



# Examination of the Institutional Human Resource Establishment and Its Effect on Gender Mainstreaming in Universities in Kenya

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**Abstract:** *Despite enormous development progress and a plethora of knowledge on gender mainstreaming, assessments and evaluations demonstrate a significant gap in implementation, probably due to implementation-related issues. The purpose of the study was to examine the institutional human resource establishment towards gender mainstreaming in selected Universities in Kenya. The descriptive survey design was used on a sample of 371 respondents from four of the 37 targeted Kenyan public universities. Vice Chancellors, Deputy Vice Chancellors; Academics, Planning and Finance, Head of Procurement, Planning, Registrar Academics, Registrar Finance, Registrar Student Affairs, Registrar Sports and Games, Head of Departments, Deans of Students, Gender Department Chairpersons, and University Counselors were sampled using stratified, simple random and purposive sampling. The researcher consulted with the supervisors to guarantee the content validity of the research tools. The study used 'split-halves' and 'internal consistency' methods to measure reliability. The Key Informant Interview responses were reviewed, categorized, and presented in tables, pie charts, and graphs using the Statistical Package for Social Sciences (SPSS) version 24. The results were given in the form of frequency tables, percentages, and narration. The relationship between the variables was tested using Pearson's Correlation and Multiple Linear Regression. The findings are expected to be useful in developing newer strategies for implementing gender mainstreaming, raising awareness through public seminars and workshops, providing new knowledge to scholars for research and library use, and serving as a guide for policymakers on key gender mainstreaming strategies, among other things.*

**Keywords:** *Examination, Institutional, Human Resource, Establishment, Gender Mainstreaming, University*

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## 1. Introduction

Gender concerns in human resource management is a topic in gender studies that has received little attention. The emphasis has been mostly on men's and women's political participation, as well as the ramifications of male domination over female equivalents (Fatile, 2020). Women have been regarded submissive to males from time

immemorial, yet they are also recognized for fulfilling many positions in society (Farha et al 2021). Despite the numerous roles that women play, they have long been discriminated against and regarded as the "second sex." This prejudice against women occurs in the current business sector as well, producing a glass barrier that prevents women from having equal possibilities (Fatile, 2020). There are institutional procedures which are set of formal organizational structures, rules and informal norms

for service provision that may affect gender mainstreaming hence the need for examination of the institutional human resource establishment and its effect on gender mainstreaming. Therefore, there is need for gender mainstreaming, which is integration of a gender procedure into preparation, design, implementation, monitoring and evaluation of policies and regulatory measures. It also includes programmes with a view to promoting equality between men and women and combating discrimination.

On global perspective, Farha et al (2021) indicated that gender sensitivity assists as a plausible answer for enabling female talent in an organization's human resource in their multilevel research on the Effect of HR Practices on Perceived Gender Sensitivity and Gender Bias in Hotel Industry. The study examined gender sensitivity in the hotel industry using multilevel modeling with two goals in mind: to discover explanatory factors at the organizational level and to determine if insensitivity is the consequence of intrinsic bias non the sector at the individual level. Perceived gender bias (PGB) and human resource policies and practices (HRP) were found to be both significant and sufficient to explain difference in gender sensitivity among hotels in their findings. Gender mainstreaming was supported as a vital and strategic method for attaining gender equality goals at the Beijing World Conference on Women in China. It became the new approach for integrating gender equality and women into development following the United Nations (UN) Fourth World Conference on Women in Beijing in 1995 (Zbyszewska, 2016). In 1979, the CEDAW (Convention on the Elimination of All Forms of Discrimination against Women) was approved.

Regionally, the successful government in Nigeria, according to Fatile (2020), has not pursued an employment policy aimed at gender balance; as a result, women have experienced untold levels of subordination and discrimination, even though the state is supposed to grant them the same rights and opportunities as their male counterparts. The data given in this study demonstrates that women are still marginalized and discriminated against despite efforts made at all levels, whether they constitutional or otherwise, to address these issues.

## Research Questions

1. Does institutional human resource establishment affect gender mainstreaming in universities in Kenya?
2. What are the levels of institutional human resource establishment on gender mainstreaming in Universities in Kenya?

## 2. Literature Review

The institutional human resource establishment and its impact on gender mainstreaming must be investigated. This is due to women's affiliations with traditional feminine activities such as emotion management and caregiving, which lead to jobs linked with institutional housekeeping and relational work, which have less visibility and authority but demand more labor-intensive dedication (Kantola, 2016). At the same time, women's status and power are reduced in top executive positions, while the service dimension of these roles is emphasized through a 'gender devaluation' process (Lombardo & Leon, 2015).

Human resource development and gender equality are required preconditions for addressing the challenge of poverty reduction, promoting sustainable gender mainstreaming, and assuring effective governance (Vijaya, 2014). In addition, feminist academics continue to be seen unfavorably in academia, and many researchers are unaware of the epistemological, theoretical, and empirical difficulties that gender studies pose to their discipline, even in their fields of specialization (Cavaghan, 2016). Gender politics in many disciplines also prevent most academics from admitting how much scholarship embraces the preferences of its founders - males who value the reproduction of and Eurocentric knowledge (Alonso & Lombardo, 2016). This study therefore established the extent to which human resource establishment influenced gender mainstreaming in selected universities focusing on ethnic aspects (location of the university, dominant culture) of policy implementation has influenced gender mainstreaming in Universities in Kenya.

Institutional procedures on gender mainstreaming involve addressing gender equality and empowerment of women (GEWE) through internal organizational procedures, such as policy formulations, human resource establishment and financial management, among other procedures. In Europe, resistance to gender reforms is probable to arise where institutional cultures shield male privilege and power (Aisa, Jannik, Ine & Joern, 2018), where innovations do not reverberate with the values and norms of their members and where gender modifications target the very same gendered norms, practices and routines of organizations and institutions.

In Kenya, Chapter four of the Kenyan constitution, which contains the Bill of Rights, stipulates that everyone is equal before the law and has the right to equal protection and benefit from the law. Article 27 (3) establishes a platform for gender equality and non-discrimination in which both men and women enjoy equal treatment, including equal opportunities in the political, economic, cultural, and social spheres (Kenyan Constitution, 2010). The National Policy

on Gender and Development(2019) was geared towards creating a just, fair and transformed society free from gender-based discrimination in all spheres of life practices. The first National Policy on Gender and Development (NPGAD) was adopted in 2000. The policy provided a legitimate point of reference for addressing gender inequalities at all levels of government and by all stakeholders. It further provided an avenue for gender mainstreaming across all sectors in order to generate efficient and equitable development outcomes.

The policy also aimed to "achieve gender equality and women's empowerment in national development in order to increase participation of women and men, boys and girls, vulnerable and disadvantaged groups in the pursuit of sustainable development." It established legislative and administrative steps to address existing disparities in gender equality and women's empowerment (NPGD, 2019). This current study focused on selected public universities because all these universities have institutional gender policies that formalize the rights and responsibilities of all people, which provides framework in the planning and implementation of gender responsive procedures. This study therefore focused on the influence of human resource establishment on gender mainstreaming in Kenyan Universities.

Numerous international, regional, and national instruments, such as conventions, declarations, platforms, action plans, resolutions, and agreements, have been developed to promote gender equality through the adoption of measures and strategies to eliminate all forms of discrimination against women in all sectors, particularly the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Plan of Action, and the Millennium Development Goal 3. According to Chapter Four of the Kenyan Constitution, which contains the Bill of Rights, every individual is equal before the law and has the right to equal protection and benefit of the law. The National policy on gender and development was also formulated to achieve gender equality and women's empowerment in national development so as to enhance participation of women and men, boys and girls, vulnerable and marginalized groups for the attainment of sustainable development but little focus on examination of the institutional human resource establishment and its effect on gender mainstreaming.

The study's background indicates that some progress has been made toward achieving gender mainstreaming; however, the literature raises a critical question about the reasons for the failure of gender mainstreaming policy implementation in practice, as there are still many challenges relating to structural issues in these gender mainstreaming procedures in universities. Despite the efforts of governments, policy implementation remains a challenge at both the national and institutional levels.

Gender-related topics are being democratized as Western rather than African; these attitudes frequently lead to ignorance about gender issues and fear of being exposed for this lack of information. Furthermore, gender prejudices that exist in larger society are camouflaged and perpetuated in many university settings, not only in Kenya but globally. For example, inadequate funds for gender mainstreaming procedures, as well as the delayed process of gender examination of the institutional human resource establishment on gender mainstreaming, may have negative gender repercussions and make pledges to gender equality, women's empowerment, and participation in universities, problematic. As a result, intervention measures are required for gender analysis and gender mainstreaming strategy execution. This study carried an examination of the institutional human resource establishment and its effect on gender mainstreaming.

### 3. Methodology

In this section, the research approach, design, population, sample size and sampling techniques, methods of data collection and analysis have been addressed.

#### 3.1 Research Design

This study used a descriptive survey research design, which is a form of survey design that is typically used when studying a large population at a particular point in time. Descriptive survey study design entails gathering data on multiple cases at the same time in order to collect data in relation to two or more variables, which are then investigated to detect their pattern of correlation (Bryman, 2004). The descriptive survey methodology was suited for this study since it included qualitative and quantitative research methodologies in data collecting, analysis, and presentation. The design also sought to collect data in order to characterize a phenomenon, condition, or population in a methodical way. It mostly assisted in answering the what, when, where, and how questions about the research challenge, rather than the why.; when the boundaries between phenomenon and context are not clear; and in which multiple sources of evidence are used (Mugenda & Mugenda, 2008). The descriptive design was organized into collections of quantitative data that could be tallied numerically along a continuum, as well as descriptions of information categories and patterns of interaction. Descriptive research necessitated the collection of data that described events, followed by the organization and presentation of the material. It frequently used visual aids such as graphs and charts to help the reader grasp the data distribution. The use of descriptive statistics was crucial in condensing the data and making it understandable.

### **3.2 Target Population, sampling technique and sample size**

The whole collection of elements about which the researcher seeks to draw conclusions is referred to as the target population. The study, on the other hand, targeted a total of eight universities, four public and four private, with four female-led and four male-led universities and a total of 208 targeted top management professionals. Due to the complex availability schedules of target respondents, as well as logistical and budgetary factors due to the countrywide distribution of universities, 8 out of the 67 universities were chosen. Third, there is a need to address gender (that is, male and female university heads) in university leadership. Fourth, the study compared universities founded before and after 2010, in order to assess the impact of Kenyan Constitution (2010) mandates on gender mainstreaming. Based on this criterion, a total of information from the 136 respondents, who included Vice Chancellors, Deputy Vice Chancellors, Registrars, and Department Heads since they had crucial information about gender mainstreaming in universities. To collect quantitative data from the various kinds of respondents, interview schedules with mostly open-ended questions and likert scale items were employed. Key informants provided both qualitative and quantitative data. Focus group discussion (FGD) was carried on the population that assisted the researcher triangulate the data got from the Key Informant Interviews. The participants of the Focus Group Discussion included the Gender Committees, Gender Institutes, Gender Secretaries and the Departments of Gender Studies. These largely generated qualitative data from the participants. According to Sutrisna (2009) FDGs assists in synthesizing qualitative information that is unanimously or publicly shared among participant in open forums. An observation checklist was created and utilized to elicit additional data from the institutions that were sampled. This was done in conjunction with document analysis to give accurate and in-depth information about the institution that was sampled. This aided in the further triangulation of the information from the FDGs and Key Informant Interviews.

### **3.4 Data analysis**

Interviews with the Key Informants in order to distinguish amongst schedules; each one was serialized and assigned a number. Statistical Package for Social Sciences (SPSS) version 24 was used to analyze, classify, and summarize the questionnaire replies in tables, pie charts, and graphs. Themes and patterns relevant to the study that were derived from the objectives were structured from the qualitative data collected from open-ended items and FDGs. Descriptive statistics representing various research items were generated in frequencies, mean, standard deviation

eight universities (four public and four private) were chosen, with a total of 208 employees in the top management. The study used multistage sampling by applying different sampling techniques at different stages. The study first applied stratified random sampling to select eight universities by categorizing them into (4) public Universities and (4) private Universities. The research was then purposively sampled based on universities that have established gender centers/institutions to coordinate gender equality activities. Following that, the study used the Krejcie and Morgan (1970) formula to obtain a sample size of 136 respondents from a population of 208 respondents, which was then dispersed proportionally based on the population size of the number of management personnel at each selected university.

### **3.3 Data collection instruments**

Key Informant Interview schedules were utilized to obtain and percentages in response to all items in instruments using the five-point Likert scale. On the other hand, inferential statistics were produced by applying Pearson's correlation to determine the relationship between the variables that were evaluated. Analysis of linear relationships between quantitative data using correlation shows the strength, direction, and importance of the linear link between the variables (Cohen, Manion & Morison, 2007). In order to determine if there was positive correlation, null correlation, or negative correlation, respectively, Pearson's correlation was used.

## **4. Results and Discussion**

### **Action regarding examination of the institutional human resource establishment and its effect on gender mainstreaming in Universities in Kenya**

The study sought to examine the institutional human resource establishment and its effect on gender mainstreaming. Human resource managers were asked to rate the extent to which they agreed with various statements regarding human resource procedures and its effect on gender mainstreaming in universities in Kenya. The identified indicators were rated in a scale of 1-5 where (where 1 = Very low extent, 2 = Low extent, 3 = Average extent, 4 = High extent, and 5 = Very high extent). The findings were as shown in Table 1

**Table 1: Human Resource Procedures**

<b>Descriptive Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Staff recruitment processes have influenced gender mainstreaming in this university	-	12.5%	8.7%	21.2%	57.7%	4.24	1.1
Staff training processes have influenced gender mainstreaming in this university	-	23.2%	22.1%	36.8%	17.9%	3.49	1.0
Job allocation processes have influenced gender mainstreaming in this university	-	5.8%	12.5%	15.4%	66.3%	4.42	0.9
Staff reward processes have influenced gender mainstreaming in this university	29.5%	6.3%	8.4%	14.7%	41.1%	3.32	1.7
Staff appraisal processes have influenced gender mainstreaming in this university	35.6%	5.8%	-	28.8%	29.8%	3.12	1.7
Our institution has gender desegregated data	-	-	13.5%	21.2%	65.4%	4.52	0.7
<b>Total</b>	<b>10.8%</b>	<b>8.9%</b>	<b>10.9%</b>	<b>23.0%</b>	<b>46.4%</b>	<b>3.85</b>	<b>1.2</b>

According to Table 1, staff recruitment methods had a significant impact on gender mainstreaming at universities (M=4.24, SD=1.1); staff selection processes had a significant impact (M=3.49, SD=1.0); and job distribution processes had a significant impact (M=4.42, SD=0.9). The survey also found that the prevalence of gender desegregated evidence in universities (M=4.52, SD=0.7) and staff compensation systems (M=3.32, SD=1.7) all had an impact on gender mainstreaming. It is noteworthy that Kenyan universities have been

Table 2 presents the findings.

successful in implementing gender-disaggregated data with a variation of (SD=0.7). These were individually compiled and tabulated data for men and women. They are one of the criteria for collecting gender figures and they provide for the calculation of disparities between men and women on different social and economic measurements.

The study further sought to find out whether there existed a correlation between institutional human resource establishment procedures and gender mainstreaming.

**Table 2: Correlation between Institutional Human Resource Establishment Procedures and Gender Mainstreaming.**

		Human Resource Establishment	Gender Mainstreaming
Human Resource Establishment	Pearson Correlation	1	.568*
	Sig. (2-tailed)		.000
	N	91	91
Gender Mainstreaming	Pearson Correlation	.568*	1
	Sig. (2-tailed)	.000	
	N	91	91

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

The findings in Table 2 show that there was a correlation between institutional human resource establishment procedures and gender mainstreaming with statistical significance  $r(91) = .568, p > .000$  with 91 degree of freedom at 99% confidence level. This was because  $p(.000)$  was less than  $(0.05)$  therefore had statistical significance. The alpha value of 0.05 means that there was only 5% chance that results from the study occurred due to chance. The confidence level shows that the study was 99% confident and certain that the finding parameters fall between a set of values for a certain proportion of times; that is a range of values that is likely to include institutional human resource establishment procedures and gender mainstreaming with a certain degree of confidence. From the finding it is important to note that managerial use of people's efforts, skills, talents, and dedicated actions are necessary to carry out job activities in a manner that allows the institutions to continue in the future.

Interviews revealed that some colleges are sensitive to gender-related issues, particularly those that affect women. For instance, lactating mothers were provided designated nursing areas, and both women and men were allowed 90 days of maternity leave and 10 days of paternity leave, respectively. Through their human resource departments, some institutions organized trainings by inviting gender consultants to address staff members about gender issues. One of the human resource managers from a university had this to say when the researcher wanted to find out how the workers are motivated:

*"Apart from the salary we do give to the*

*workers; promotion is based on merit and qualification and not on sex of the worker"* (D1, 20th December 2020).

In an interview with an ICT manager from Great Lakes University, the manager had this to say:

*"I started working here at the University as a junior ICT clerk in the department, but I have managed to rise to the post of being an ICT head of department due to my commitment to further my education. The University is therefore prompt in effecting promotions to members of staff who have taken the initiative to advance their studies"* (D8, Great Lakes University).

On the other hand, an interview with the head of department at the Department of Sports and Games at a University had this to say:

*"At the Sports Department, we are worried because we lack female members of staff. Even when advertisement is made, there are no female candidates who apply for the posts"* (D2).

From the findings, it could be revealed that most females are not showing interest in sports and games to take up responsibility for the post advertised. From this, it can be concluded that cultural socialization could have led to thinking that there are certain areas of employment meant for males and not females.

## **FGD on Influence of Human Resource**

## **Establishment Procedures on Gender Mainstreaming**

During focus group discussion with the gender Institute of a University on staff establishment procedures, a member had this to say:

*“The recruitment procedure is done as per policies but then due to lack of finances we have not been able to conduct training for the newly recruited staff members’ awareness, workshops, mentoring of students and other activities have come to a standstill” (FGD, Gender Institute).*

She further added that:

*“We have had reports that the games department has all male employees and whereas when advertisement is done, very few females apply. I strongly feel that if proper mentoring of students, campaigns, awareness creation is done, even the female graduates from this college who are job seekers would apply to be employed at the games department” (FGD, Member Gender Institute).*

## **Influence of Staff Recruitment Procedure on Gender Mainstreaming**

During interview, the respondents were asked to give their opinions regarding the influence of staff recruitment procedure on gender mainstreaming and they had the following to say:

*Before recruitment process, advertisement is placed and equal opportunities given to all those who are qualified by following staff recruitment policy (D8).*

*We do not assess gender as we have workers of all genders. We do not strictly follow gender policy in our recruitment procedures as we have all sexes. It is automatic when a married person is hired, the spouse is given a job in the area of specialization and not based on gender (D5).*

The human resource manager at a had this to say:

*“The human resource is very keen in following the gender policy at the university during recruitment because this is very sensitive area for a university like ours which believes in fairness and equality, in fact we give disabled men and women opportunity to apply and advise them to indicate their health conditions” (D6).*

The findings of the study revealed that the human resources management procedures have had several

influences on gender mainstreaming. Regarding the influence of staff recruitment procedures on gender mainstreaming; one of the gender committee members at the university of Zetech had this to say:

*“Recruitment of the staff in this university is done based on the human resource employment policy and according to the national gender policy both then I strongly feel that these policies are just put on paper but not strictly followed. This is because we do not have any gender expert or gender focal point to offer technical advice on gender issues to the university” (FGD, Gender Committee Member).*

In support of this sentiment, one of the gender committees from a university had this to say:

*“Since the gender department at the university was amalgamated to the sociology department, I feel that gender issues awareness and training has not been done for those involved in selection process. Therefore, unconscious or implicit gender bias interfere in the decision-making process which can lead to discrimination” (FGD, Gender Committee Member).*

## **Influence of Training Procedure on Gender Mainstreaming**

Regarding influence of staff training on gender mainstreaming the respondents gave the following opinions:

*Training is normally offered to the newly recruited staff members, which acts as a motivating factor although there has never been a gender expert to train the staff on gender mainstreaming (D7).*

*Training on gender is done to the staff both newly recruited and those in service to create awareness on gender issues and how they affect gender mainstreaming and development in general, but this has not been successful in the college due to lack of finances. We have never had any training for the last three years (C2).*

## **Influence of Job Allocation on Gender Mainstreaming**

It was interesting to establish the views of the respondents regarding the influence of job allocation on gender mainstreaming. They gave the following views:

*“Jobs are allocated based on the qualification and not the gender. There are equal chances given to the staff although at certain times, appointments to the top management jobs are*

*discriminatively done and are mostly dominated by men” (D7).*

*“Some appointments are not based on the qualification and therefore one may be appointed to head the gender department, but he/she may not have the expertise” (C3).*

*Duties are allocated to the staff based on the qualification and not on gender. This has affected gender mainstreaming at the University since the top job appointments are mostly given to men and not women which has led to inequality, as their qualification is not considered (C2).*

### **FGD on Influence of Staff Reward on Gender Mainstreaming**

The study revealed that the staffs are rewarded salary based on the job group and salary scale meant for that assignment. From an interview with Director of Gender Institute, she had this to say:

*“Although the employees at the university are paid their salaries as per the contract agreement and not on the basis of gender” (FGD, D4).*

On a further discussion with the members of the gender committee at a university, one member had this to say:

*“Although the salary given to the employees are the same but women, especially of childbearing age are disadvantaged when women employee proceed on maternity leave after their comeback it becomes difficult to select them to do certain duties than can make them improve and advance in their career. for example, if there are people to be selected from the department to go for the training at department levels, this group of women may not be given a chance because of certain prejudices and stereotypes” (FGD, Member Gender Committee)*

### **Discussion**

Examination of the institutional human resource establishment has some effect on gender mainstreaming. Therefore, gender-differentiated data and information must be available for policymakers to assess the situation and develop pertinent, evidence-based responses and policies. Such data must be acquired and examined over the policy-making period, preferably for several years, to detect progress and take appropriate action. According to Lowndes (2014), preparation gives many men and women in the workforce the knowledge and abilities they need to

compete for the same positions. People have different gifts, thus when such skills are used after preparation, they will greatly favor one employee over another, causing prejudice towards such a skilled employee. Most human resource managers gain understanding of gender mainstreaming, such as diversity and inclusion, through preparation, which ensures that men and women have equal work opportunities regardless of sex, race, disability, marital status, or family responsibilities. According to Al-Asfour and Khan (2014), gender mainstreaming training for human resources can improve efforts, knowledge, capabilities, and committed behaviors through creative recruitment and selection procedures, employee involvement in training and development, performance management, competence development, career planning, and reward and recognition systems.

According to Ali and Kramer (2015), gender mainstreaming can be successfully implemented in diverse workplaces through the following areas: recruiting, procurement, advancement, training and growth, postings and transitions, gender neutral vocabulary, working climate, job discrimination-free, and terms and conditions of employment. According to Khan, Begum, and Shaheen (2015), training has many advantages, including the effective application of the constitutional equality clause in all occupational and employment situations, women's right to work without facing legal restrictions or discrimination, equal opportunity and compensation for education and occupational training, secure working conditions for all employees, and the effective definition and development of a workplace culture.

Lombardo and Forest (2015) concur that in today's society, working to promote better economic opportunities has become a major social concern. Lombardo and Forest, (2015) confirm that many women and men fight for the same positions in the workplace because they have the same potential and skills. Related talents are becoming scarce in an environment of global competitiveness, and no nation can continue to discriminate against its talented recognizable workers. Gender mainstreaming of human resource hiring improves diversity and inclusion, giving men and women equal job opportunities regardless of sex, race, age, marital status, or family responsibilities (Ali & Kramar, 2015). Therefore, the goal of human resource management is to ensure that both individuals and groups of employees are working toward the same objectives. It also addresses issues such as work disorganization and employee attitudes, mental health, and social aspects. It also addresses the advancement of human capital, which includes experience, ability, expertise, potentials, and gaining and accomplishing employee goals. Targeting awareness efforts to women without changing the content of the campaign and ensuring that a particular percentage of women are included in high opportunity pools inside the organization are two examples of specific HR programs



that need to be part of a supportive action plan.

The results show that most universities follow the National Gender Policy and the Human Resource Recruitment Policy when hiring staff, though there are some instances where women are underrepresented in advertisements and then during interviews. As a result, policy implementation as required by law may be difficult to accomplish (Gupta 2006; Moser, 2005; Karlson, 2010). Crosby (1996) continues by stating that policy implementation is widely understood to be difficult and convoluted, and that it frequently fails. The findings support Ali and Krammar's (2011) assertion that hiring human resources promotes equity and equality by giving men and women equal employment opportunities regardless of sex, ethnicity, disability, marital status, or family responsibility. Staff recruitment has a positive impact on gender mainstreaming in Kenyan universities. The fact that providing equal opportunities at work is unquestionably the cornerstone of good employment practices supports this.

According to the findings during the interview with some of the departments from different universities, rewards should be given to the departments leading in implementation of gender mainstreaming activities as per the gender policies as supported by Onyambu, (2019). This reveals that the universities need commitment to the policies and to be very strategic at all stages. These findings are supported by Gupta & Mehra (2006) stating that gender mainstreaming can be successful if policies and strategies are re-examined. It necessitates being extremely strategic throughout the entire development process, in choosing which development issues to work on, in identifying and pursuing strategic opportunities that are likely to produce real-world results, and in tackling the most pressing development issues. The conclusion indicates that the success of gender mainstreaming and implementation depends on ongoing monitoring and evaluation. Monitoring is important for ensuring mainstreaming and project implementation is on track and for trouble shooting if it is not offering solutions for mid-course corrections (Mehera et al., 2006).

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Gender mainstreaming should be implemented in a range of workplaces by focusing on recruiting, procurement, promotion, training, gender neutral language, working environment, career discrimination-free surroundings, and terms and conditions of employment. To fill this gap, the study found that there is need for effective implementation of the constitutional equality clause in all occupational and employment situations, women's right to work free of discriminatory, legal limitations, equal opportunity

and reward for education and occupational training, safe working conditions for all employees, and effective definition and creation of a workplace culture are only a few of the advantages of training. The study established that human resource management procedure is concerned with the achievement of priorities by workers as individuals and as a collective. It should therefore also deal with employee attitudes, mental, and social facets, as well as the advancement of human capital, i.e., experience, capacity, expertise, potentialities, and attaining and achieving employee goals, such as work disorganization and it affects all forms of institutions of higher learning to fill this gap. Specific HR programs include mandating that a particular number of women be included in work candidate pools, directing awareness campaigns to women without changing the content of the campaign, and guaranteeing that a certain percentage of women are included in high opportunity pools within the organization.

### 5.2 Recommendations

Based on study findings, the following recommendations were made:

- i. The findings emphasize the need of managers utilizing people's efforts, knowledge, abilities, and committed behaviors in order to carry out work tasks in a way that allows companies to continue in the future.
- ii. Access to gender-differentiated data and information is required for policymakers to assess the situation and develop effective, evidence-based responses and strategies.
- iii. Relevant HR services should ensure that a certain percentage of women are included in high opportunity pools within the sector, that marketing promotions are targeted to women without changing the content of the advertisement, and that a certain percentage of women are included in high opportunity pools within the organization.
- iv. When selecting or appointing top management, diversity law should be followed. Women should be fully represented in meetings where planning, assessment, and monitoring decisions are made; institutions should evaluate gender-related policies on a regular basis to keep up with changing circumstances.
- v. Universities should establish a gender mainstreaming institute to

address gender issues, as well as set aside special days throughout the year for gender mainstreaming initiatives and sensitization to raise awareness. Finally, they should establish a committee to monitor and assess gender mainstreaming efforts.

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