RESEARCH ARTICLE

PERCEPTIONS OF WOMEN ON MANAGEMENT POSITIONS IN GOVERNMENT AIDED SECONDARY SCHOOLS IN UGANDA: AN ANALYTICAL STUDY

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ABSTRACT

Women's perceptions on minimal occupation of management positions in Government Aided secondary schools in Eastern Uganda were explored. The Uganda National Gender Policy was formulated in 1997 and revised in 2007 to address the gender imbalance in the management of educational institutions and other public institutions for the purpose of enabling women to access justice in workplaces so as to enable them to be part of the mainstream in Uganda's socio-economic development in the women's empowerment initiative. The objective of this study was therefore to examine women participation in management positions in government aided secondary schools in Uganda. The study revealed that the commitment of women serving in management positions is sometimes betrayed by various factors ranging from internal to external. A spirit of family responsibilities and challenges, corruption by some male appointing officials, limited qualifications and exposure, limited support coupled with political, religious, cultural, and societal norms and African beliefs is a hindrance to women's access. In addition, this type of commitment has been abused in various forms. The female teachers' overall perception on occupation of management positions in government Aided secondary schools is that male head teachers are more preferred to female ones. Therefore, the overall conclusion on perception on women's minimal occupation of management positions in Government Aided secondary schools in Eastern Uganda shows a pattern that women do not have equal access to management positions in the specified study area. The researcher recommends that: the Government should increase the number of female head teachers, balance interviewing panels, discipline culprits, streamline roles of politicians in schools, sensitize stake holders, and implement gender equality policies.

INTRODUCTION

Synthesis of literature on women participation in management positions in educational institutions

It is largely acknowledged that women are very few in management positions in all circles of employment and education is not excluded in this broadly held position (Chabaya, Symporosa & Newman 2009; Tikoko & Kiprop, 2012; Logan, 1999). An observation by Smith (2010) indicates that in European countries like Britain and Wales only 36% females are in management positions. In support to this notion, Coleman (2001) observed that in United Kingdom, women in educational management are a minority. The need for female

representation in management positions in educational systems worldwide is necessary to offer a gendered viewpoint on educational amendment and development and in addition, to make sure that social justice through gender equity in management and decision making levels is attained (Sperandio and Kagoda, 2005). This is because the presence of women in management positions at the secondary school level provides a feeling in schools for the well-being of girls and provides career choice for girls with role models of women managers and leaders. As such, it is important for women to fully participate in leading educational change given the important duty which the education system of a country plays in both national development as well as the establishment of a gender equal society. If women are to fully participate in the change and development process, they must exist in management positions and be provided with the relevant skills and knowledge required to participate efficiently and effectively in

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educational management and policy-making at both school and national levels (Sperandio and Kagoda, 2005). In several countries, concerns about gender inequalities in education have concentrated on student performance, mainly in terms of under-attainment of girls, differences in access at different levels of schooling and dropout rates in fields taken. These have induced a range of explanations and policies around gender disparities in educational results (Davies, 1990). Nevertheless, the issue of gender imbalance in the management structures of schools and colleges has not received adequate care, although there is acknowledgment in education of both the importance of equal chance and the strengths that women bring to management (Coleman, 1994). The 1995 Beijing Declaration on Gender Equality and Development guarantees equal opportunity to women and men in accessing management positions (United Nations, 2014; Chinkin, 1996). In addition, the 4th World Conference on Women (1995) called for governments worldwide to generate a gender sensitive education system so as to guarantee maximum and equal participation of women in educational administration, policy and decision making. According to Kiamba (2008) this declaration was to be attained by 2005 but it has not been met, apart from South Africa and Mozambique. It was therefore necessary for an investigation to be undertaken on the factors that hinder women's access to management positions in Government Aided secondary schools in Uganda.

In Uganda, the government has encouraged women to access management positions in all institutions by putting in place various gender equality policies as a commitment to redressing the disparities that characterize the provision of education for girls. In education for example, girls who qualify to gain admission to universities are accorded 1.5 points (Sperandio & Kagoda, 2005). This is where girls' Ordinary and Advanced Level results are converted to weighted points and added to 1.5 extra points to enable them qualify to join public University Similar opportunities are accorded to women in political parties and leadership. In addition, protective laws against gender bias in the opportunities of employment have been enacted (Wakholi, 2005). Despite these progressive policies on gender equality, women are still concentrated in low income and low status positions like deputy head teachers and classroom teachers (The Government of Uganda, 2013). But the fact that the constitution of Uganda of 1995, stipulates equality for all citizens, women are still few in management positions in Government Aided secondary schools. For instance, in Eastern Uganda, out of the 142 Government Aided secondary schools, only 15 schools (10.6%) are headed by female head teachers (Government of Uganda, 2013). As observed by Kiamba (2008), men have traditionally been favoured to access management jobs including leadership of Government Aided secondary schools. On that note, the common notion that women teach while men manage schools still holds notwithstanding the strategies to rectify the gender inequality in educational management (Chabaya et al, 2009). In relation to the gender imbalance in the management of educational institutions, the government of Uganda came up with Uganda National Gender Policy to address this problem. According to the American Heritage Dictionary, a policy is a written contract or guiding principle or procedure considered expedient, prudent or advantageous. In the context of the study, gender policy is a set of guidelines which were formulated in 1997 and revised in 2007 with the main aim of addressing gender inequality in access to justice by attaining gender balance and women's enablement as an integral part of Uganda's socio-economic development (Republic of Uganda, 2007). The purpose of the National Gender Policy was to establish a clear framework for identification, implementation, and coordination of interventions designed to achieve gender equality and women's empowerment in Uganda. The policy is a guide to all stakeholders in planning, resource allocation, implementation, as well as monitoring and evaluation of programmes with a gender perspective (The Uganda Gender Policy (2007)). The objectives of the National Gender Policy were; to reduce gender inequalities, rise information and the accepting of human rights among women and men, to enable them identify violations, demands, access, seeking redress and enjoy their rights, to strength women existence and abilities in making critical decisions for their significant participation in administrative and political processes, and to address gender disparities and guarantee presence of gender analysis in macroeconomic policy formulation, implementation, monitoring and evaluation. All these strategies in place; notwithstanding, very little has been achieved since there are still very few female head teachers in the management of Government Aided secondary schools in Eastern Uganda. It was against this backdrop that this study was set to investigate the factors that hinder women from accessing management positions in secondary schools in Government Aided secondary schools in Uganda.

Research Objective

To establish women's participation in management positions in Government Aided secondary schools in Eastern Uganda.
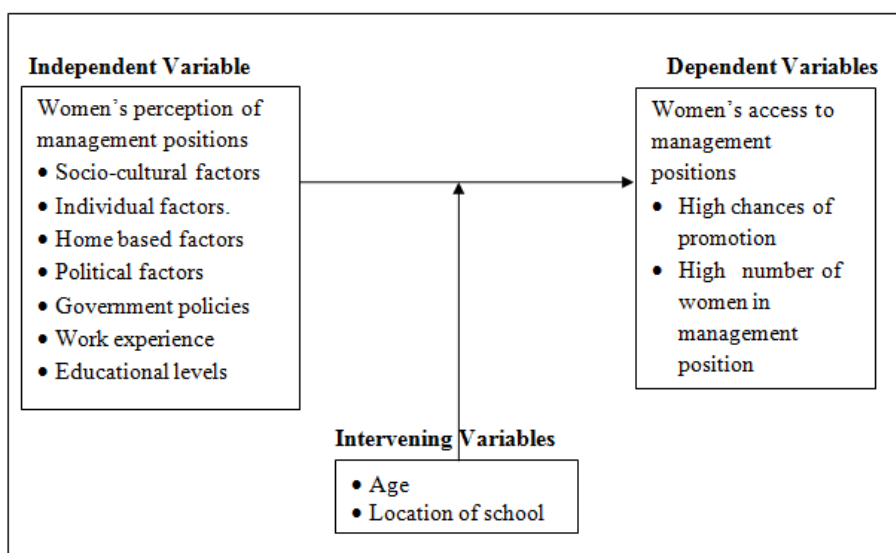
MATERIALS AND METHODS

Descriptive survey research design was used in this study. The area of study was Eastern Region in Uganda and it was chosen because it had fewer female head teachers as compared to other parts of Uganda (Government of Uganda, 2013). It lies between longitudes 32^0 54' East and 34^0 40''East; and Latitudes 00^0 17' 20'' North and 3^0 39' 18'' North. It covers $2,672.4 Km^2$ with a population density of $3,107 Km^2$. Eastern region is bordered by Kenya on the East, Nakapiripiriti on the North East, Moroto, Lira, Dokoro and Lake Kyoga on the North, River Nile on the west, and Lake Victoria on the South. It comprises of 32 districts. However, the study was carried out in purposively selected 5 districts, namely; Mbale, Tororo, Sironko, Manafwa and Bududa. The target population of the study was 15 female head teachers, 460 secondary school female teachers employed by the Education Service Commission, 32 Chief Administrative Officers. The sample size consisted of: 5 Chief Administrative Officers, 5 District Education Officers, 5 Gender Focal Persons, 5 Female head teachers and 210 Female teachers. The sample for female teachers was determined using Krejcie and Morgan's (1970). Purposive sampling was also used to select the respondents that is the five Chief Administrative Officers, 5 District Education Officers, 5 Gender Focal Persons and five female head teachers. This allowed the researchers to get the richest information (Best & Kahn, 2006). The sampling unit was the district. Pseudonyms were used in the study to represent the sampled female head teachers of the selected Government Aided secondary schools. The instruments used in data collection were questionnaires, interview guides, and Document analysis guides. The records were viewed and analyzed alongside with data from interviews and questionnaires. Documents are used to support and supplement

evidence from other sources of data. The reason for using the documents was to substantiate the evidence from various literature. Documentary analysis was basically limited to data related to women's perception on minimal access to management positions in government Aided secondary schools. The researcher examined various documents such as minutes of School Board meetings and Parents Teachers Association meetings, policy review documents, the Ugandan constitution of 1995, employment records, the 1992 Government White Paper on Education and Education ordinances. These documents were to verify observations made by a researcher and also gave supporting evidence on data obtained from the questionnaires and interviews. The Ugandan formal policy statement on gender equity was also used. The researchers piloted the instruments by use of a sample of 7 female teachers, 1 Chief Administrative Officer, 1 District Education Officer, and 1 Gender Focal Persons in order to check for possible response errors that could arise from unclear instructions, incomplete categories in response and exhaustiveness of data codes. The piloting of the instrument provided clarity of meaning and how well the items were understood by the respondents. Descriptive statistics in form of percentages and frequencies were used to analyse quantitative data while qualitative data was analysed using thematic approach based on the open ended statements.

Conceptual Framework

The conceptual frame work shown in Figure 1 delineates the variables which were used to guide the data collection and analysis. It visualizes which variables influence women's access to management positions in Government Aided secondary schools. It shows the independent, dependent and moderating variables. Independent variable is a predictor variable. It influences the dependent variable and it is a presumed cause of the variation in the dependent variable.

factors do hinder women's access to management positions in secondary schools in Uganda and world over. This is due to the fact that women in society are considered to be inferior to men. The literature review supports this fact. However, the effect of these factors is moderated by intervening variables such as women's income, age, and experience in leadership position and participation in entrepreneurship. Studies by Onyango, Simatwa, and Ondigi (2011) in Kenya established that socio-cultural factors do hinder women participation in educational management. These factors were; discouragement by spouses, domestic chores, lack of interest, gender bias, lack of motivation, inferiority complex, religion and political interference Socio-cultural factors such as individual factors do hinder women's access to management positions in secondary schools, particularly negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that hinder women participation in educational management at various levels. The impact of such factors is however moderated by intervening variables such as experience and income. The other independent factors do influence women's access to management position in secondary schools in different aspects. The dependent variable is access to management position. The independent variables determine the level of access to management position. It can either be low, high, average or no access at all. The moderator variable is the secondary independent variable which is selected for the study to determine if it affects the relationship between the primary independent variable and the dependent variable. The moderator variables in the study are 'child rearing and housekeeping'. The researcher assumes that the independent and the moderator variable in the conceptual frame work will account for the greatest influence on the Dependent variable, Access to management positions. There is also a relationship between the intervening variables and independent variables which hinder women's access to management positions in secondary schools.

Source: Researcher (2014)

Figure 1. Conceptual Frame work showing Factors Influencing Participation of Women in Management Positions as perceived Factors

The independent variables in this study are the factors that hinder women's access to management positions in Government aided secondary schools. These include: culture, political, social, education level, individual, and economic status. The conceptual framework postulates that socio-cultural

RESULTS

The research question responded to was: What factors influence women participation in management positions in Government Aided secondary schools in Eastern Uganda. The

responses were as shown on Table 1. The presentation of results under perceptions on "Women's minimal occupation of management positions in Government Aided secondary schools in Uganda" has been done under each category of the respondents, namely: female teachers, the Chief Administrative Officers, the District Education Officers, the Gender Focal Persons, and the female head teachers. In the presentation and discussion of the results, pseudonyms have been used in place of female head teachers' actual names because of ethical considerations. These are Namaleya of Tororo District (FHTRN/TD), Awoja of Mbale District (FHTRA/MD), Victoria of Mbale District (FHTRV/MD) Ogare of Tororo District (FHTRO/TD) and Wanale of Tororo District (FHTRW/TD. Additionally, the presentation and discussion also captures the views from the open-ended questionnaires, documentary analysis, plus the interview results. In backing the study, other important information on the respondents' Bio-data, demographic Characteristics, Work Experience of female teachers, and their highest Education Level were instrumental to this study. The summary of questionnaires administered and response rate was also tracked to ensure proportionate response rate.

one of the female head teachers, said, 'More women should be involved in the management of Government Aided secondary schools because they have students and the entire school at heart.' She further said, 'female managers are more authoritative and trustworthy than men' (FHTRN / TD/ 17TH/ 04/ 2014). However, according to her, some female teachers in her school have a belief that they cannot manage leadership. She said that this belief was as a result of the biased African culture which does not allow women to lead. Kiamba (2008) shares the similar view that cultural practices prohibit women from leading.

She stressed the fact that the African women are disadvantaged because of their cultures and upbringing. According to Dorsey (1989) most of the challenges female administrators face, are partially rooted in the pattern of gender socialization and African belief systems. In addition, Cole (2006) is of the view that it was due to lack of nurturing and development through society that women are few in management positions in Government Aided secondary schools. Uganda being a patriarchal and matrilineal society (Obbo, 1995), it is highly probable that the female head teachers in the country's

Table 1. Female Teachers' Perceptions on Women's minimal occupation in management positions (n=210)

Aspect of perception	SA	A	NS	D	SD
There is a high ratio of women to men in Uganda	14(7%)	130(62 %)	22(10%)	44(21%)	00
Women prefer to work under men	20 (10%)	25(12%)	05(1%)	100(48%)	60(29%)
Women are less visionary than men	09(4%)	10(5%)	12(6%)	80(38%)	99(47%)
Women are not assertive and authoritative	17(8%)	18(9%)	9(4%)	98(47%)	68(32%)
Women have other obligations they do not want leadership	18(9%)	20(10%)	16(7%)	96(46%)	60(28%)
The majority of women lack management skills	07(3%)	20(9%)	17(8%)	83(40%)	83(40%)
Women are poor communicators	07(3%))	10(5%)	8(4%)	102(48%)	83(40%)
Women managers are more authoritative and trustworthy than men	60(29%)	103(49%)	11(5%)	23(11%)	13(6%)
women are less efficient and less effective	7(3%)	22(10.5%)	14(7%)	166(79%)	1(0.5%)
Women have many family challenges	89(42.4%)	65(26.2%)	25(12%)	26(12.4%)	15(7%)
Women are poor performers	3(1%)	7(3%)	25(12%)	115(55%)	60(29%)
Corrupt tendencies by those in power	60(19%)	110(5%)	10(4%)	130(62%)	20(10%)
There is gender imbalance in allocation of management positions	100(48%)	65(31%)	15(7%)	20(10%)	10(4%)
There is limited employment for women	28(13%)	20(10%)	18(9%)	97(46%)	47(22%)
Girl child education generally undermined	97(46%)	13(6%)	40(19%)	10(5%)	50(24%)
Women lack support and encouragement from spouses and Government	162(77%)	28(13%)	3(1%)	10(5%)	7(3%)
Women have limited experience	79(38%)	20(9%)	13(4%)	100(48%)	1(1%)
Women have limited qualifications	29(14%)	13(6%)	4(2%)	160(76%)	4(2%)
Male dominance society	140(67%)	30(14%)	00	30(14%)	10(5%)
Interference by culture, religion, politics and society	150(71%)	20(10%)	6(3%)	30(14%)	4(2%)
Sexual harassment	152(72%)	18(9%)	2(1%)	30(14%)	8(4%)
Low self-esteem of women	100(48%)	18(9%)	9(4%)	32(15%)	51(24%)

Source: Primary Data (2014)

Key: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, and SD= Strongly Disagree

Female Teachers' Perceptions on Women's Minimal Occupation in Management Positions in Government Aided Secondary Schools in Uganda

The results of the study indicate 69% of the respondents agreeing with the statement that there is high ratio of women to men as against 21% who disagreed and 10% who were not sure. As reflected in Government of Kenya payroll, the findings indicate that there is a high ratio of women to men as it is represented by the highest percentage. The records of the population census results of 2014 also confirm this (The Government of Uganda, 2014). As indicated in the literature reviewed, Coleman (2002) observes that women numerically dominate the teaching profession in most countries. However, he notes that despite this, women hold a minority of the management positions in education, apart from schools which cater for very young children which are often managed by women. This therefore explains why there are few women in the management of schools. In an interview with Namaleya,

secondary schools are affected by their earlier socialization and cultural understanding of their roles. Coleman (2002) alludes to cultural perception as a factor leading to the female leaders experiencing burnout because of the constant need to prove their worth. These findings concur with those of Onyango, Simatwa and Ondigi (2011). They observe that men are assigned heavy tasks, and women light ones by superiors in organizations. This is because the management is stereotyped as masculine and a male domain. Onsongo (2004) reported that management is still viewed from a masculine perspective. Namaleya identified this kind of notion as the reason why students and staff in her school did not want her to head the school. She further stated that it was this kind of belief that students in her school wanted to strike upon seeing her as their new head teacher. She was the first female head teacher in that school, and during her first address to the students, she met a lot of resistance from students and male teachers. She said, 'They shouted at me and said, we want a Daddy, referring to a male head teacher (FHTRN/TD/17TH /04/2014). These findings

also agree with African teaching on gender roles as identified by Namaleya. According to her, the girls are trained in what they are supposed to do as women and also warned about certain things they are not supposed to do. She also said "the girls are taught to do the roles of women right away during their earlier age" (FHTRN/TD/17TH /04/2014).

All the female head teachers interviewed showed great concern about women's minimal occupation of management positions in Government Aided senior secondary schools in Uganda. They all confirmed that the number of female head teachers was too low and that it needed to be increased. For example, according to the interview findings, there are no female head teachers in some districts, namely; Bududa and Manafwa districts. According to them, this has far-reaching consequences. That is, it makes them feel lonely because according to them, the female head teachers are normally segregated by their male counterparts. They strongly believe that women are trustworthy, committed, transparent, and are motherly to the students. This makes students learn with ease and concentrate in their academic work. This is evidenced by the example of Bubulo Girls High school in Manafwa district where a female head teacher was replaced by a male head teacher upon the transfer of the former. This same trend has persisted even in Atiri senior secondary school in Tororo district where a female head teacher was replaced by a man after her death. Seventy seven percent of the respondents disagreed with the statement that women prefer to work under men, while 22% of them agreed, and only 1% was not sure. It was established that having fewer women in the management of Government Aided secondary schools does not mean that women preferred to work under women. It has been observed, therefore, that it is not fitting for men to make the assertion that women prefer to work under men. According to the findings of the study, this statement does not hold, as demonstrated by the respondents who disagreed with it. This, therefore, means that women can be in managerial positions. In contrast, the minority of the respondents (22%) who agreed that women prefer to work under men depict some women's mentality that leadership is for men. A similar notion was also reflected by Namaleya who affirmed that some female teachers she had encountered said that they do not manage headship. This is what she said, "Headship is for men, we cannot handle, for it has very many challenges which can be only be tolerated by men" (FHTRN/TD/17TH/04/2014). Emdee (2009) gave a British survey claim which states that most women prefer to work under the males on the claim that women leaders are more prone to mood swings. This trend so longer holds since it has been disproved by the research findings. Of the respondents to the statement that women are less visionary than men, 85% disagreed with it, as opposed to 9% who agreed with it, and 6% who were not sure. This assumption does not hold since the majority of the respondents disagreed with it. Instead, some women do not consider headship as a career option according to Smith (2010), while Sperandio and Kagoda (2005) attribute having fewer women in management to women's own attitude, lack of self-confidence, fear of criticism, and fear of risk taking.

Erin (2011) is in support to this view. He argues that women are truly more naturally creative and intuitive in their thinking than men. In addition, 79% of the respondents disagreed with the statement that women are not assertive and authoritative, while 17% of them agreed with it, and 9% were not sure. This was a mere stipulation because the results of the study have established that women are assertive and authoritative. The respondents feel that if women were given opportunity to be in managerial positions, they can do a very good job as compared to male head teachers who misjudge the female head teachers. This view is in line with the position of Bowman et al (2002) who pointed out that men are influenced by socio-cultural and historical factors to misjudge women' abilities. Qin (2000) claims that traditional prejudice, social pressures, women's sensitivity to people's conception of successful women and the tendency of men to choose family oriented wives is a hindering factor to women's access to management positions in Government Aided secondary schools. This also is reflected in Smith's (2010) observation that societal norms are biased and favour men. The findings of this study indicate that if women were given opportunity for leadership in Educational institutions, they could demonstrate both efficiency and effectiveness; hence ruling out the view that women are not assertive and authoritative. Further, the findings show 74% of the respondents disagreeing with the statement that women have other obligations, and they do not want to hold management responsibilities. 19% of the participants agreed with it, while 7% of them were not sure. 74% of the respondents disagreed with the notion of women's having other obligations as a reason for not being in management positions in Government Aided secondary schools. However, Smith (2010) asserts that women do not consider headship as a career option. Likewise, Seprandio and Kagoda (2005) affirm this notion and point it out as the main cause of women's denial in management positions, leading to low representation of women in the management of Government Aided secondary schools. Similarly, Cole (2006) concluded that in order for women to be in management of education institutions, they must be nurtured and developed throughout the society. This idea raises the question as to how long this principle of nurturing and developing should be. The implication in this case is that if more women were recruited into management positions in Government Aided secondary schools, they could manage alongside other personal duties. The statement that the majority of the women lack management skills was disagreed with by 80% against 12% of the participants who agreed with it, and 8% who were not sure. The studies also revealed by interview results that the majority of the women do not lack management skills. In an interview with Victoria, she said, "The ladies have led schools by example and have good management skills which are both acquired and in born" (FHTRV/MD/24Th April 2014). The majority of the respondents strongly disagreed with the notion that the majority of the women lack management skills. They identify this as the reason for low representation of women in management positions in Government Aided secondary schools. However, Kiamba (2008) attribute low women's representation to discrimination of women on the basis of gender, ethnicity, social class, age, sexual orientation and religious beliefs, as it was also identified in an interview with Awoja. She said, "Women have been segregated several times on several occasions. A religion like Islam never allows women to head a school unless it is a girls' school" (FHTRA/MD/24Th April, 2014).

A total of 88% as against 8% of the respondents disagreed with the statement that women are poor communicators, where 4% were not sure. This is also supported by the interview findings which strongly state that women are good communicators since they are always able to run schools efficiently and effectively. Ogare said, "Women should be supported because they have good communication skills which can enable them to manage

schools competently." This is in line with the literature reviewed. As stated by Smith (2010), women make decisions and take steps to shape their own lives and careers and that of the communities. Smith (2010) further suggests that barriers to women's progress into management are derived from several sources such as: constraints imposed upon them by society, the family, employers, and by women themselves.

The researcher established that there were a number of different arguments to explain why women are not present in large numbers in the management of Government Aided secondary schools, namely, earlier socialization, among others. There are a number of powerful barriers to women's mobility to the management positions of Government Aided secondary schools. For instance, behavioural expectations regarding women's role in the family represent a very real obstacle to their corporate upward mobility. Also, the majority of the burden of child rearing is still placed on mothers, imposing additional responsibility on a career woman that is often not faced by a man. Namaleya said during an interview that 'Women are better communicators despite all the challenges, they can easily impact positively on the development of Government Aided secondary schools (FHTRN/MD/17Th April, 2014).

Chief Administrative Officers' perceptions on women's occupation in management positions in Government Aided secondary schools in Uganda

head teachers are marginalized by the male head teachers. The interview results also support the same view. It was a general concern for the female head teachers who were interviewed that there are very few females in leadership positions especially in the management of Government Aided secondary schools. In her response, Victoria attributes this to the unbecoming conduct of some men. She said, "Men marginalize female head teachers" (FHTRW/TD/17TH/04/2014). Wanale's comment was that more women should come up and take management positions of Government Aided secondary schools regardless of the identified challenges. She said, "We need more women to come up, encourage female teachers and female students to take the mantle of the management of secondary schools" (FHTRW/TD/04/2014).

The study showed that the majority of the respondents, female teachers, had a plea that if the government works towards ensuring having interviewing panels gender balanced, more women will access management positions in Government Aided secondary schools. This was observed by all female respondents. Furthermore, findings of the study in interviews with female head teachers showed that the women have a high working commitment especially in schools, despite the challenges of having a small number of female head teachers heading Government Aided secondary schools. According to Awoja women are committed to their job. She said, "The women are so committed to their duty even amidst the unique challenges that they face" (FHTRA/MD/17th/04/2014).

Table 2. Chief Administrative Officers' perception on women's occupation in Management positions

Aspect of Women	SA	A	NS	D	SD
There is a high ratio of women to men	1(20%)	3(60%)	00	1(20%)	00
Women prefer to work under men	00	1(20%)	00	3(60%)	1(20%)
Women are less visionary than men	00	00	00	5(100%)	00
Women lack management skills	00	00	1(20%)	4(80%)	00
Women are too busy for leadership	00	1(20%)	00	4(80%)	00
Women managers are more authoritative and trustworthy than men	00	4(80%)	00	1(20%)	00
Women are less efficient, less effective and have Low esteem than men	1(20%)	3(60%)	00	1(20%)	00
Women have many family challenges	00	1(20%)	00	4(80%)	00
Corrupt tendencies by those in power	00	3(60%)		2(40%)	00
There is gender imbalance due to male dominance	00	1(20%)	1(20%)	3(60%)	00
Girl child education is undermined	00	4(80%)	1(20%)	00	00
Women lack support and encouragement from spouses and Government	00	5(100%)	00	00	00
Women have limited qualifications	00	00	1(20%)	4(80%)	00
Interference by culture, religion, politics and society	1(20%)	4(80%)	00	00	00
Sexual harassment	3(60%)	2(40%)	00	00	00

Source: Primary Data

Chief Administrative Officers' responses on Perceptions on Women's Minimal Occupation in Management Positions

Sixty percent (60%) of the respondents strongly agreed with the statement that female administrators are more authoritative and trustworthy than the men as opposed to 40% of those who disagreed. Therefore, the findings indicate that female administrators are more authoritative and trustworthy than the men. Sixty percent (60%) of the respondents agree with the statement that women are less efficient and less effective, 40% of them disagree with it. The majority of the respondents were in disagreement with the statement. Besides, all the female head teachers interviewed indicated that women are trustworthy, dependable, efficient and effective in their activities unlike their counterparts, the men. Namaleya said, "Women are honest and fear stealing school money but to some men it sounds normal for them to use school money" (FHTRN/TD/17Th April, 2014). In addition, the results from the open-ended questionnaire items indicated that the female

Namaleya further revealed this, and cited Mr. Agaba the commissioner's (For secondary schools in Uganda) who gave a positive comment about female head teachers' performance during his address to all head teachers of Government Aided secondary schools in 2013. He argued that if many of them were given opportunity to manage these schools, the academic performance of students would be excellent since women are trustworthy, dependable, efficient and effective in their activities (FHTRN/TD/17Th April, 2014). A hundred percent (100%) of the respondents disagreed with the statement that women are poor performers. The statement that women are poor performers was totally refuted by all the respondents as represented by 100% of the Chief Administrative Officers. The results of the study indicate that it is a false allegation because the majority of the respondents strongly disagreed with the statement. According to Smith (2010), women can make good decisions as supported by the interview results which stipulate that women managers are the best performers. Victoria said, "Female head teachers' performance is better as compared to

that of the males head teachers. The females have a feel and attention for the school unlike the men who do not care much about the schools they head" FHTRV/MD/17TH/04/2014). Besides, Cook (2014) adds that women are naturally born leaders because they are independent, energetic, have dynamic personality traits and are enthusiastic. Furthermore, in support to the findings of the interview results with female head teachers and open-ended questions showed that the women have a high working commitment especially in schools, despite the challenges of having a small number of female head teachers heading Government Aided secondary schools. Nevertheless, according to the results from the questionnaires and interview with the female head teachers, this commitment is sometimes betrayed by a spirit of family responsibilities, family challenges, corruption by some male appointing officials, limited qualification and exposure, limited support coupled with political, religious, cultural, and societal norms and beliefs. As such, this type of commitment has been abused in various forms. Like 'glass ceiling' as referred to in United Kingdom, many women have been denied opportunity to access management positions in secondary schools. This denies women's personal agency, as put across by Smith (2010). Therefore if they are appointed head teachers of secondary schools, they can create a good and long lasting impact on students' performance too.

Government Aided secondary schools as mentioned by Namaleya (FHTRN/TD/17TH/04/2014). In this case the female head teachers' opinion override the opinion of other respondents since the head teachers are in management so they have experience. This is the reason for the difference in results.

District Education Officers' Responses on Perception on Women's Minimal Occupation in Management Positions

The findings showed that there is gender imbalance in allocation of management positions in Government Aided secondary schools in Uganda. This is demonstrated by the majority of the respondents who agreed with the statement (80%). In contrast, the minority of the respondents disagreed, probably due to lack of information. The respondents who were interviewed attribute low representation of women to lack of gender balance in the entire recruitment process. According to Ogare, there is no gender balance in the recruitment system. She said, 'gender balance is never considered when recruiting head teachers. The interviewing panels are always dominated by men (FHTRO/TD/18TH/04/2014).The female head teachers assume that if there is gender balance in the allocation of management positions, the performance of schools would be good. It is assumed that if gender was balanced in the allocation of management positions, more women would be in

Table 3. District Education Officers' Perceptions on Women's minimal occupation in management positions (n=5)

Aspect of Perception	SA	A	NS	D	SD
There is high ratio of women to men	00	4(80%)	00	1(20%)	00
Women prefer to work under men	00	1(20%)	00	4(80%)	00
Women are less visionary than men	00	1(20%)	00	4(80%)	00
Women lack management skills	00	1(20%)	00	4(80%)	00
Women are too busy for leadership	00	1(20%)	00	4(80%)	00
Women managers are more authoritative and trustworthy than men	00	2(40%)	1(20%)	2(40%)	00
Women are less efficient, less effective and have Low esteem than men	1(20%)	1(20%)	00	3(60%)	00
Women have many family challenges	3(60%)	1(20%)	1(20%)	00	00
Corrupt tendencies by those in power	3(60%)	2(40%)	00	00	00
There is gender imbalance due to male dominance	2(40%)	2(40%)	00	1(20%)	00
Girl child education is undermined	1(20%)	3(60%)	1(20%)	00	00
Women lack support and encouragement from spouses and Government	00	4(80%)	1(20%)	00	00
Women have limited qualifications	00	1(20%)	4(80%)	00	00
Interference by culture, religion, politics and society	00	5(100%)	00	00	00
Sexual harassment	1(20%)	2(40%)	00	2(40%)	00

Source: Primary Data

Eighty percent (80%) of the respondents disagreed with the statement that women have many family challenges as opposed to the 20% who agreed. The minority of the respondents had the opinion that women are few in the management positions of Government Aided secondary schools because of family challenges. Besides, the reviewed literature indicates that women's perception on minimal positions in Government Aided secondary schools in Uganda as identified by Smith (2010) is that the society norms are biased and favour men. He further asserts that women's education and entry to job market is limited, and that women's role is typically more of the home maker, rather than that of a career worker. Besides, the respondents in this study indicated that unlike men, women have many family challenges: a housewife, a mother, a home planner and a home keeper, as exemplified in an interview with a female head teacher Namaleya (FHTRN/TD/17TH/04/ 2014). This implies that more women would be in management if they were not hindered by societal norms. The notion that there is corruption in the recruitment system was agreed with by 60% while those who disagreed were 40%. In addition, the interview results showed that corruption is a reason for women's low representation in management positions in

management positions. Eighty percent (80%) agreed with the statement that girl child education is generally undermined while 20% were not sure. The study revealed that girl child education is undermined. Due to the fact that girl child education was undermined, it consequently leads to women's lack of role models and mentors as observed by Sperandio and Kagoda (2005). This as a result has a far-reaching impact as it makes women not to consider headship as a career option as noted by Smith (2010).The responses from the open-ended questionnaires also indicated lack of support to girl child, cultural, political, and society interference. On the issue of non-support to girl children, the available literature is also in support to this finding, to the effect that despite progress in recent years, girls continue to suffer severe disadvantage and exclusion in education system throughout their lives (United Nation Children's Fund, 2014). It is assumed that if the parents are advised to treat all their children equally regardless of their gender, the girls could also make it to higher education, which is a pre-requisite to the access of management positions in Government Aided secondary schools. This implies that for any woman to access management positions, the foundation stages are very critical in that they prepare one for future career

obligations. Therefore, the assumption is that when the girls are given good education at the earlier stages, they will qualify for other future tasks like the management of Government secondary schools.

Eighty percent (80%) of the respondents agreed with the statement that women lack support and encouragement from spouses and Government, and 20% of were not sure. The results indicated that women lack support and encouragement from spouses and Government as represented by the majority (80%) of the respondents who agreed. Kagoda and Ezati (2013) support these findings. They attribute husbands' failure to support their wives to attain further studies to the fear that their husbands would feel they are undermined when their wives upgrade. The findings of the study indicate that women are not given the support they deserve. But the minority of the respondents indicate that some husbands support and encourage their wives to go for further studies. The implication is that if given all the support by men, many female teachers will attain higher qualifications and morale to aspire for management posts in Government Aided secondary schools, and as such, it would solve the problem of under representation of women in management positions in Government Aided secondary schools. The assumption is that if the spouses and the Government supported the women, we would have many of the ladies joining the management of Government Aided secondary schools. The findings further reveal that women have experience. This is represented by 80% of the respondents who disagree with the statement that women have limited experience. However, 20% of them agree with agreed with it. The study shows that women have experience which is one of the requirements for promotion to management positions in Government Aided secondary schools. However, 20% of the respondents were not sure of the statement. Eighty percent (80%) of the District Education Officers agreed with the statement that women have limited qualifications, whereas 20% of them were not sure. However, majority of the female teachers (78%) disagreed. Therefore, the results showed that women do not have limited qualifications as represented by the majority of the respondents. Fifty five percent (50%) of the female head teachers who participated in the study had Bachelor's Degrees in Education, which is the minimum academic qualification for the post of head teacher in Government Aided secondary schools, but they had tried several times to access management positions without success. The implication here is that women should be encouraged to take up the management roles.

Gender Focal Persons' responses on perception on women's minimal occupation in management positions

The study reveals that there is male dominance in the employment process as indicated by 80% of the respondents who agreed, while 20% were not sure. The respondents agreed with the statement that male dominance in society is a reason for low representation of women in the management of Government Aided secondary schools in Eastern Uganda. This is against the minority (20%) of those who were not sure of the statement. This is also in support of what Giddens (2005) identified. However, they further state that the proportion of women in managerial positions is slowly increasing. The assumption is that if more women were supported to join management of secondary schools, the performance would be excellent due to the combined efforts of both genders. A hundred percent (100%) of the participants agreed with the statement that there is interference by culture, religion, politics and society in the management of secondary schools. Additionally, Bowman et al (2002) are in agreement with the statement. They further stress that socio-cultural and historical factors have a lot to do with men's misjudgement of women's abilities to perform. According to them, men's attitudes have not changed since they believe in stereotypes, and do not want to work with or for women, and that if they have to, they still make life difficult for the female head teachers. This concurs with the available literature by Kiamba (2006) which states that historically, leadership has carried a notion of masculinity and the belief that men make better leaders than women and is still common today. In some cultures, the boys are favoured over girls and to the extent that in some cultures women are not even allowed to discipline the boys. However, the 16% who are the minority indicate that there is no interference from culture, society, religion, and politics in the management of schools. The explanation for this could be that they come from communities which have learnt to appreciate the efforts of women. This implies that women could perform better if they were not interrupted and as such, it could improve on the discipline of the students. It is therefore deduced that there exists culture, religion, politics and society influence in the management of school. The assumption is that if each stakeholder's roles were clearly streamlined and upheld, there would be no more conflicts in roles, which when they persist, collapse the performance of the schools.

Furthermore, the findings of the study indicate that there is sexual harassment of male teachers as revealed by the study. 60% agreed, 20% disagreed and 20% were not sure. And as

Table 4. Gender Focal Persons' perception on women's minimal occupation in Management positions

Aspect of Perception	SA	A	NS	D	SD
There is a high ratio of women to men	00	4(80%)	1(20%)	00	00
Women prefer to work under men	00	00	00	5(100%)	00
Women are less visionary than men	00	1(20%)	1(20%)	3(60%)	00
Women lack management skills	00	00	00	5(100%)	00
Women are too busy for leadership	00	1(20%)	1(20%)	3(60%)	00
Women managers are more authoritative and trustworthy than men	00	4(80%)	00	1(20%)	00
Women are less efficient, less effective and have Low esteem than men	1(20%)	2(40%)	1(20%)	1(20%)	00
Women have many family challenges	00	1(20%)	00	4(80%)	00
Corrupt tendencies by those in power	00	3(60%)	1(20%)	1(20%)	00
There is gender imbalance due to male dominance	1(20%)	3(60%)	00	1(20%)	00
Girl child education is undermined	00	3(60%)	1(20%)	1(20%)	00
Women lack support and encouragement from spouses and Government	00	2(40%)	1(20%)	1(20%)	00
Women have limited qualifications	00	1(20%)	00	4(80%)	00
Interference by culture, religion, politics and society	1(20%)	4(80%)	00	00	00
Sexual harassment	00	3(60%)	1(20%)	1(20%)	00

Source: primary Data

established from the interview results, women are sexually harassed. Namaleya is in support to this finding. She states that, "Some male head teachers ask for sexual advances before recommending the female teachers for promotion or even before appointing them in administrative positions like senior women teachers, head of department, or Director of studies" (FHTRN/TD/17TH/04/2014). Hejase (2013) asserts that in the case of sexual harassment, the perpetrator is in a position of power or authority over the victim, or is expecting to receive power in the form of promotion. Ashford (2012) confirms this with emphasis on lack of women's representative in Government especially in the recruitment structure. The assumption is that if more women got involved in policy making and implementation structures, they would encourage female teachers to apply for management positions in Government Aided secondary schools. The findings of the study indicated that female administrators face sexual harassment as represented by the majority of the respondents.

There was also low self-esteem of women at 60% of those who agreed, while 40% disagreed with the statement. Low self-esteem affects one's performance at work. This is in agreement to Coetzer's (2010) view that if managers cannot live with themselves, they will not be able to get along with others as well. According to him, it is of paramount importance for a female manager to first accept herself and commit themselves to the work. Blogger (2008) is in support to this view that women themselves are not usually committed to paid employment. The findings extracted from the open-ended questionnaire revealed that some women lack interest in the management of Government Aided secondary schools, a fact also observed by Masambu (2008). In support to this reason, Shakeshaft (2006) urges that some women have indicated that the tasks of administration are not of interest to them because they entered education to teach but not do administration work (Marshall, 1984). Kiamba (2008) attributes minimal occupation of women in management positions to the women themselves not being committed to paid employment. Furthermore, Shakeshaft (2006), Sperandio and Kagoda (2005), note that women's attitude, lack of self-confidence, fear of risk taking, and fear of criticisms are responsible for minimal occupation of women in management positions. This is supported by Marshall (1984) who noted that women themselves are not usually committed to paid employment, but prefer to do a job rather than develop a career. This cannot be ruled out because there are some women who do not wish to take management as their career, as already discussed above. Besides, other reasons like fearing their husbands and the public opinion are also issues that affect female teachers in participating in the management of Government Aided secondary schools. It is therefore concluded that some women have low self-esteem as stated by all the Gender Focal Persons. The summary of the findings on women's perception on minimal occupation in management positions by the four categories of the respondents are as follows: all the respondents indicated that there are more women than men in Uganda; that female administrators are more authoritative and trustworthy than the men; that there is corruption in the recruitment system; that women lack support and encouragement from spouses and Government; that there is male dominance, interference by culture, religion, politics and society, sexual harassment and low self-esteem of women. However, all the respondents disagreed with the statements that women prefer to work under men, that women are less visionary, that women are not assertive and authoritative, that women have other obligations such that they do not want

leadership, that women are poor communicators, that women are poor performers, that women have limited experience, and that girl child education is generally undermined. Besides, there were some conflictions in the following statements: whereas all the Gender Focal Persons disagreed that female teachers lack management skills (100%), both the Chief Administrative Officers and the District Education Officers were in agreement to it. The Chief Administrative Officers and the Gender Focal Persons agreed with the statement that women are less efficient and less effective. The District Education Officers also agree with the statement. The Chief Administrative Officers and the Gender Focal Persons agreed that women have many family challenges whereas the District Education Officers disagreed with the statement. The District Education Officers disagreed that there is limited employment for women while the Chief Administrative Officers and Gender Focal Persons agreed. Whereas the Chief Administrative Officers and the Gender Focal Persons were in disagreement that there is gender imbalance in allocation of management positions, the Gender Focal Persons and the District Education Officers agreed with it. Both the Chief Administrative Officers and the Gender Focal Persons disagreed that women have limited qualifications as opposed to the District Education Officers who agreed with the statement. Nevertheless, the overall perception on women's minimal occupation in management positions in Government Aided secondary schools in Eastern Uganda according to the results from both the questionnaires and interview with the female head teachers, indicate that this commitment of women serving in management positions is sometimes betrayed by various factors ranging from internal to external. A spirit of family responsibilities and challenges, corruption by some male appointing officials, limited qualifications and exposure, limited support coupled with political, religious, cultural, and societal norms and African beliefs is a hindrance to women's access. In addition, this type of commitment has been abused in various forms, like 'glass ceiling' as referred to in United Kingdom. Many women have been denied the opportunity to access management positions in secondary schools, and so denied their personal agency, as pointed out by Smith (2010). The female teachers' overall perception on minimal occupation of management positions in government Aided secondary schools is that male head teachers are more preferred to female ones.

Conclusion

The findings indicate that there is a high ratio of women to men in Uganda. However, they do not have equal opportunities to management positions in Government Aided secondary schools in Eastern Uganda. They have not been given equal opportunity with males to leadership in Government Aided secondary schools. The study indicates that denying women leadership positions has been based on points that neither have truth nor helps women to develop their talents. The study has proved as wrong the assertions that women prefer to work under men, that they are not visionary, assertive, or authoritative; that they have no interest in leadership, lack management skills, and have other obligations; that they are less efficient and less effective, are poor communicators and performers; have many family challenges, limited experience and qualifications. The study also indicated that the points used to deny women access to leadership positions are rooted in cultural, societal, political, and religious biasness. The findings further show that women are authoritative, trustworthy, good financial managers, transparent, parental, and dependable. Women's perception on

minimal occupation of management positions in Government Aided secondary schools in Eastern Uganda shows a pattern that women do not have equal access to management positions in Government Aided secondary schools. Therefore, the overall conclusion on perception on women's minimal occupation of management positions in Government Aided secondary schools in Eastern Uganda shows a pattern that women do not have equal access to management positions in the specified study area.

Recommendations

The government of Uganda should:

i.   Counteract and eliminate the causes against women advancement that are rooted in cultural, societal, political, and religious biasness;

ii. Deliberately raise the numerical strength of women in management positions, specifically in Education, to be at par with that of their male counterparts

iii. Introduce gender balance on the interview panels for appointments and promotions of all deserving applicants;

iv. Apply Affirmative Action in supporting women to access management positions in Government Aided secondary schools in Uganda;

v.   Apply Affirmative Action in supporting and promoting Girl Child education from pre-primary to tertiary levels;

vi. Let the Ministry of Education mainstream gender issues in its programmes and curricula, and formulate equal opportunity policies;

vii. Encourage and promote high self-esteem and trust among female managers, and put in place a deliberate plan to promote reward hard-working female head teachers;

viii. Government should encourage and promote further education and in-service training for women, and create more employment for women by opening more girls' schools;

ix. Put in place stringent disciplinary and punitive measures to curb sexual harassment of female aspirants by their male bosses.

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