site Situation:

I found Egerton University to have grown considerably in the three years since I was last there. There was evidence of a lot of construction on campus, however progress on the much needed additional classroom buildings and residence halls had halted due to a lack of funds. The only construction projects still active were those that had funding from donor agencies. Even the active projects had funding allocated prior to the freeze on loans and grants instituted in December, 1991 by a block of donor agencies that included the U.S., most European countries and the IMF.

The donor agencies are collectively known as the "Paris Club". (The "Paris Club" plans to reassess Kenya's progress towards the elimination of corruption, the improvement of human rights and strides towards a more representative form of government, in May 1992, were postponed indefinitely due to the Club's view that the government had not made sufficient progress. Donors have agreed to review the situation again after elections have been called, an act that President Moi has promised. The situation has seriously interfered with Kenya's ability to meet its basic budgetary needs since such a considerable portion of the national budget is funded with donor monies.

The difficult economic situation in the country has exacerbated an already difficult situation at Egerton, created by extreme increases in the number of students on the university campuses, as well as escalating political turmoil. The student numbers have increased by approximately 350% in just less than five years. This is the effect of political decisions to increase the opportunities for secondary school graduates to go on for tertiary education. As a result, stress on the university system that was anticipated three year ago could be seen and felt.

Classes resumed at Egerton in late March, 1992 after an eight month hiatus. The unscheduled nation-wide break was precipitated in July 1991 by student riots in response to political circumstances. Faculty and students alike seemed to be very happy to return to campus. Many people indicated that the extended nature of the break was due to a combination of security and economic concerns.

The political situation in the area surrounding Egerton was of considerable concern for a period of time in March, April and early May. There were "tribal" clashes occurring in Kericho, Molo, Bungoma, Kisii and other areas. Molo was the site of the worst violence and it is located only about 10-15 miles from Njoro. Some of the violence spilled over into the Njoro area...at least three

people were killed in late March and April. During the worst of the clashes the tension on campus became quite palpable. The students were demonstrating for peace; fortunately their demonstration did not degenerate into chaos.

Egerton, like it's other government-sponsored peer institutions, is being challenged to respond to extremely difficult circumstances. They have had to accommodate extreme increases in their student numbers at the same they that they have had declining resources. Kenyan varsity students, as the university students are known, have been asked to carry a heavier burden of financial responsiblity for their education.

One policy instituted on all campuses when the students returned in early 1992 was the "Pay as You Eat" cafeteria plan, and the voucher system for book purchases. This has caused some unrest on the part of the students, but rather than cave in to student demands, as has happened in the past, the government and university hierarchies have held firm to the program. The idea, while commonplace in the U.S., is revolutionary in Kenya. Rather than be given "free" room board and tuition, students are given a lump sum of money at the beginning of the year (KSH 6000/= or US $200) to use for food. Subsidized food is sold at the cafeterias, and when I arrived the estates staff were busy installing iron cages around the cashier's stall, and along the queue to prevent students from "beating the cooks and rampaging against the cashiers".

Food has always been a lightning rod for student unrest, since there is virtually no way for students to express their dissatisfaction with other issues. Unfortunately some of the decisions about the implementation of the food program has created a difficult management situation for students. Specifically, they were given the entire year's food allowance in one lump sum at the beginning of their program. This has meant that indiscipline in budgeting and higher priorities in poorer families has left the students with little or no money to purchase food. The students are complaining that they are "starving". Malnourishment is sure to be the result for some. The positive side is that there is little food waste, as before, and there have been no food riots for "chicken"...if they want to spend the money for it, they can buy it.

The book allowance is credited to the student's name at the bookstore, and they simply deduct their purchases from the balance. If the student fails to purchase books, the money is "lost" to them. This has solved a perennial problem of students refusing to use their "boom" or book and miscellaneous allowance for books.

The campus community at Egerton University was extremely supportive of the efforts toward the establishment of the Women's Centre and the research being undertaken, in spite of the many demands they have on their time and resources. Almost without exception, the

faculty, staff, students and administration went to extreme measures to help make the project a success. The professionalism of the campus community, and their dedication to the development of their students is exemplary. Without their support, insight and energy the project would not have succeeded.

Summary of Project Goals and Activities:

The responsibilities of field researcher #1 in the Gender Integration Project at Egerton University were stated as follows:

1) Developing and analyzing a faculty survey (60%). The survey was to gather data on faculty attitudes toward career development for women, women as entrepreneurs and gender issues.

The faculty survey was completed with 156 responses. The data has been entered, and the technical report is being prepared.

2) Conducting a Career Awareness Seminar for female students to evaluate career materials developed by CID/WID during the 1989 project. (25%)

Three career workshops were scheduled during the in-country project time. 30 women participated in exercises on career development using the 1989 materials. The materials were successful, however there is a need for further information about specific job possibilities in Kenya to address the high anxiety surrounding job-hunting. It is clear that there is need for a career development centre at Egerton, a role that may be filled for women via the Centre for Women's Studies and Gender Analysis, with the proper training and resources.

3) Contributing to the development of the Centre for Women's Studies and Gender Analysis. (10%)

This activity consumed more time than origially anticipated. The field researcher arrived just as the Centre was poised to begin operation. Considerable time was spent in program planning and priority setting with the Faculty committee and the Egerton University Women's Association. In addition, the official launching of the Centre occurred during the project.

4) Coordinate with Field Researcher #2.

Field Researcher #1 spent several days in orientation and discussion with Field Researcher #2. Activities included introductions to key people on campus and off. Contacts made during the execution of Scope of Work 1, and those made in 1989 proved very useful for Field Researcher 2 in the planning and execution of the Entrepreneurship Workshop. Off-campus contacts included the International Labour Organization/Kenya Technical Teacher's College Entrepreneurship Director, Julius "Brown" Mburugu

and his assistant Anthony S. Getambu; Camille Aliker of the U.S. Educational Counseling Centre and the Kenya Business and Professional Women's Organization; and Annamaria Watrin of the USAID/Nairobi Private Enterprise Programme.

Additional Accomplishments:

5) The Egerton University Women's Association was very anxious for Field Researcher #1 to assist them in surveying women students about their needs. A questionnaire was developed based on the concerns voiced by the students in several exploratory meetings, and it was distributed to all women students in the residence halls. 175 responses were received, and data was entered in the computer. The results will be included in the technical report. Preliminary results were provided to the Egerton University Women's Association and they were used as the basis for discussions at an all-university women's tea and meeting with the University administrators.

6) Researcher 1 assisted the Egerton University Women's Association in identifying and outlining issues the students wished to address in an orientation tea for women students. They felt it was imperative that some orientation be provided for women students to inform them about the Centre for Women's Studies and Gender Analysis, and to provide information that would assist new women students in making healthy adjustments to campus life. Researcher 1 also purchased tea, biscuits, and sugar the orientation tea that took place several weeks after she left.

7) Researcher 1 provided books and materials for the Women's Centre Library (see list). In addition, eight additional books and other materials were mailed to the Centre after the completion of the field work.

8) Some 30,000 volumes of books donated by the Colorado State University Overseas Development Network arrived at Egerton University while Researcher 1 was present on campus. It was gratifying to see the hand-over of so many volumes to the library at Egerton, and many of the faculty members were very pleased about the acquisitions.

9) Contacts were made with the newly formed Egerton University Student's Union, and letters were exchanged for the Colorado State University Associated Students of CSU, the student governance board.

10) Final reports were made to the Deputy Vice Chancellor for Research and Extension at Egerton, and to Maria Mullei at USAID. Preliminary results of the faculty and student surveys were left with Dr. Rose Mwonya, co-researcher on the project, prior to the departure of Researcher 1.

Achievement of Goals:

I was able to achieve all of the program goals, plus some additional work requested by the Egerton staff and students. The faculty survey was completed successfully with 156 respondents, 30 women students participated in two career workshops and I was able to see the Women's Centre was launched.

I played the role of group facilitator in getting the Centre for Women's Studies and Gender Analysis organizing committee to verbalize and prioritize their goals for the Centre. This resulted in a document that outlined target audiences, programmes and goals for the Centre. I also assisted in the planning of the launching (dedication) of the Centre.

In addition to the items outlined in the scope of work, a survey was undertaken of the women students. They were very keen to have assistance in finding out more about the women's perceptions of problems on campus. 175 students responded to the questionnaire. In addition, I assisted the Egerton University Women's Association in outlining their goals and organization, and in conceptualizing some small-enterprise development projects that they could undertake on campus to provide experiential learning opportunities for women students.

I worked closely with my counterpart, Dr. Rose Mwonya throughout, and in addition I worked with Mr. Paul Gamba, Ms. Jacqueline Alouch and four students in entering and processing the data.

The time line allowed for the project was very short under the best of circumstances, and the general unrest meant that some of the work had to be completed in a "crisis" mode...pushing events that might otherwise have happened in a more natural way. It became clear that many of the faculty members were not used to opinion surveys, and the fact that the questionnaires addressed gender issues...a rather sensitive area for some people...did not help.

Kenya's new political openness has precipitated new ways of accomplishing tasks. It was clear that many systems were in a state of flux during my tenure in Kenya, and it posed problems in completing tasks in a straightforward manner. All in all, I feel that the project accomplished all of the stated goals, and even more. I also feel that there is tremendous potential for continued work with Egerton University. CID and CSU should not lose the momentum that has built up with USAID/Kenya and Egerton University.

Recommendations:

Role of the Women's Centre in Student Programmes:

There is tremendous need for the Centre for Women's Studies and

Gender Analysis to promote and strengthen programmes for women students. The areas that deserve attention include:

- Orientation of women students to the campus environment
- Building a respectful environment for women
- Counselling for women's special needs, including the hiring of an adequate number of trained counsellors.
- Relationship training
- Health and Wellness, including opportunities for women to participate in fitness programmes, safety and first aid training, AIDS education for all students, and reproductive education and health.
- Family planning/Family life education, including easier access to family life education and counselling.
- Career exploration and counselling, including mentoring programmes and the hiring of career counsellors.
- Entrepreneurship education, including curriculum development and integration.
- Leadership education for women, with opportunities to practice leadership on campus.
- Develop programmes on campus security for women, particularly in the residence halls, develop a protocol for the sensitive handling of sexual assault cases. Offer training to residence hall personnel, such as the custodians.
- Develop residence hall programming, using students as leaders.
- Development of exchange opportunities for faculty and staff between Egerton and other campuses that have similar issues and interests.

Curriculum Development and Faculty/Staff Training:

- Development of more extensive exeriential programmes to build student's occupational competencies within curricular goals; this would complement Egerton's tradition of producing very well-trained and practiced students in agricultural fields. This might include student-developed field attachments, workstudy opportunities on-campus, mentoring or "shadowing" programmes, opportunities for volunteerism, guest speakers in classes, field trips, career fairs, etc.

Strengthening the curriculum at Egerton by incorporating business, management and entrepreneurship education into existing programmes in a systematic way.

Training faculty and staff at Egerton to build students with the capacity for creativity and self-reliance, to support efforts toward self-employment.

Encourage the development of a code of ethics for the faculty staff and students via the Senate to provide a baseline against which accusations of misconduct (particularly that directed toward women) could be heard. This is particularly important for movement toward addressing the sexual harassment of female faculty, staff and students.

Training campus staff, particularly that in the Health Services, in confidentiality. Develop with the administration appropriate sanctions for violation of confidentiality codes.

Explore options for using the educational system more creatively and with less rigidity to meet the real needs of students in preparing them for careers after graduation.

Evaluate the selection process and role of the hall wardens, particularly as it pertains to women.

Provide training in gender issues for EU faculty, staff and administrators.

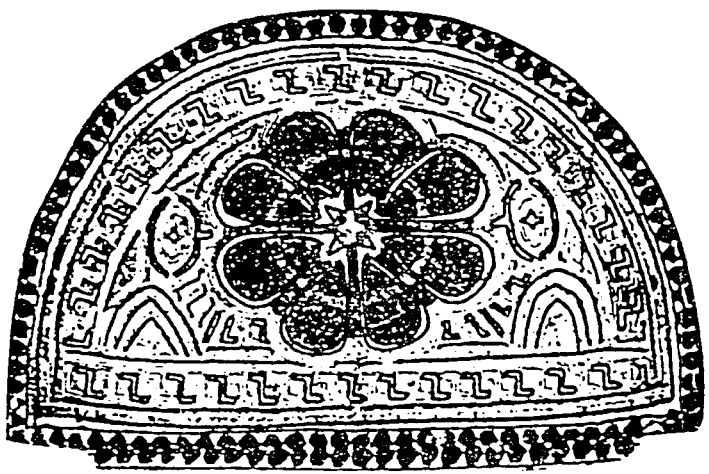
Encourage gender-based research projects; assist faculty in the development of proposals that would contribute to the body of knowledge on gender issues in Kenya.

Explore ways to introduce gender-neutral language into Egerton documents.

Secure seed money for an incentive grants programme for faculty. The purpose would be to provide small incentive grants for research on issues of particular interest to women and gender issues, and provide funding for faculty research.

Provide grant-writing training and experience for key personnel from the Women's Centre to support activities that would address issues of concern/opportunity identified in this research.

These recommendations are by no means comprehensive. They represent findings from the research, and from working with the Egerton University Women's Association, the Centre for Women's Studies and Gender Analysis steering committee and in conversations with faculty, staff, administrators and students about their visions for the Centre for Women's Studies at Egerton University.



Appendices

Section 14

EGERTON UNIVERSITY - NJORO

GRADUATE, UNDERGRADUATE & DIPLOMA STUDENT STATISTICS BY FACULTIES AND SEX

FACULTIES AND PROGRAMMES	YEARS 1988-89		1989-90		1990-91		TOTAL	
FACULTY OF EDUC.& HUM. RES.	M	F	M	F	M	F	M	F
BSC. AGR. & HOME ECONOMICS	-	43	-	54	11	59	11	156
BSC. AGR. EDUCATION	41	7	54	33	130	30	225	70
B.ED. SCIENCE	56	34	139	35	381	105	576	174
B.ED. ARTS (LAIKIPIA)	-	-	-	-	784	440	784	440
DIP. AGR. EDUC.	16	10	19	5	4	23	39	38
DIP. AGR. & HOMEC	-	20	-	17	-	-	-	37
ARTS AND SOCIAL SCIENCES								
BSC. AGRIC. ECONOMICS	75	19	67	19	112	33	254	71
BACHELOR OF ARTS	537	187	338	95	565	148	1440	430
B.SC. BUSINESS MANAGEMENT	-	-	-	-	52	8	52	8
DIP FARM MANAGEMENT	35	6	7	6	16	4	68	16
FACULTY OF SCIENCE.								
MASTER OF SCIENCE	-	-	1	-	-	-	1	-
B.SC. (GENERAL)	66	14	78	43	217	44	361	101
FACULTY OF AGRICULTURE								
MSC. ANIMAL PRODUCTION	-	-	2	-	-	-	2	-
B.SC. AGR. ENGINEERING	42	0	47	1	115	6	204	7
B.SC. ANIMAL PRODUCTION	99	7	74	12	137	21	310	40
B.SC. HORTICULTURE	60	19	58	4	92	31	210	54
B.SC. AGRICULTURE	-	-	-	-	91	13	91	13
B.SC. DAIRY FOOD SCIENCES	-	-	-	-	25	4	25	4
B.SC. NATURAL RESOURCES	-	-	-	-	69	18	69	18
DIP. AGRICULTURE	26	12	18	5	9	16	53	33
DIP. ANIMAL HEALTH	34	11	12	7	16	5	62	23
DIP. RANGE MANAGEMENT	22	3	22	0	13	2	57	5
DIP. AGRIC. ENGINEERING	25	1	14	1	-	-	39	2
DIP. DAIRY TECHNOLOGY	15	8	8	4	8	3	31	15
							1159	214
TOTAL	1149	401	968	341	2847	1013	4963	1755
GRAND TOTAL	6,719							

Total # Students (1992)
Females: 1891
Males: 5268
Total: 7159

8th March, 1991.

Appendix B

EGERTON UNIVERSITY

CWS/GA Res.01

April 3, 1992

Centre for Women's Studies
and Gender Analysis
Egerton University
Njoro, Kenya

MEMORANDUM

To: Department Chairs

From: Dr. Rose Mwonya, Interim Director
Centre for Women's Studies and Gender Analysis

RE: Questionnaire to be completed by departmental faculty and staff

Within the next few days you will receive a packet of questionnaires that are to be completed by your faculty members. The questionnaire is being administered to Egerton University faculty and staff members to ascertain their attitudes about career development, women as entrepreneurs, and other gender issues that will assist the Women's Centre in developing a long-term programmme.

We would appreciate your assistance in distributing the questionnaires to your staff and collecting them in the envelope that will accompany the questionnaires. Confidentiality of responses will be absolutely guarded. No names or personally sensitive information will be collected, and the questionnaires will be collected, shuffled and compiled campus-wide. Due to the relatively short time period that we have to compile and analyze the data, we would also appreciate your assistance in helping us get the questionnaires back within one week of distribution. Distribution is anticipated for April 10.

In addition to the questionnaire, a form is included asking if faculty members would like to contribute to the Women's Centre, and asking them for their ideas. A separate envelope will provided for the form because it asks for the name of the person volunteering to assist.

Thank you very much for your assistance. We are interested in seeing the Women's Centre off to a productive start.

EGERTON UNIVERSITY

April 9, 1992

Dear Department Chairman/Chairwoman:

Thank you for assisting us by distributing the enclosed questionnaires. We have distributed them based on the Egerton University Staff List for March, 1992. [1] Each staff member should receive the following:

1 Questionnaire
1 Separate sheet asking for input
1 Sweet...for taking time to fill out the questionnaire.

An envelope is enclosed for returning the completed questionnaires. Please send them to Dr. Rose Mwonya at the Centre for Women's Studies and Gender Analysis, locatd in the Old Sports Centre. We would appreciate your assistance in encouraging your department members to complete the questionnaires promptly, so they can be returned by April 23 (Thursday).

A research report will be written on the findings of the survey, as well as on information gathered from interviews with student women.

Sincerely,

Centre for Women's Studies and Gender Analysis Researchers
Dr. Rose Mwonya and Ms. Martha Denney

[1] A copy of the staff list for each department was attached to the envelope along with this letter.

EGERTON UNIVERSITY

April 9, 1992

Dear Egerton University Faculty/Staff Member:

We are trying to learn more about the career development opportuniti for students at Egerton University. You are one of the faculty and staff members being asked to give input. Your opinions are important, so pleas take a few minutes to complete and return the enclosed questionnaire. Do not write your name on the questionnaire; your responses will remain completely anonymous.

The information we get from this project will provide baseline data that will assist us in designing more appropriate career training opportunities for students, and for planning future activities of the new established Centre for Women's Studies and Gender Analysis.

Please send the completed questionnaire back to your department head who will return them to us. If for any reason you cannot participate, please return the unused questionnaire to your department head. It is important that you answer each question on the questionnaire. We are interested in your perceptions about the issues addressed; there are no right or wrong answers.

Some of the questions are directed at faculty members who have regul contact with students. If you do not have direct contact with students a this time, please answer as many of the questions as you can. If you have questions, you may call us at the Centre for Women's Studies and Gender Analysis, Extension 3136. Thank you for your help.

Sincerely,

Dr. Rose Mwonya
Department of Home Economics
and Acting Director, Centre
for Women's Studies and Gender
Analysis

Martha Denney
USAID/Kenya Career
Development Project,
Consortium for International
Development (Colorado State)

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The Centre for Women's Studies Gender Analysis at Egerton University

The Centre for Women's Studies was approved by the University administration in June, 1991 as a unit within the Division of Research and Extension. The idea, originally put forth by women students at Egerton University, has as its overall goal preparing women to take on leadership roles for Kenya's development. Egerton, as a Centre for Excellence in agricultural training, research and extension, has a special interest in the development of women for roles in agriculture and rural development, among others.

The stated objectives of the Centre include:

1. To act as a clearinghouse for data disaggregated by gender.
2. To act as an information and referral service for population education and career and employment issues.
3. To serve as a link between university professional women and rural women.
4. To encourage the full participation of female students, staff and faculty on the Egerton University campus.

A core group of faculty members have been appointed to serve as board-members to guide in the establishment of the Centre. The support and participation of all faculty members, staff and students is invited. Individuals who have an interest in participating are encouraged to identify themselves to one of the board members:

Dr. Rose Mwonya, Home Ec. (Chair)
Ms. Elizabeth Adongo, Chair E.U. Women's Association
Mr. J.T. Ambenge, Sociology
Ms. B. Amunga, Sr. Assistant Registrar
Dr. B.J. Ekeya, Religious Studies
Ms. L.A. Ojode, Economics
Ms. Alice Kamau, Agronomy
Dr. Esther Keino, Student Counsellor
Ms. C. Kitetu, Languages and Literature
Ms. Joan Otieno, Adult Education
Mr. T.R. Wambua, Research and Extension

We appreciate your taking time to complete the questionnaire; and we will use the information for planning Centre activities. Thank you for your assistance to the Centre for Women's Studies! We value your support, and look forward to working with you in the future.

We Need Your Expertise!

Name _____

Dept. _____

The Centre for Women's Studies will be conducting several workshops during the next few weeks entitled "Career Development for Women", and another workshop entitled "Women as Entrepreneurs" within the next few months, both on the Egerton University campus. The workshops are part of the second phase of project now undertaking this survey of the faculty. A total of thirty female students from Egerton will be selected to attend each workshop.

1. Are you interested in giving input during the planning of these workshops? Careers [] YES / [] NO Entrepreneurs [] YES / [] NO

2. Are you interested in attending the workshops?
Careers [] YES / [] NO Entrepreneurs [] YES / [] NO

3. Are you interested in serving as a presenter or panel member for either workshop?
[] YES / [] NO If yes, which one(s): _____

4. Indicate any other way(s) that you would like to contribute to these career development efforts. _____

5. Can you provide the names and department affiliations of other faculty members on campus who would be interested in the workshops?

6. Do you know of individuals off-campus whom you would recommend as a presenter at the workshop? If so, please provide their names and addresses, and if available, telephone numbers. _____

7. Do you know of any woman students you feel would particularly benefit from participation in this workshops? If so, please list their name, department and year of study. (The names of students will be forwarded to the Egerton University Women's Association, who will assist in the selection of participants. _____

8. Have you participated in any workshops on gender issues?
[] YES / [] NO If yes, do you have information or materials you would be willing to share with the Centre?

IF YOU ANSWERED YES TO ANY OF THE QUESTIONS ABOVE, PLEASE RETURN THIS FORM TO: DR. ROSE MWONYA, CENTRE FOR WOMEN'S STUDIES AND GENDER ANALYSIS. PLEASE MAIL THIS SHEET IN A SEPARATE ENVELOPE TO PROTECT THE CONFIDENTIALITY OF YOUR RESPONSES TO THE QUESTIONNAIRE. ASANTE SANA!

EGERTON UNIVERSITY

April 21, 1992

Dear Colleague,

Recently, we sent questionnaires for your department, asking for the input of your department members about career development activities at Egerton University.

If you have already completed collecting the questionnaires and have returned them to us, please accept our sincere thanks. If not, please do so today. We feel that it is important for your department's views be included in the planning for the Centre for Women's Studies programs and activities.

If by some chance, you did not receive enough questionnaire s, or if some of your department members misplaced theirs, we will be glad to send you another copy. You may ring the Centre for Women's Studies at 3136 and ask Mary Wanjiru Mburu to send you another. We appreciate your willingness to participate in our study. We must have all of the questionnaires by April 29.

The launching of the Centre for Women's Studies and Gender Analysis is scheduled for May 14, and we are anxious to have the data from the questionnaires entered into the computer before that date. It is very important that we get thoughtful, complete and representative responses. Please help us! Thank you very much!

Sincerely,

Dr. Rose Mwonya
Interim Director
Centre for Women's Studies and
Gender Analysis

Martha Denney
USAID/Kenya Career
Development Project

Newsflash

Friday, April 3, 1992
Volume 2, Number 12

Announcements

Manual available

A study on the *Consumption Behaviour of Non-Academic Staff at Egerton University* by Muraya, B. Abenet and P Gamba, is complete. The manual is now available at the Department of Agricultural Economics and Business management at a token fee of Ksh. 20 per copy.

USAID auditors to review projects.

Auditors from the United States Agency for International Development (USAID), will visit campus between April 6-9, the Planning Officer Mr Allan Shibira has announced.

The auditors are scheduled to audit the Agricultural system support project (ASSP) conducted between 1979-84, the IDAT project and the Agricultural Management Project (AMP).

Quote of the week

If you are a lady and people see you as a man, you are in trouble.

Mr Handa Awino
Halls Manager

Use your freedom responsibly-VC

University students are not only subject to rules and regulations governing the University, but also the laws of the country, the Vice Chancellor, Prof Richard Musangi, has said.

Prof Musangi, made the remarks while welcoming the 1992 first year students on Wednesday this week in Kilimo Hall.

He said that Egerton is a large community of both students and staff with diverse backgrounds whose common goal was to stimulate and foster an academic environment where everybody is free to seek academic truth. "However, like any other community, there is need for rules to ensure that no one person violates the rights of others," he said.

The Vice Chancellor told the congregation that University students had a lot of freedom and appealed to them to use the freedom responsibly and apply it to academic pursuit.

He said that students were free to join a party of their choice and cautioned them against fighting over parties.

Prof Musangi advised the students to spend their money wisely to avoid landing in economic problems especially now that they have to pay for their services directly.

He told the students that in order to succeed at the University, they should formulate their aims and goals in life. He appealed to them to be careful in their interaction with the rest of the society. "University students, who are the cream of any generation, should not be taken with malicious intent', he said

He said that the University aims at training high level manpower with practical orientation in all the areas and added that for students to apply what they had learnt in the University, they must work with efficiency, speed and discipline. He wished them a pleasant and profitable stay at the University

Later in the day, the Vice Chancellor addressed first year students at Laikipia Campus, Naivasha.

Among those present during the two occasions were the three Deputy Vice Chancellors Prof C.A. Onyango (AA), Prof J.C. Kiptoon (A&F) and Prof J.A Lugogo (R&E), Principal Laikipia Campus, Prof R. Munavu, Registrar (Adm), Mr P. K. Metto, Director of Research, Prof P. L. Shalo, Director of Graduate School, Prof S.K. Katia, all the four deans of faculties Prof P.K. Karau, (Agric), Prof P. Ondiek (Educ), Prof W.K. Kipng'eno (Sci) and Prof Chacha N. Chacha (Arts), Associate Deans Prof H.S.K. Mwaniki and Dr W.T. Wamani, Chairmen of departments, Lecturers and administrative staff.

Water shortage necessitates rationing

University residents and students are requested to economise on water during the University's water shortage, the Estates Manager, Mr Magero, has announced.

Campus-wide water rationing during the following times is in effect: 5.30 a.m. - 10.00 a.m. and 4.00 p.m. - 5.30 p.m. for students' Halls of residence, 6.00 a.m. - 8.00 a.m., 12.00 noon - 2.00 p.m. and 4.00 p.m. - 9.00 p.m., Falkland and Tatton Estates; 6.00 a.m. - 8.00 a.m. (line to kitchen) and 6.00 p.m. - 5.30 a.m. (line to storage tanks), senior staff houses.

All staff are asked not to irrigate their kitchen gardens or flower beds during this period.

Any student or staff having dry taps between these specified times or any other water problems should report to the estates manager or contact him on ext. 3219, 3167 or 3486.

Egerton University Newsflash April 3, 1992

ınnouncements

›all Team ranked fifth

University staff Netball Team ged fifth among eight teams in National Netball tournament on March 28-29 in Nyeri. The vas won by Bandari. According he team's Public Relations er, the next tournament will be on May 11-12. Equally rway is the Josephine Njeri cup.

sflash is published each Friday y Egerton University, and is ›roduced by the Centre for ›rmation and Documentation ınd the Educational Media ıtre, Research and Extension.

Telephone: 037-61620
ıtension: 3434, 3241and 3439

ary receives books

Jniversity Library has received 3,000 volumes of books and ls from Overseas Development rk (ODN) students from ıdo State University.

books and journals which were :d off the US last October, were ɜd by the Library, professors, ıts and members of the Colorado Jniversity.

ı letter signed by the ODN ent, Vice President and :nator to students and faculty of ›n University, the ODN students We sent sets of textbooks that will ıable classroom tools in addition ıy volumes of scientific journals ır library. We trust that you will ıre of the books so that students :r years will also benefit from The shipping cost from USA to ›asa was met by the University of ›, through the IDAT programme Egerton University met the cost sportation from Mombasa.

Senate approves more PG course

The Senate has approved 12 postgraduate courses so far and the University plans to have postgraduate programmes for all subjects being offered at undergraduate level, the Director, Board of Graduate School, Prof S.K. Katia, has said.

The courses approved are: Master of Science in Physics, Mathematics, Horticulture, Agricultural Extension, Agricultural Education, Biochemistry, Animal Science and Chemistry and Master of Arts in Agricultural Economics, Philosophy, Kiswahili, and English Language and Linguistics.

M.Sc courses in Animal Production and Biochemistry were launched last year.

Prof Katia urged those departments whose programmes were approved to launch them at the beginning of this academic year.

He added that the Board and the senate shared the view that both undergraduate and postgraduate programmes should run on the same academic year.

The Senate passed that Teaching Assistants (TAs) converted to students would automatically be put on stipend and not 80 percent of their salaries, the Director said.

Prof Katia said that the decision was reached because of financial constraints which forced the University to opt for cost sharing.

The Board, Prof Katia added, was already working on the prospectus for the post graduate courses.

In another development, the chairman of Mathematics Department, Prof V.P. Onyango-Otieno said that a M.Sc. programme in all the three areas of Mathematics was launched on Monday this week.

He said that out of the eight students registered, two are taking Applied Mathematics, two, Pure Mathematics, while the other four are taking Mathematical Statistics.

Women's Centre conducts inaugural study

Martha Denney, from Colorado State University, is on campus for a period of two months conducting a study for the Centre for Women Studies.

While at the centre, Ms Denney, in collaboration with Dr Rose Mwonya, will conduct a baseline survey on Egerton University faculty in relation to career development, private enterprise and women in business and gender roles.

According to Denney, the purpose of the study is to provide the Centre for Women Studies, with baseline data which will facilitate its activities to design, plan and offer programmes.

The project whose pragrammes are funded by the United States Agency for International Development (USAID), through the Nairobi mission and the Consortium for International Development (CID), Tucson, Arizona, is the first one to be housed under the newly founded Centre for Women Studies.

Ms Denney said that this is a subsequent phase of the CID/Women in Development Project of which, phase I and II have been completed.

Phase II was conducted at Egerton University, Department of Home Economics by Dr Mwonya and Ms Deney and featured on profiles of Kenya Professional Women in Agriculture. Its objective was to develop career materials for women interested in agriculture. A handbook and two guides; one for career and the other, on addresses of businesses in Agriculture ; which are available at the centre, were produced.

·rton to feature in Agricultural Society of Kenya (ASK) Shows

›n University will participate in ıakuru, Nairobi and Mombasa Shows in July, October and t respectively, the show com- chairman, Prof J.A. Lugogo, ›ed last week.

Lugogo, who is also the DVC), confirmed that his committee has approved Egerton's participation. Last year, Egerton featured only in the Nakuru National Show.

In order to maintain high standards, the chairman calls upon of heads of departments, on going project heads, and any other interested persons to come forward with ideas, projects and material they feel could be exhibited.

The exhibits should carry this year's theme, "Technology in Agriculture."

For details, contact Mrs E.N. Tsuma, the show secretary, not later than April 10 (Tel. Ext. 3194).

EGERTON UNIVERSITY

Newsflash

Friday, May 15, 1992
Volume 2, Number 17

Announcements

Bindery services

EMC is offering bindery services to students and lecturers wishing to bind lecture notes, reports, research papers, manuals etc. at the following rates:

- Saddle stiching and strip binding - Ksh. 15 per copy
- Plastic comb binding - Ksh 18 per copy

Those interested in the sevice should contact Mr. S. Rumbe at the E.M.C. printshop. Clients should ensure they obtain a receipt for any money paid to EMC.

You are here by right, VC tells staff

The Vice Chancellor, Prof J.C. Kiptoon, has appealed to all members of the University staff to be committed in their work and to use their talents for the betterment of the University.

He noted that every employee was put through a rigorous interview before he or she was appointed. "You are not here by mistake but you can make a mistake," he said.

The VC made the remarks when addressing the sixth Research and Extension Departmental Heads (RED Heads) meeting held at the ARC conference room on Tuesday this week.

He said that the University had a universal responsibility to develop, disseminate and store knowledge.

Noting that Egerton is the newest public University to be established in Kenya, the Vice Chancellor stressed the need to establish a firm foundation and an everlasting positive image for the institution.

Prof Kiptoon said the Research Division is one of the three pillars of the University and had a specific role to play in the country's development. He said that Kenya had pragmatic policies which had put the nation on the right direction for the last 30 years and that this had enabled the country to develop in many areas including research. "Research can only flourish in a favourable political climate," he added.

He expressed the hope that new national policies will lay emphasis on technology noting that some of the things that need not be imported can be manufactured locally. He challenged the Research Division to originate and develop ideas and make them workable.

Prof Kiptoon announced that some research funds are from time to time advertised by various donors and asked the University Community to take advantage of the funds by applying for them.

Earlier on, the Deputy Vice Chancellor (R&E), Prof J.A. Lugogo, while introducing the VC to the RED Heads, reiterated the Division's commitment to fulfilment of the objectives for which it was set up. He said that the Research Division late last year, introduced the monthly RED heads meetings whose aim is to increase productivity and efficiency in the Division.

Prof P.L. Shalo, the Director of Research, moved a vote of thanks to the VC for sparing time to attend the meeting. He noted that Prof Kiptoon is a scholar and a researcher in his own right and invited him to be attending future RED Heads meetings.

Quote of the week

You are not here by mistake but you can make a mistake

Prof J.C. Kiptoon,
Vice Chancellor
Talking to RED Heads meeting.

Students in peaceful kamukunji

A *Kamukunji* was convened by the University students to deliberate on the possibilities of a student organisation, on Tuesday May 5th 1992. Quite a number of students had some doubts as to the usefulness of representation in the various departments. The Kamukunji, which had overwhelming support as it attracted a large crowd of the students that filled the sports pavilion and the playing field was lauded by all those present in its initial stages only to be divided later between those for and those who had misgivings saying that there was no sense in forming a students' body.

Enumerating the benefits of representation, speaker after speaker in the first category cited several areas of concern. But this view was muffled by the noise from those dissenting and who argued that in this era of a multi-party politics, people should be left to drift like rudderless boats. They went further to say that representation was a mere waste of time

Continued on page 2

VICTORIA TAFA 29 SHARON & MILCAH UG-4P.
SUSANA TAFA 29

Egerton University Newsflash May 15, 1992

Egerton oil crop research gets World Bank attention

The world Bank has acknowledged the research work the University has done on the oil crops through the Vegetable Oils Protein Systems (VOPS) programme.

Consequently, the World Bank has contracted a consultant, Dr P.V. Shenoi to evaluate the possibility of including an oil seeds component in the proposed Kenya Agricultural Sector Management Project (ASMP II).

Dr Shenoi visited the University on Wednesday this week on what the VOPS Co-odrdinator, Mr Bernard Theora, described as a fact-finding tour.

Mr Theora said that Dr Shenoi wanted to interact with the researchers particularly the VOPS principal investigator and VOPS project co-ordinator. During his one-day visit, Dr Shenoi held discussions with the DVC (R&E) Prof J. Lugogo and Mr Theora.

Dr Shenoi is reported to have said that the World Bank holds the work done by Egerton University on oil crops in high esteem. He said that the integrated approach which VOPS has adopted was similar to the one used in India six years ago to study oil crops. Dr Shenoi added that the approach had helped reverse the Indian situation from a net importer to a self-reliant nation and a net exporter of oil and oil crop products worth US$700M. annually.

The VOPS programme was started in 1988 under the Division of Research and Extension with financial support from the International Development Research Centre (IDRC) of Canada. Its main objective was to identify the key research and policy interventions required to foster the development of the vegetable Oils/Protein System.

Kenya has suitable agro-ecological conditions to cultivate several varieties of oil seeds but domestic production has remained low.

Ngoda attends Agroforestry Workshop

A lecturer in the Natural Resources Department, Mr Bernard Ngoda, last week attended an Agroforestry subject matter workshop in Arusha, Tanzania.

The workshop, which ran from May 4 - 8, was sponsored by the Inter-University Council for East Africa. It was attended by Teaching and Research personnel in Agroforestry from the three East African countries.

Mr Ngoda presented two papers viz:- "Agroforestry course at Egerton University: applications for economic development in Africa," and "Demonstration of silvopastoral technology for the arid Chemeron Catchment, Baringo District."

He told the Newsflash that the workshop made several recommendations among them the need for co-operation and co-ordination in agroforestry research and training within and between countries.

Return questionaires: respondents urged

Dr. Rose Mwonya and Ms. Martha Denney of the Centre for Women's studies would like respondents who were issued with questionaires to return them now. The coding of data is now in full-swing and they are anxious to complete the collection.

"We would like to encourage everyone who received a questionnaire to return it as soon as possible" said Martha Denney, a visiting researcher from Colorado State University.

"The survey is asking for people's opinions, therefore, there are no right or wrong answers. Respondents should simply go through the questionnaires quickly and reply with their first impulse," she said. "We are not interested in identifying from the personal data who might have said what.... We are simply coding the data in to get a profile of how the Egerton employees surveyed feel about gender issues. We will be sure to provide a summary of the findings for NEWSFLASH when they are ready," she continued.

Questionnaires can be returned to Dr Rose Mwonya either at the Centre for Women's Studies (the old Sports Centre), or to the Department of Home Economics.

The Centre also welcomes suggestions on what the staff feel the Centre can do for them. "Ideas might include the type of programmes, training and research they feel would benefit women live and work in Egerton." Dr Mwonya said. The suggestions should be sent to Dr Rose Mwonya.

Cont... from page one

and that their problems - those which had been cited by the first group, be tackled by the University administration. Nevertheless, they did not say who could articulate them to the authorities as they had demanded that administrators were not welcome in the meeting.

In his one minute speech to the enthusiastic crowd, the Vice Chancellor, Prof J. C. Kiptoon, implored the students to form a representative body which was to perform a normal University function, i.e. looking after students' interests. He dispelled student fear of victimisation and assured them that. "Nobody will be victimised. There is no crime in doing something legal."

The meeting was also addressed by the D.V.C. (AA) Prof C.A. Onyango and the Principal of Laikipia Campus, Prof R. Munavu.

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Telephone: 037-61620
Extension: 3434, 3241 and 3439

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CAREER SEMINAR AGENDA Appendix C

8:30	Introduction to Seminar, Introduction of Presenters Presenters discussed personal job history, job changes as part of introduction. Discussed stages of a career search (written on poster paper), and what constitutes a "Good Employee" (page 62, Career Planning Guide) and findings from "Profiles".
8:45	Self-introduction of Participants/Career Aspirations Each participant was asked to give her name and her major, and then was asked to tell share with the group whether or not they were studying what they had chosen, and what they would really like to do.
9:15	Career Aspirations and Credentials Debriefed on career aspirations, and discuss university degree as an enabling credential, not a life-sentence.
9:25	Values Survey (pages 2-6, Career Planning Guide). Introduced values survey and allowed time to complete survey. Discussed values survey and importance of values clarification when initiating job search.
9:45	Gathering Information on Careers (pages 7-17, Career Planning Guide, EU Job Placement Manual, other resources from library). Short discussion on exploring career options. Discussed mentors, informational interviews, other possibilities. Introduced other resources available in the Women's Centre Library.
10:00	Resume Worksheet and Action Word List (pages 18-48, Career Planning Guide.) Discussed writing a resume; types, styles, action-orientation, importance of gaining experience.
10:25	Interviews and Interview Questions (Pages 49-56, Career Planning Guide). Discussed the job interview, and what Kenyan employers expect of good employees, how to behave in interview. Diads asked each other questions from the "Fifty Questions Most Frequently Asked Sheet", and discussed which questions Kenyan employers probably would/would not ask.
10:45	Closure: Summary, Where do you go from here? Discussed what the participants learned from the Seminar, where they go from here.

2.5 Hours Total

Appendix D

STAGES OF A CAREER SEARCH

(From the Egerton University Career Planning Guide by Denney and Mwonya, 1989.)

STAGE 1: **SELF APPRAISAL**

The first step in the career development process is recognizing what you personally value in life, what skills you have, and what you enjoy doing. You must also look at the life experiences that have shaped your view of life and work.

Answer the following questions:

-What do I value in life?

-What abilities do I have?

-What activities do I like the most?

-What activities do I like the least?

-What considerations and responsibilities do I have?

-What personal experiences have been most meaningful to me?

-Where have I been most successful?

STAGE 2: **GATHERING INFORMATION ON CAREERS**

A career search must include research. The study of careers should include an examination of the career possibilities that best suit your personality, a realistic appraisal of the career opportunities that are open for you, and interviews with people who know about the career you are considering. Answer the following questions:

-Which careers seem to be best for me?

-What options do I have in selecting a career?

-What careers will fit my personality type the best?

-Who can I talk to with experience in the type of career I am considering?

-Where can I learn more about the career or organization that I am interested in pursuing?

STAGE 3: **JOB SEARCH/CREATION**

Once you have identified your interests and abilities, and you have learned more about the career opportunities that fit your needs, you must prepare yourself to find a job. Answer the following questions:

-How can I best tell others about my abilities?

-What do I need to know about a job before I apply for it?

-Where can I get assistance in writing an effective resume?

-How can I best prepare myself for a job interview?

-What is my plan? What can I do to execute a thorough and systematic job search?

-How can I maintain a positive attitude in the face of rejection?

STAGE 4: **HOW CAN I BE A GOOD EMPLOYEE?**

We often feel victorious when we find a job that we like, but that is not enough. If you wish to continue to grow on the job and to be valued as a good employee, you must ask yourself the following questions:

-Would I be satisfied with my work if I was the employer?

-Am I proud of the work I am doing?

-What can I do to improve my skills?

-What kind of professional and educational improvement opportunities are there available to me through my job?

-Do I allow my personal concerns to overshadow my responsibilities on the job? How can I balance my personal life with my professional life?

-Am I willing to make the extra effort to overcome difficulties on the job, or do I allow the problems to prevent me from doing my best?

-Do I support my colleagues, or do I trample them or act out of jealousy to get ahead?

-How can I make a positive contribution to my organization?

-Am I a good example for others who work here?

-What I am I contributing to Kenya's development?

VALUES SURVEY

Rating Satisfactions from Your Work:

There are many satisfactions a person can gain from her work. Look at the list of satisfactions below and rate each one according to the level of importance you attach to it. Use the scale below:

1 = Not important at all
2 = Not very important
3 = Reasonably important
4 = Very important in my choice of career

_____ **Help Society:** Do something to contribute to the betterment of the world I live in.

_____ **Help Others:** Be involved in helping other people in a direct way, either individually or in small groups.

_____ **Public Contact:** Have a lot of day-to-day contact with people in a public environment.

_____ **Work with Others:** Have close working relationships with a group; work as a team toward a common goal.

_____ **Affiliation:** Be recognized as a member of a particular organization or department.

_____ **Friendships:** Develop close personal relationships with people as a result of my work activities.

_____ **Competition:** Engage in activities which pit my abilities against others where there are clear win and lose situations.

_____ **Make Decisions:** Have the power to decide courses of action, policies, etc.

_____ **Work Under Pressure:** Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.

_____ **Power and Authority:** Control the work activities or some aspect of the destinies of other people.

_____ **Influence People:** Change attitudes or opinions of other people or alter their behavior.

_____ **Work Alone:** Do projects by myself, without any significant amount of contact with others.

_____ **Knowledge:** Engage myself in the pursuit of knowledge, truth and understanding.

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_____ **Intellectual Status:** Be regarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field of knowledge.

_____ **Artistic Creativity:** Engage in creative work in any of several art forms.

_____ **Creativity (general):** Create new ideas, programs, organizational structure or anything else not following a format previously developed by others.

_____ **Aesthetics:** Be involved in studying or appreciating the beauty of things, ideas, etc.

_____ **Supervision:** Have a job in which I am directly responsible for the work done by others.

_____ **Change and Variety:** Have work responsibilities which frequently change in theory, content and setting.

_____ **Precision Work:** Work in situations where there is very little tolerance for error.

_____ **Stability:** Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

_____ **Security:** Be assured of keeping my job and a reasonable financial reward.

_____ **Fast Pace:** Work in circumstances where there is a high pace of activity; work must be done rapidly.

_____ **Recognition:** Be recognized for the quality of my work in some visible or public way so that people are aware of my accomplishments.

_____ **Excitement:** Experience a high degree of (or frequent) stimulation in the course of my work.

_____ **Adventure:** Have work duties which involve frequent risk-taking.

_____ **Profit, Gain:** Have a strong likelihood of accumulating large amounts of money or other material gain.

_____ **Independence:** Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

_____ **Moral Fulfillment:** Believe that my work is contributing significantly to a set of moral standards which I feel are very important.

_____ **Location:** Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.

_____ **Community:** Live in a town/city/area where I can get involved in local programs and issues.

_____ **Physical Challenge:** Have a job that makes physical demands which I would find rewarding.

_____ **Time Freedom:** Have work responsibilities which I can do according to my own time schedule, no specific working hours required.

After ranking the lists above, select at least <u>four</u> work values that seem most important to you. For each of the four work values, define in a <u>single sentence</u> specifically what you want from that value. For example:

"I want to live close enough to my family's shamba to be able to spend every weekend on the development of a poultry business I want to establish."

1._____

2._____

3._____

4._____

Complete as many more as you like. This exercise is to help you clarify what it most important to you.

Adapted from Colorado State University Career Services materials.

CONSIDERATIONS

In addition to the values identified above, how important are the following considerations? Think about what they mean to you:

_____ Mobility

_____ Size of company, industry, or organization

_____ Amount of travel required

_____ Opportunity for additional education

_____ Visible results from my work

_____ Prestige

_____ Physical environment

_____ Type of boss

_____ Climate

_____ Proximity to family/ home area

_____ Access to cultural activities

_____ Opportunity for volunteer or church activities

_____ Spouse's desires

_____ Access to recreational/social activities

_____ Desire to live in a metropolitan area

_____ Commuting distance between home and work

_____ Frequency of moves required

_____ Cost of living

_____ Access to educational programs on my own time

_____ Good public or private schools for my children

Others:

_____ _____

_____ _____

Write sentences for at least four of the most important considerations you have identified, just as you did for the work values. For example,

> "I want to work for a large company with opportunities for advancement".

1. _____

2. _____

3. _____

4. _____

These exercises can help you identify what you value, and they can assist you in preparing for job interviews by helping you articulate what you consider important in your life and work. Review your responses when you prepare for a job interview.
"Values" adapted from materials used by Colorado State University Career Services.

RESUME WORK SHEET

Resumes should be typed or printed very neatly. Be absolutely sure that you have no spelling or punctuation errors. This is a worksheet. Organize your thoughts on this, then copy onto good quality paper. Your resume may be the only chance you get to impress a prospective employer.

Full Name (underline surname) _____

Full Permanent Home Address _____

_____

Current Mailing Address _____

Telephone Number (if available) _____

Identification Card Number _____

Nationality: Present _____ Former _____

Date of Birth: Month _____ Day _____ Year _____

Place of Birth: Town _____ District _____

EMPLOYMENT OBJECTIVE: (be sure it relates to the job you are seeking)

_____

_____

_____

EDUCATION: Start with most recent. Give 1) dates, 2) degree, diploma or certificate, 3) program in which you were enrolled, 4) how you passed and 5) name and location of school, and other relevant information.

_____

_____

_____

_____

Education, continued: _____

_____

_____

_____

_____

SPECIALIZED TRAINING:

_____

_____

EXPERIENCE: Give 1) name and address of employer , 2) job title, 3) duties, 4) level of responsibility, 5) percentage of full time worked, 6) accomplishments on the job and 7) dates . If you have no formal work experience, describe unpaid work experiences you have had, as long as they are related to the job for which you are applying.

_____

_____

_____

_____

_____

_____

_____

MILITARY OBLIGATIONS OR NATIONAL SERVICE OBLIGATIONS COMPLETED:

_____

OTHER:

_____

_____

_____

_____

HONORS:

ACTIVITIES AND INTERESTS: (include sports teams at school or other activities that shows ability to work as a team member)

LANGUAGES SPOKEN: Indicate first, second, third, etc. and fluency.

REFERENCES: (Be sure to include complete names, addresses and telephone numbers if available. Referees should generally be responsible and well-known people who are not relatives.)

OTHER INFORMATION THAT IS RELATED TO THE JOB FOR WHICH YOU ARE APPLYING:

IF YOU FEEL YOUR PROSPECTIVE EMPLOYER WILL REQUIRE THIS INFORMATION YOU MAY ALSO WISH TO INCLUDE THE FOLLOWING:

Marital Status_____

Spouse's Name and Address_____

Number of Dependents_____

Name of Chief/Subchief_____

Notes:

ACTION VERB LIST

Here are examples of "action verbs" that can be used for writing an effective resume.

accomplished
administered
advised
analyzed
appraised
arranged
assessed
assisted
bought
briefed
brought
budgeted
chaired
changed
communicated
completed
conducted
constructed
controlled
coordinated
counselled
critiqued
defined
delivered
demonstrated
designed
determined
developed
directed
edited
ensured
equipped
established
evaluated
expanded
financed
forecast
formulated
gathered
governed
graded
guided
handled
harmonized
implemented
improved
initiated
instituted
introduced
investigated
maintained
managed
modified
monitored
negotiated
observed
obtained
organized
originated
participated
performed
persuaded
prepared
presented
produced
programmed
promoted
qualified
raised profits
recommended
recorded
researched
reviewed
selected
solved
specified
structured
summarized
supervised
systematized
tested
trained
translated

FIFTY QUESTIONS MOST FREQUENTLY ASKED BY U.S. EMPLOYERS OF GRADUATING UNIVERSITY SENIORS DURING THE JOB INTERVIEW

From the Frank Endicott Report

The following questions are from a survey done by Frank Endicott of employers in the United States. Are they questions that you might be asked by Kenyan employers? If no, why not? If yes, which ones? Find a friend and practice asking each other interview questions. Answer them as though you were in an interview. It is good practice!

1. What are your long range and short range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?

2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?

3. What do you see yourself doing five years from now?

4. What do you <u>really</u> want to do in life?

5. What are your long range career objectives?

6. How do you plan to achieve your career goals?

7. What are the most important rewards you expect in your career?

8. What do you expect to be earning in five years?

9. Why did you choose the career for which you are preparing?

10. Which is more important to you, the money or the type of job?

11. What do you consider to be your greatest strengths and weaknesses?

12. How would you describe yourself?

13. How do you think a friend or professor who know you well would describe you?

14. What motivates you to put forth your greatest effort?

15. How has your university experience prepared you for a business career?

16. Why should I hire you?

17. What qualifications do you have that make you think you will be successful in business?

18. How do you determine or evaluate success?

19. What do you think it takes to be successful in a company (organization) like ours?

20. In what ways do you think you can make a contribution to our company?

21. What qualities should a successful manager possess?

22. Describe the relationship that should exist between a supervisor and those reporting to him or her.

23. What two or three accomplishments have given you the most satisfaction? Why?

24. Describe your most rewarding university experience.

25. If you were hiring a graduate for this position, what qualities would you look for?

26. Why did you select your college or university?

27. What led to you choose your field or major study?

28. What college subjects did you like best? Why?

29. What college subjects did you like the least? Why?

30. If you could do so, how would you plan your academic study differently? Why?

31. What changes would you make in your college or university? Why?

32. Do you have plans for continued study? An advanced degree?

33. Do you think that your grades are a good indication of your academic achievement?

34. What have you learned from participation in extracurricular activities?

35. In what kind of work environment are you most comfortable?

36. How do you work under pressure?

37. In what part-time or summer jobs have you been most interested? Why?

38. How would you describe the ideal job for you following graduation?

39. Why did you decide to seek employment with this company?

40. What two or three things are most important to you in your job?

41. What do you know about our company?

42. Are you seeking employment in a company of a certain size? Why?

43. What criteria are you using to evaluate the company for which you hope to work?

44. Do you have a geographical preference? Why?

45. Will you relocate? Does relocation bother you?

46. Are you willing to travel?

47. Are you willing to spend at least six months as a trainee?

48. Why do you think you might like to live in the community in which our company is located?

49. What major problem have you encountered, and how did you deal with it?

50. What have you learned from your mistakes?

RESOURCE MATERIALS LIST Appendix I

(BOOKS, RESARCH PAPERS, PAMPHLETS AND BULLETINS)
CONTRIBUTED TO THE CENTRE FOR WOMEN'S STUDIES
AND GENDER ANALYSIS, PHASE I

Thirty-five books and publications were contributed to the Resource Room at the Centre for Women Studies and Gender Analysis at Egerton University as a part of Phase I of the USAID/CID/WID project. They covered topics including career development and job-hunting, women in development, business practices and women's health.

Archer, Brecker, & Stewart. General Office Procedures.

Arnold, J. Shooting the Executive Rapids.

Bittle, L. R. What Every Supervisor Should Know.

Bolles, R. N. A Practical Manual for Job Hunters, Career Changers.

Bolles, R. N. The New Quick Job Hunting Map.

Bolles, R. N. What Color is Your Parachute?

Denney, M. & Mwonya, R. Egerton University Career Planning Guide.

Dixon, Rob. The Executive Account Primer.

Facts on Family Planning.

Gachuki, D. & Matiru, B. What Every Man Should Know.

Hasett, J. W. Business Systems Handbook.

Kenya Business Directory.

Government of Kenya. Family Planning and the Status of Women in Kenya.

Government of Kenya. Mandate of the Women's Bureau with Special Regard to Statistics and Indicators on the Status of Women in Kenya.

Government of Kenya. Situation Analysis of Children and Women in Kenya. (Section 2).

Government of Kenya. Situation Analysis of Children and Women in Kenya. (Section 3).

Government of Kenya. World Bank Country Study. The Role of Women in Economic Development.

Lasser, J. K. How To Run A Small Business.

Lurie, A. Business Segments - A Guide for Executives and Accountants.

Marshall, A. How To Get A Better Job.

McCall, R.B. Fundamental Statistics For The Behavioral Sciences. (4th Ed.).

Mwonga, R. & Denney, M. Egerton University Job Placement Manual Employer Address Lists.

Norusis, M. J. SPSS/PC & 4.0 Base Manual.

Norwood, V. How Women Find Jobs: A Workshop Guide For Teachers.

Overseas Education Fund. Appropriate Business Skills for Third World Women.

Overseas Education Fund. Appropriate Marketing Skills for Third World Women.

Overseas Education Fund (Step). Monitoring and Evaluating Small Business Projects.

Shinglete, J. D. Career Planning For The 1990's.

United Banks. Doing Business With United Banks, U.S.A.

United States Agency for International Development. The Context for Gender Considerations in Development: USAID and Kenya.

United States Agency for International Development. Office of Women in Development, Bureau for Program and Policy Coordination/Bureau for Africa. Gender Resources in African Agricultural Systems, Participant Workbook.

Women's Economics Development Corporation (WEDCO). The Business of Small Business.

Woman Wise (Every Woman's Guide to Gynaecology).

World Bank Country Study. Kenya: The Role of Women in Economic Development.

Wright, W. Management Accounting Simplified.

CAREER SEMINAR EVALUATION:
Centre for Women's Studies and Gender Analysis

Seminar Attended: [] 1st 10
[] 2nd 05

Are you a member of the EU Women's Association? [] Yes 13
[] No 02

Please rank the activities according to how you felt about each of the following: 1= Strongly disagree, 2= Disagree Somewhat, 3= Uncertain, 4= Agree Somewhat and 5= Strongly Agree.

						MEAN
1. I found the career seminar interesting and useful to me as a person.	1	2	3	4	5	4.8
2. The Values Survey helped me clarify what I would like in a career.	1	2	3	4	5	4.5
3. The resume worksheet assisted me in drafting a resume that can be effective in applying for jobs.	1	2	3	4	5	4.3
4. Interview questions are useful in thinking about what I might be asked in a real job interview.	1	2	3	4	5	4.5
5. The presenters were clear and able to present information in a useful and interesting way.	1	2	3	4	5	4.4
6. I would recommend the seminar to my friends.	1	2	3	4	5	4.6
7. I felt that 2.5 hours was too short; we needed more time.	1	2	3	4	5	4.6

Please write additional comments and suggestions on the back:

1. "It would be helpful to have women in fields (farming, business, teaching, lawyers) coming over to talk to us, so that we can get a general perspective on balancing a career and a home, challenges faced while working, etc."

2. "I feel it would even be more useful for the Centre to plan to invite speakers from different professions (which we can suggest) so that we can have sessions where we can find out exactly how it is, working in the careers we feel we would like to take up. This can be very helpful in helping us know if further training is needed before the job."

3. "I would have like a longer workshop which would have enabled us to get a better idea of which career lines to pursue. Right now, I have a general idea but would have like more time to look into my individual choices or careers and how well-oriented I am for the

career I would like to pursue."

4. "The time spent was too short. The effect and feedback of questions was minimized. If it had been longer we could have discussed at greater length the questions and even had a chance to write whole resume and analyze it."

5. "Perhaps the questions (forms) could be distributed first to those who will attend the workshop so that one would have enough time to fill them in- have enough time to think about the answers. I think the workshop would be more effective that way."

6. "I already knew what I wanted in my career, and have known for a long time now, so the value survey was not really of much help to me. I don't think I would strongly recommend the workshop to some of my friends for the following reasons:

-Very few would be keenly interested in the workshop.

-Very few are really ready to take their future really seriously to the point of discussing their future careers. I think they are too scared to face reality; especially with the job situation the way it is in Kenya.

-Very few would be willing to sacrifice their leisure time for a workshop."

7. "Time spent on the workshop should have been a little longer and we should have had an opportunity to look through each person's resume so as to evaluate it, and said it was a workshop worth attending and one I would recommend to the students."

8. "Good job done! but organize more of them."

9. "If possible many students should be given the opportunity to attend such workshops because we always tend to think that job interviews are for late and not now. Jobs are hard to get and therefore one should not think of what she'd like! I realize it is good to know what you really want in life and hence in a job."

10. "The workshop would be more useful if there was time to help individuals who may not find it easy to identify their careers."

KEY FINDINGS OF EGERTON UNIVERSITY'S KAP STUDY

	Percentage
A. % UNMARRIED STUDENTS	78.7
B. % SEXUALLY ACTIVE STUDENTS	67.1
C. STUDENT KNOWLEDGE AND USE OF F.P	
o Knowledge of at least a method	87.9
o Intent to use a method	62.6
o Currently using a method	46
D. FAVOURABLE ATTITUDES TO CONTRACEPTION	71
E. CURRENT SOURCE OF F.P METHOD	
o Not applicable i.e student not sexually active	54.5
o Private doctor/clinic	8.0
o Other	7.5
o Family Planning Clinic	6.5
o Health Center	5.4
o Pharmacy/Chemist	5.3
o Hospital	4.7
o University Health Center	3.7
F. MOST APPROPRIATE ARRANGEMENT FOR TEACHING F.P TO STUDENTS	
o Men should be taught separately	49
o Men and women should be taught together	35
G. INFORMATION ABOUT HEALTH CENTER FACILITIES	
o % students who have gone to the center for information about F.P	34
o % students embarrassed about going to the center for F.P	18
o % students who go to the center for other things i.e not F.P	70

Pathfinders Family Planning Programme Study, 1991.

249211

H. % STUDENTS INDICATING NEED FOR MORE INFORMATION ON FAMILY PLANNING	81
I. % STUDENTS SUGGESTING THE NEED FOR PRIVATE COUNSELLING AND INFORMATION ABOUT HEALTH	45
J. % STUDENTS WHO HAVE HAD A SEXUALLY TRANSMITTED DISEASE	10
K. % MALE STUDENTS WHO HAVE MADE A GIRL PREGNANT	31
L. % STUDENTS WHO WOULD ADVISE A FRIEND TO HAVE AN ABORTION	7
% PREGNANCIES ON CAMPUS	10

EGERTON UNIVERSITY
CENTRE FOR WOMEN STUDIES AND GENDER ANALYSIS
PROGRAMME FOR THE LAUNCHING DAY
May 28, 1992

J.00 a.m. - Arrival

Welcome address
Prof. Juma A. Lugogo, *Deputy Vice-Chancellor, Research & Extension Division.*

1.00 a.m - Brief history, outline of the aims and objectives of the centre.
Dr. Rose Mwonya, *Chairperson Centre for Women Studies and Gender Analysis*

1.30 a.m - Egerton University Students Women Association. Centre as an avenue for female students development and enhanced participation.
Elizabeth Adongo, *Chairperson.*

1.45 a.m - **Guest Speakers:**

- ~~**Dr. Maria Nzomo**~~ - Gender Issues and Development. → Dr. Jacqueline Oduoor
Lecturer, Nairobi University. Assoc. of African Women in Research and Develop

- **Prof. G. Eshiwani** - Women and Science.
Vice-Chancellor, Kenyatta University.

- ~~**Mrs Oeri**~~ - The Role of Women in Development → Mrs. Charity Maina, Nakuru Office
Head, Women's Bureau, Ministry of culture and social services.

2.20 p.m - Address by the *Vice-Chancellor* **Prof. Japheth C. Kiptoon**

- Address by the *Chairman, Egerton University Council,* **Mr. Nicodemus Asinjo**

2.45 p.m - Keynote address and launching of the Centre by the Guest of Honour, **Mr. John Westley,** *USAID*

.00 p.m - Vote of thanks. **Prof. C.A. Onyango,** *Deputy Vice-Chancellor, Academic Affairs.*

10 p.m - Lunch.

Also: - Prof. Okoth OGENDO
Centre for African Programmes and St

- Mrs. Pamela ONDUSO
Pathfinder Family Life Education

EGERTON UNIVERSITY

Newsflash

Thursday, April 16, 1992
Volume 2, Number 14

Announcements

A.R.C. extends service hours

The A.R.C. management has extended all service time by half an hour. An Assistant manager in the hotel, Miss H.N. Rahedi, said that the changes have been necessitated by the increased number of customers.

The new service hours are as follows: Breakfast 7.30-9.00a.m., Lunch 12.30p.m. - 2.00p.m and dinner 7.30-9.30p.m; Bar service weekdays: 11.00a.m. - 2.00 p.m. and 5.00p.m.- 11.00p.m. Weekends and Public Holidays 11.00a.m. - 11.00 p.m. Snacks are served throughout the day.

Miss Rahedi said that meals are made on order adding that to ensure faster service, customers should ring ext. 3364 or 3325 for reservations.

Happy Easter to all our readers

The editors of *Newsflash* wish all our readers and the entire University Community a happy Easter Holiday. We wish to reiterate our appreciation of the support we receive from you all and register our commitment to keeping you informed.

Milk, yoghurt prices go up

The Guildford Dairy Institute has increased the prices of milk and yoghurt and temporarily stopped production of the other milk products due to inadequate milk supply.

A half litre packet of fresh milk will now cost four shillings instead of the previous three shillings. An equal amount of yoghurt will now cost seven shillings, a price increase of two shillings.

The new prices are contained in a circular from the head of the Institute, Dr Wabuke Bibi, and addressed to the public. The prices became effective on April 8. The prices of the other milk products remain the same. Contacted for comment, the sales clerk in the Institute, Mr L. Mundia, said that the price hike was necessitated by the hike in the cost of raw milk supplied to the Institute from Ngongogeri and Tatton farms. He said that fresh milk is normally processed during weekdays while yoghurt is made during weekends adding that production had gone down by about 30 percent.

The production at the Institute, he said, depended on the milk supply from the farms. When contacted for comment, Ngongogeri Farm Manager, Mr A.C.T. Kibe, said that the price hike was intended to correspond with that set by the Government. He added that the farm does not set prices. "Prices are set by the University Pricing Committee," he said.

Over 1,000 students awarded bursaries

The University has awarded bursaries to 1,177 students out of the 3,363 who had applied on time.

The Deputy Registrar, (AA), Mr E. Wahome has said the amount awarded depended on the ability of the student to pay. The least amount awarded was Shs. 3,000 while the highest was Shs 6,000 Mr Wahome said that the University intended to award bursaries to 20% of the total student population. The Shs. 6,000 is supposed to be paid in one instalment, he said.

Centre for Women Studies to be launched

The official launching of the Centre for Women Studies (CWS) will take place on May 14, the Chairman of the Centre, Dr Rose Mwonya, has said.

Dr Mwonya said that several distinguished guests are expected to attend the ceremony.

Meanwhile, the CWS secretary, Mrs B. Amunga has expressed concern over the reluctance of women in conducting research on their gender and making a forceful assertion. "Interestingly, only men seem interested in research on women affairs," mused Mrs Amunga.

In another development four members of staff from the Department of Literature, M/s Njogu Waitu, Milton Obote, Ben Odhoji and Mrs M.J. Obura, are back on campus after attending a four day workshop on gender and research in Nairobi.

The workshop, organised under the auspices of the Kenya Oral Literature Association (KOLA) by FEMNET, a body of African Women Development and Communication Network, was aimed at sensitising the gender issue for interested researchers.

Newsflash April 16, 1992
Egerton University

When milk reads yoghurt and yoghurt reads milk

'he milk sold in the University will be ı red packets marked "yoghurt" while oghurt will be in blue packets marked :milk", but the producer of the two ommodities, the Guildford Dairy nstitute, is not up to any tricks.

According to a circular signed by a ecturer in the Institute Mr A.N. szinga, the mix-up was as a result of a rinting error where packets designed or yoghurt were imprinted "milk" while hose designed for milk were imprinted "yoghurt". The move to put the commodities in the "wrong" packets became effective on April 13 this year.

Efforts had been made to package milk and yoghurt as per the print on the packets but when yoghurt was put in packets designed for milk, the packets are said to have started leaking.

A Store Clerk at the Institute, Mr Moses Chepkurui, said that yoghurt is thicker and is packaged when hot and therefore has to have a stronger packet than milk which is packaged when cold.

Mr Chepkurui said that this system of packaging will continue until all the packaging material currently stocked in the Institute is exhausted.

The Institute produces and packages fresh milk, yoghurt, butter and ice cream from the milk supplied by two University farms, Ngongogeri and Tatton.

Correction

In the last issue of *Newsflash* Vol 2 No 13, the issue date was indicated as March 10. The correct date should have been April 10.

In addition, we indicated that the Library received 3,000 books from Overseas Development Network (ODN). We have been informed that the figure was 30,000.

Newsflash regrets the errors.

Quote of the week

Whatever qualifications the professional may possess, most people still regard him only as good as his last job

J. Lugalya Museti
Animal Science

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Telephone: 037 - 61620
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Student Develops Computer Programme

Mr Isaac Kamuta Mangeng'e, a Bachelor of Education (Science) finalist at Egerton University, has developed two computer programmes, "Container Depot" and "Container Tacking System", for the shipping industry. Another one on "Library System" is in the offing. The programmes, which are in Pascal language, can run on all IBM machines and compatibles.

Commenting on his findings, Mr Mang'eng'e said, "People type on the computer instead of using it because they rely on what they receive." He advised people to utilise the real power of the computer by fitting programmes that suit their needs.

McRota to attend workshop in Uganda

A senior lecturer in the Department of Agricultural Engineering, Mr H.J. McRota leaves the country next week to attend a training workshop in Uganda.

The training, which is scheduled to run from April 22 to May 7, is on "Operations and systems analysis for solving small scale farmers problems". Mr McRota has been nominated through the Ministry of Agriculture and is among three Kenyans who have been selected to attend the training.

The programme is jointly funded by UNDP and Aerotech (A South African Organisation based in Harare).

Photocopying bureau started on campus

A private photocopying bureau has been set up in the Division of Research and Extension.

The Bureau, which has been set up by Ellaken Ltd., became operational on Tuesday, April 14. Ellaken is an agent of Rank Xerox.

According to Ellaken Manager, Mr Albert Okinda, the Bureau will provide photocopying as well as secretarial services. He said that plans are underway to install a fax machine.

Mr Okinda said that the Bureau was set up to cater for private needs of the University community and also to bring Rank Xerox services closer to the users. He said that official University work will be charged at the cheaper rates just like it is done with other Rank Xerox customers.

The normal rates per copy are as follows: A4 Sh 2, A3 Sh 3, Reduction Sh 4.70, Enlargement Sh [illegible]. For multiple copies the rates are as follows: [illegible] Sh 1.90, 501-1000 Sh 1.50, over 1000 Sh 1.50.

The Bureau is located in the Farmers CMRI library which is adjacent to Annex A in the Division of Research and Extension.

EGERTON UNIVERSITY

Newsflash

Friday, May 22, 1992
Volume 2, Number 18

Announcements

Clash victims' fund

Following the Vice Chancellor's meeting with students on April 27, 1992, it was unanimously agreed that Egerton University as a community set up a fund in aid of clash victims in the Rift Valley and Western Kenya.

Please make your contributions in cash or kind to the Chairman/head of your Departments who will pass them over to Mrs Z. Tsuma, the Public Relations Officer, who is co-ordinating this fund.

Vice Chancellor receives books

Staff members who are in a position to solicit for books from donors and other well wishers for the benefit of their Departmental libraries or the University's main Library can do so. The Vice Chancellor, Prof J.C. Kiptoon, made this appeal while receiving a donation of books worth over Shs 20,000 from Book Distributors, Ltd. last Tuesday. The V.C. welcomed the generous gesture shown by Book Distributors, Ltd. in donating the books to the University at a ceremony in his office attended by among others, the Principal of Laikipia Campus Prof R.M. Munavu; the Librarian Mr Mutuku Nzioki; the Dean FASS, Prof C. Nyaigotti Chacha; the Registrar (Adm), Mr P. K. Metto; Head of Dept. Agric. Econ & Bus. Mgt, Prof B.K. Acquah and some students.

The V.C. paid glowing tribute to Mr Anthony Muraya, a lecturer in the Dept of Agric. Econ & Bus. Mgt for facilitating the donation. Prof Kiptoon urged staff and students to make good use of the books and added that even though the books will be shelved at the library of Agric. Econ. & Bus. Mgt. Dept., the rest of the university was free to use them by borrowing either directly from the department or through the main library.

Presenting the books to the V.C., Mr Muraya said he came upon officers of Book Distributers, Ltd., donating books to a city university; and approached them to extend the same gesture to Egerton University, which they willingly did.

The 27 books donated cover a wide range of subjects and are the latest titles in the market. They are on subjects like; statistics, research, economics, auditing, computer science, business, study skills, organisation, system analysis and marketing among others. The V.C. also received a book on University Administration for his personal library. The book is entitled *The University: An owners Manual* written by a widely respected Harvard Scholar, Prof Henry Rosevsky.

PAM bids farewell to USAID programme officer

The Policy Analysis Matrix (PAM) project, on Wednesday this week hosted a farewell party for Mr James Gingerich, who is leaving the country for Nepal.

Mr Gingerich, who is a programme officer (Agriculture Division with the United States Agency for International Development (USAID), has been closely involved with agricultural related projects in Egerton as well as other research institutes for the last five years he has been in the country.

The Vice Chancellor, Prof J.C. Kiptoon, described Mr Gingerich as a dedicated friend and thanked him for the fruitful association between him and the University. Prof Kiptoon made a standing invitation to Egerton University to Mr Gingerich and his family. He also presented him with a beautiful walking stick as a gesture of the University's appreciation for the role he had played during his stay in the country.

The Deputy Vice Chancellor, (R&E) Prof J.A. Lugogo, said that the coming of Mr Gingerich assisted the University in capacity building and expressed the hope that the Nepalese people would benefit from Gingerich, the way Egerton had.

In his remarks, Mr Gingerich said that the strong relationship between USAID and Egerton was unique as it was more of a partnership than that of a donor-recipient. Noting that the development of policy analysis and capacity building had come a long way, Mr Gingerich expressed appreciation for the frankness in sharing ideas and challenged PAM to meet the expectations of the policy makers in the agricultural sector. On his stay in the country, Mr Gingerich had this to say: "The five years have ran fast but they have been the best years of our lives. "The team leader of PAM, Dr Wilson Nguyo, thanked Mr Gingerich for the supportive role he played in the initiation and development of PAM.

Mr Gingerich was accompanied by his wife, Molly, and son, Christopher.

Among other guests at the party hosted at the PAM office, Nairobi were Hon. Ali Bidu, Assistant Minister for Home Affairs, Dr Maria Mullei, Senior programme officer, USAID, Prof Peter Shalo, Director of Research, Prof C. N. Chacha, Dean, FASS, Prof P. Ondiek, Dean, FEHR, Prof B.K. Acquah, Chairman, Agricultural Economics Dept and Mr S.A. Namuye, Chairman Computer Science Dept.

Egerton University May 22, 19
Newsflash

ntre for Women Studies (CWS) launching slated for May 28

:entre for Women Studies (CWS) ıe Division of Research and :sion announces the launching of entre on Thursday May 28, 1992. eremony will be held at the ARC commencing 10.00 a.m.

e guest of honour will be the tor of USAID, women leaders Maendeleo ya Wanawake groups, , of women bureaus, researchers gender issues and women administrators from both governmental and non governmental organizations.

The Centre was approved by the University Senate in July, 1991 and is spearheaded by an advisory committee appointed by the Vice Chancellor.

Some of the major objectives of the Centre are: to act as a referral centre for population education and career development, develop curriculum and conduct training programmes on gender related issues, promote women's participation in the modern economy through training and career guidance. The Centre activities will be geared towards Egerton students, faculty and the community in the immediate environs. Beneficiaries of the centre activities will be women leaders, extension agents, development agencies, professional groups, governmental and non governmental institutions for community development.

Quote of the week

ı life, there is always the me and go

Prof J.A. Lugogo
D.V.C. (R&E)
ılking during the farewell party for Mr James Singerich

Deadline

items for inclusion in next .ay's Newsflash are due by sday, 5 p.m. Submit items to the tre for Information and umentation office, or call 037 - 20 ext. 3241, 3434 and 3439.

vsflash is published each Friday ɔy Egerton University, and is produced by the Centre for formation and Documentation and the Educational Media ntre, Research and Extension.

Telephone. 037-61620
xtension: 3241, 3434 and 3439

Ndung'u attends Mombasa Workshop

Mr Abraham Ndung'u of the Department of Sociology and Anthropology is currently attending an international workshop on Urban and Regional Planning of Mombasa and the Coastal Region of Kenya.

The workshop was conducted at Mombasa Beach Hotel starting on May 18, 1992. It was organised by the African Urban Quarterly in co-operation with Centre de Recherche D'Etudes et de Documentation Universitaires (Centre for research in University education and documentation) at Nairobi.

According to Mr. Ndung'u, the major objective of the workshop is to bring together policy makers, academicians and professionals in order to exchange scientific information on urban and regional aspects of Mombasa and the coastal region. This, he said, will be helpful in the understanding of the dynamics of the urbanization process in the coastal region.

Participants were drawn from governmental and non governmental organisations, universities, companies individuals and members of Mombasa Municipality.

Students launch representative body

A student body Students' Union of Egerton University' (SUEU) has been launched at the University . The body is a direct result of the students' general meeting a week ago. It was officially endorsed at a meeting between the interim officials of the "Union" and the DVC (AA) on Monday 11, 1992.

In the meeting, the students set a number of issues to be considered by the University before the drafting of the constitution, namely: The name of the students' organisation, the possible registration of the Union externally, i.e. with the Attorney General, financial support from the University, initially to help defray expenses which the support interim committee may incur, support in finding /paying for a lawyer to assist in writing the constitution. Prof Onyango said the University would look at these and urged the students to go ahead in drafting the constitution. He, however, cautioned that it is in the strength and obcjetives of the constitution that it will be given a favourable consideration.

Prof Onyango also lamented the prevailing situation of fear and suspicion on the part of students. He claimed, also, that students were largely uninformed or misinformed on most issues going on in the University. He observed, for example, that most students do not know the source of our water supply or for what purpose the building next to Kilimo primary school is being put up. He called on the students community to have a reporter for the *Newsflash* amongst themselves to sensitize the Egerton Community on issues pertaining to students.

Among those present were Mr. Handa, Mr Ngumbi and Dr Keino. The students' union interim committee has 13 members, chaired by I.O.M Ole Sup[illegible] with Loraine Mwangola as its secretary. Other developments about the union will be relayed to the students in the course of the committee's work.

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EGERTON UNIVERSITY

Newsflash

riday, June 5, 1992
lume 2, Number 19

ore students
t bursaries

University has awarded aries to 306 more students considering their appeals. brings the total number of ents awarded bursaries to

e bursaries office is said to ready preparing letters of d to successful applicants h can be collected from this month.

a press release to *sflash*, the Deputy Vice ncellor (AA), Prof C.A. ango, said that the aries Committee is now idering the cases of those had requested for a review neir appeals. "When this cise is completed, vidual students will be rmed accordingly," he said.

Centre for women studies launched

The Centre for Women Studies and Gender Analysis has finally been officially launched.

In his welcome address, the DVC Research and Extension, Prof J.A. Lugogo, disclosed that the Centre was mooted by students to attend to the less addressed issue on gender.

The Chairman, Dr Rose Mwonya, described the launching of the Centre as the beginning of the struggle to serve the women's course. There was a light moment when she introduced the treasurer; "She is our treasurer without money," implicitly soliciting for funds. She stated that the Centre aims at training competent and efficient women to work alongside their male counterparts. She called upon women to venture into administration and get involved in research.

Talking about women and science, the Vice Chancellor, Kenyatta University, Prof G. Eshiwani, decried the small number of women taking mathematics, science, and technology and called upon them to come up and shun the myth that women are good at languages and not in sciences. "The worst enemy to women are women themselves," Prof Eshiwani said. He advised them to utilise their time well and discard some societal prejudices that discourage their alacrity to venture and advance.

Speaking during the function, the Vice Chancellor, Egerton University, Prof J.C. Kiptoon, commended the establishment of the Centre and challenged the women researchers to establish why there are few female students at the University. He promised to expand the Centre premises. The chairman of the University Council, Mr. N. Asinjo appealed for continued support from USAID and challenged the Centre to come up with practical solutions and not empty rhetoric.

The Guest of Honour, Mr J. Westley, who is also the Director of USAID, said that women activities should be addressed not as secondary but primary factors of development. He asked the Centre to extend its activities to the rural areas and not to confine them to the University.

In her speech Mrs C. Maina, from the Ministry of Culture and Social Services promised to donate some literature to the Centre. She reiterated the Ministry's intention to train women in all aspects to achieve their desired goals.

Other speakers included Mrs Hempstone, Prof Okoth Ogendo, Dr Jacqueline Oduor, Mrs Pamela Onduso, Miss Elizabeth Adongo, Mrs Jane Kwao and the DVC (AA), Prof C.A. Onyango, who passed the vote of thanks.

void panic buying at the Varsity Bookshop - DVC tells students

Deputy Vice Chancellor ademic) Prof C.A. Onyango has aled to the students to avoid panic ng at the University Bookshop.

of Onyango made the appeal in a s release to the *Newsflash*. He said since the beginning of the semester, ents have been rushing to the kshop to buy various items adding the rush sometimes causes vding and makes it difficult for the kshop personnel to serve them quately. The DVC assured the ents that if the annual book loan of Kshs. 3,500 per student is not all spent during the year, it will not be returned to Treasury. Instead, he said, the Bookshop will credit the balance into the student's account to be used in the following year. He however cautioned the students against over expenditure of their allocation as this would lead to the student's allocation for the following year being debited.

Prof Onyango advised the students to buy books in consultation with their lecturers. "Every effort should be made to buy books which can be used for several courses, thus buying more books with the little money available," he said.

The DVC told the students that the purchase of learning materials should be carefully considered in relation to cost and their relevance to the student. "They need not buy anything just to finish their allocation. They could put the money to better use if they plan carefully," he said. If the students plan carefully, they may end up with a better and more relevant collection when they finished college, Prof Onyango added.

'hank you all, says Dr Mwonya

ıe Chairlady of the Centre for ɔmen Studies and Gender Analysis s expressed gratitude to the people ıo participated in the launching of the ntre.

n her message, Dr Mwonya said, "On half of the advisory committee ·mbers of the Centre for Women ıdies and Gender analysis, and on my n behalf, I wish to take this opportunity to thank all those who participated in the arrangement of the launching of the Centre which took place on Thursday, May 28, 1992. We look forward to your continued participation and contribution."

She assured the University community that the Centre is open to all faculty members and students.

Varsity medic back from immunology course

Dr G.T. Hayangah, a Senior Medical Officer in the dispensary, jetted back into the country early this week after attending a three-day course in Britain.

The course, Immunology of Human Reproduction, was organised by the British Council and took place at Wadham College, Oxford, from April 9-11 this year.

'OPS holds farewell party to outgoing IDRC programme officer

e Vegetable Oils/Protein Systems ɔject (VOPS) last week hosted a ·ewell party for the outgoing IDRC ɔgramme officer, Mr Jozzie Schmidt, a Nairobi hotel.

Mr Schmidt, who is an Agricultural gineer, has worked in several ıntries in Eastern and Southern ·ica region and has been the ɔgramme Officer for VOPS (K) ce its inception in 1987. He will be ·ceeded by Dr Louis Navaro, an ricultural Economist.

Mr G.H.Olum, Director of Industries l also the Chairman of VOPS visory Committee, reiterated the importance of implementing the project's laid down objectives. Mr. Olum lauded the VOPS team for releasing the second edition of *VOPS News* which will act as a forum for disseminating important information to the players in the sub-sector.

The Deputy Vice Chancellor for Research and Extension Prof J.A. Lugogo, later presented a certificate of appreciation to Mr Schmidt in recognition of five years of outstanding contribution and activities towards facilitating collaborative research between IDRC and Egerton University. He also presented a shield and a scroll to Mr. Schmidt.

Among those who attended the party were Dr Louis Navaro, Dr A Kerrlb, Mr McRota, Dr. F. Palmer, Mr Obura, Mr Nyambusidi and heads of VOPS sattelite projects.

*On Wednesday this week, the Faculty of Science held a farewell party for Dr K.V. Sinha, a Senior lecturer in Physics Department. Dr Sinha, who joined the University in 1989, is leaving for Zambia where he will take up a new appointment in the Copperbelt University.

niversity Council of East 'rica conducts meeting

·turers from Egerton Univeristy, ·ssrs H.J. McRota, J. Mugeto and J. ɔgo are scheduled to leave the ıntry for Arusha, Tanzania on June 1992 where they will attend an ricultural Engineering subject tter specialist meeting of the East ·ican Universities.

·ccording to Mr. McRota, a lecturer the Department of Agricultural gineering, various issues will be ·ussed which will culminate in eloping catalogues for various cticals in Agricultural Engineering jects.

Jotham Mafoli Kigungu retires June 30

A University staff, Mr. Jotham Mafoli Kigungu, is to retire on June 30, 1992 after twenty-four years of active service to the University.

Mr. Kigungu, who was born in Maragoli in 1935, joined Egerton University as an office messenger on January 1, 1968, a position he held until 1972, when he was promoted to become a telephone operator. In 1976, he was transferred to the Finance Department (stationery section), where he has been in charge of the section from 1982 to date.

Commenting on his life at Egerton as a member of staff, the old, though youthful looking Kigungu said that patience and respect are the conerstones for any successful man. He advised the youth against excessive ambition adding that people are rewarded according to their performance and conduct at work. Said he; " I take pride in the fact that I have served in the Finance Section for a period of fifteen years." He expressed gratitude to the members of Egerton staff in the various sections he worked in, particularly staff in the Finance and Purchasing section. "From them I learned a lot and I hope they learnt something from me," he said.

Quote of the week

le who plans carefully ·efore doing anything ardly goes wrong

Sammy Rumbe (EMC)

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Telephone: 037-61620
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CPA exams in session

Egerton University, Centre No 335 is conducting CPA KASNEB examinations. According to Mrs Lucy Ojode a lecturer in the department of Agricultural Economics and Business Management and also the co-ordinator of the centre, the exams will start on Wednesday June 10, and take place in room 10 of the FASS.

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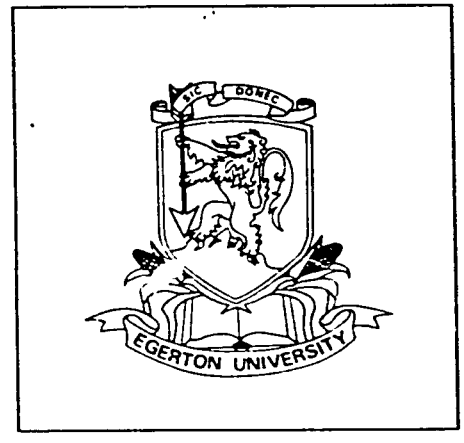
NJORO.

Centre for Women Studies



Egerton University

Division of Research and Extension

A new commitment in research training and outreach based on gender considerations

Introduction

Women play a much greater role in overall economic development that has been appreciated in the past, yet most development interventions are gender neutral. This apparent weakness is now becoming evident thus necessitating gender considerations in our development efforts to ensure a faster impact of developmental efforts. Egerton University, whose emphasis is in the agricultural sector has already recognised the need for highlighting gender aspects in the country's development efforts through research and training, hence the establishment of the Centre for Women Studies.The Centre is a multi-disciplinary institution aimed at enhancing gender participation and considerations in overall development.The Centre was initially conceived as a female undergraduate students' activity, but it was later approved by the University Management in 1991 as a full fledged effort.The Centre's responsibility now embraces gender issues at the institutional level and the macro issues in development.

Objectives of the Centre

The Centre for Women Studies will:

- act as an information and referral centre for population education and career development;
- act as a clearing house for gender based research;
- develop curriculum and conduct training programmes on gender related issues;
- promote women's participation in the modern economy through training and career guidance;
- promote gender considerations in development planning.

Organisation of the Centre

The formation of the Centre was approved by the University Senate in July, 1991. The Centre is spearheaded by an Advisory Committee appointed by the Vice- Chancellor.The Advisory Committee has in turn established a management team composed of the chairman, the treasurer, secretary and the co-ordinator of the Centre to oversee its establishment. Once the Centre is allocated an operating (recurrent) budget, it will have an initial establishment of a centre director, programme co-ordinators, researchers and the necessary support staff.

Planned Activities

In order to realize its objectives, the Centre will be involved with activities for Egerton students, faculty staff and outreach programmes through workshops, seminars, short term training activities and gender related projects which will involve both the University faculty and students, where possible.The Centre will heavily collaborate with both the national and international community to develop strong linkages for exchange of ideas, experiences, and research programmes support for enhancing women's competitiveness in leadership in the modern sector.

The Centre Beneficiaries

The Centre activities will be geared towards the Egerton student population, faculty and the community in the immediate surroundings of Egerton University. Other beneficiaries will be:

- Government institutions and policy
- women leaders
- extension agents
- NGO's (community development)
- professional groups
- development agencies

Contact Address

The Chairlady,
Egerton University Women's Association
Centre for Women's Studies and Gender Analysis
Egerton University
P.O. Box 536
NJORO

or

The Patron
Egerton University Women's Association
Centre for Women's Studies and Gender Analysis
Egerton University
P.O. Box 536
Njoro

Telephone number: 61620 Ext: 3136

Example of Membership Card:

.....

Member

Students Women Association
Centre for Women Studies & Gender Analysis
EGERTON UNIVERSITY
P O Box 536, NJORO, KENYA
Tel: (037) 61620, 61031/2 Ext. 3136

EGERTON UNIVERSITY WOMEN'S ASSOCIATION

Centre for Women Studies and Gender Analysis

WOMENS ASSOCIATION

An encouragement to student participation in institutional development

Appendix M

Introduction

Egerton University Women's Association was formed with a view to increasing women participation in all activities as well as fostering understanding, sharing of views and ideas between students and faculty members. There is need to give latitude to women issues to enable them to exploit their creative, intellectual abilities for the purposes of developing and improving the quality of their lives. Once they leave the institution, they should serve the society. It is such ideas from the Association that led to the creation of the Centre for Women's Studies and Gender Analysis at Egerton University. The Centre will enhance participation of women both at institution and national levels.

Organisation

Egerton University Women's Association was formed on February 15, 1991.

Membership is open to all female students as well as faculty members. Our activities and functions are co-ordinated by a committee of 30 students in liaison with the Centre for Women Studies for Women's Studies and Gender Analysis. There is also a task force committee and speaker bureau. The organisation is such that office bearers revolve for purposes of increasing initiative and participation.

Projects

Egerton University Women's Micro Enterprise Project

- craft shop
- managing the student cafeteria

The purpose of this is to:

- provide training in business management and entrepreneurship
- encourage responsibility, decision making as well as initiative among students
- provide funds for bursaries for needy students
- promote self-reliance
- provide information on student work-study programme
- initiate the student work-study programme

Current Activities

- study of women students - year 1 to year 4 through questionnaires and interviews
- career workshop
- entrepreneural workshop - education of women in business
- fund raising activities
- discussions with administrators to involve them in activities and planning

Planned Activities

- seminars and public lectures
- exchange programmes between students, faculty and centres, locally and abroad
- training in business management courses, self-employment activities
- health services, Aids education/sex education pre/ante natal care
- involvement in research activities that encourage more participation of women in national development and educate men about women's perspectives

becomes necessary. Proper procedures will be followed. Breaking the mode of living during the year will not be allowed. Those who want to stay outside the campus and those who want to stay in the halls of residence will apply at the beginning of the academic year; they will then await the approval of the application by the General Manager, EUSACS.

19. Refund of Accommodation and Meals Money

Accommodation Department will not refund monies to students who go to hospital and are hospitalised.

20. Loss of Property

Loss of property through either theft or replacement should be reported to both the Halls Officer and the Security office as a matter of urgency.

21. Where to Pray

There are a number of prayer places in and around the University for people of all denominations and faith. Students are expected to find out what they want from their colleagues who have been at the University for a longer time and have the information.

22. Shopping

When the University canteen is operational, students may buy some of their requirements from there. There are however many places around the University where students may buy their provisions.

23. Mail

Students should use the University mail number which is Egerton University followed by the block complex and Block Number. For example, a student living in the Ruwenzori Complex should write as follows: Egerton University, Ruwenzori Block 35, Room 1, P.O. Box 536, Njoro.

24. Telephones

At the moment, students have problems of having to walk to the main gate to ring. As conditions improve, telephone booths will be installed within the University to assist students. Students are asked not to misuse the booths.

25. Cutlery and Crockery

Plates, cups, spoons, etc. must not be removed from the dining halls and must not be taken to the halls of residence. Many students experience difficulties when they fail to find cups and other pieces of cutlery and utensils.

26. Carrying of Food

The right place to eat is the dining room or at such place as may be convenient for both the kitchen staff and the students. Food must not be carried to the halls of residence.

27. Complaints

Ideally, there will be a cateress on duty to handle your problems but any student who wants to see the Chief Catering Officer must do so between 8.00 a.m. and 5.00 p.m. during the week days.

28. General Facilities

There are a number of common rooms for TV viewing, recreation, and meeting. When meeting or organising a recreational event, eg., discotheque, students must seek permission from the Dean of Students. Permission to use a particular hall will be sought and received from the Halls Manager or any other officer involved.

29. Rentokil Bins

Halls for women have Rentokil Bins. Women students must use such bins to keep the halls clean.

30. Water

Water is a real problem. It is supplied by the Estates Department on a rationed basis. Economical use of water should be observed every day. Turn taps off after use.

31. Dust bins

Keep your compound clean. Throw litter in the dustbin.

32. Suggestions

The Halls Manager and the Chief Catering Officer welcome suggestions from students to improve and make their life more comfortable.

EGERTON UNIVERSITY

STUDENTS ACCOMMODATION AND CATERING SERVICES INFORMATION BOOKLET

RESIDENTIAL HALLS' RULES AND REGULATIONS

Appendix N

1. **EUSACS Management**

EUSACS is headed by a Management Committee comprised of full time officers, headed by the General Manager. There are four departments, viz. Administration, Halls of Residence, Catering and Finance. In addition, there are Hall Wardens attached to each hall.

2. **Halls of Residence**

The University has several halls of residence on the campus. These cater for both female and male students. The EUSACS staff is responsible for keeping the bathrooms, toilets and verandahs tidy. Students are responsible for keeping their rooms tidy.

3. **Custodians**

Custodians are responsible for a cluster of blocks in the halls of residence. They provide students with the basic facilities necessary to make students comfortable in their rooms. Consult your custodian for help.

4. **Room Allocation**

A student will be considered for room allocation subject to the following conditions:-

- Individual students will apply and pay a non-refundable rent in full for the whole semester in advance.
- On the basis of the availability of bed space and advance payment, students will be allocated rooms on first-come-first-served basis, and after presenting the University official payment receipt.
- Students will occupy the bed space in the room and maintain acceptable conduct and demeanour.

5. **Hall Wardens**

Every hall is under a hall warden. Students are encouraged to consult their hall wardens on all matters that affect them. Hall wardens will be in their respective offices according to a prepared shedule. Students will find the names of their wardens from offices of the halls officers or notice boards.

6. **Transfer**

Once allocated a room within a hall of residence, no student will be allowed to move from that room to another. It is expected that a student will stay in the room allocated to him/her for a minimum period of one academic year. Room keys must be surrendered to custodians at the end of each semester. Replacement of a lost key will be made on payment of Sh. 45 only.

7. **Furnishing**

The University provides basic furniture, namely, beds, mattresses, chairs, reading lamps, keys , waste paper baskets, shared wardrobes and curtains. Students are accountable for breakages and/or loss of these items.

8. **Storage**

The University has no facilities for storage of students' possessions. Students will therefore remove all their belongings from their rooms for private safe-keeping before they proceed for vacation.

9. **Personal Behaviour**

All students must adhere to University rules and regulations as regards behaviour and personal conduct.

10. **Keys**

Keys remain the property of the University at all times. A student should neither take the keys home during the long or short vacation nor lose them. The keys must not be duplicated. However, any loss of keys must be reported to the Hall Officer who will replace it at a current fee of Sh. 45 only. All keys should be labelled according to blocks and door numbers. Keys must be handed over to custodians before clearance at the end of each semester.

11. **Room Entry**

The University reserves the right to inspect rooms at any time. We, however, prefer to inspect the rooms during the University breaks except where such inspection is conducted so as to recover pieces of equipment which are retained in the student rooms by mistake.

12. **Noise**

Our rooms are not noiseproof. We do not have specific quiet time at the moment. However, it is expected that courtesy and common sense will prevail so that those with musical instruments will play them during the right time at low volume. Students are encouraged to report noise problems to their Hall Wardens and/or Halls Officers.

13. **Harassment**

The University takes a serious view of any harassment meted by some students on others. No student shall be harassed due to his/her sex, sexual preference, religion, race or physique.

14. **Visits to the Student Rooms**

These are part of University life and for personal, social and intellectual growth, they are encouraged. Visits by students of the opposite sex are allowed in rooms but only between 10.00 a.m. to 10.00 p.m. Those who violate regulations pertaining to visiting times may be disqualified from room allocation in the future.

15. **Parties**

Students who want to host parties must first get express permission from both Dean of Students and Halls Manager. Parties must not be held in the student's residential rooms. They may however be held in the junior common rooms.

16. **Safety of Rooms**

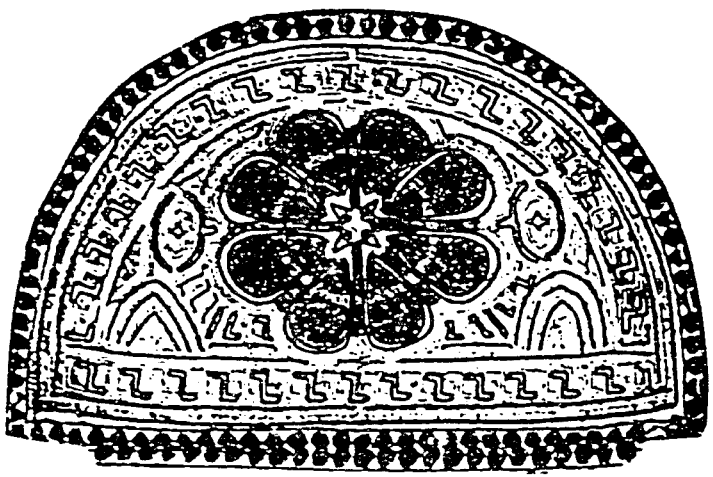
Rooms in halls of residence are not equipped with cooking facilities. Students are advised not to use their residential rooms for cooking. Use of equipment like electric frying pans, electric percolaters, toasters, ovens, etc., to prepare food, warm water is discouraged. Students may not throw, drop or eject objects through the windows. They must not interfere with electrical wiring or other electrical objects in the verandahs.

17. **Breakages**

Very little can be done to prevent genuine accidents leading to breaking of University property. But willful damage to property will not be tolerated. Students who break property accidentally should report to the halls officers immediately.

18. **Non-Resident Students**

Students have the choice of staying within the halls of residence or outside the campus. It is emphasised here though, that the University is under no obligation to provide housing to all students who may want to stay in the halls of residence. Students are encouraged to apply to live outside the campus when they want and when it



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Section 15

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WOMENS ASSOCIATION