

**DETERMINANTS OF WOMEN'S PROGRESS TO ACADEMIC LEADERSHIP  
POSITIONS IN PUBLIC UNIVERSITIES: A CASE OF  
MAKERERE UNIVERSITY**

**BY**

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**DECLARATION**

I Angela Nambuya declare that this Dissertation, titled: “Determinants of women’s progress to academic leadership positions in universities: A case of Makerere University”, is my original work and has not been submitted to any other institution of learning.

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**APPROVAL**

This is to certify that this dissertation by Nambuya Angela entitled “Determinants of women’s progress to academic leadership positions in universities: A case of Makerere University” has been prepared under our supervision and is ready for submission with our approval for examination.

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**(SUPERVISOR)**

## **DEDICATION**

This dissertation is dedicated to my earnest husband Sam Gahwerra and our dear children; Brenda, Martha, Rebecca and Mark.

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## ABSTRACT

The study focused on factors that determine women's progress to academic leadership positions at Makerere University. The objectives of the study were: to determine the influence of personal level factors on women's progress to academic leadership positions, establish the influence of organisational factors and women's progress to academic leadership positions, examine the influence of social factors and women's progress to academic leadership positions at Makerere University. The study was guided by liberal feminist theory which contends that gender inequality is created by denying women access to decision making positions. The study used cross-sectional research design on a sample of 280 respondents. Questionnaires and interview guides were used for data collection. Data were analysed using both quantitative and qualitative methods. Descriptive and multiple regression analysis were employed. The findings revealed that personal level factors ( $\beta = 0.283$ ,  $p = 0.009 < 0.05$ ) and organisational factors ( $\beta = 0.445$ ,  $p = 0.000 < 0.05$ ) had positive and significant influence. However, social factors ( $\beta = -0.143$ ,  $p = 0.140 < 0.05$ ) had a negative and insignificant influence on women's progress to academic leadership positions. It was concluded that personal level factors are significant for women's progress to academic leadership positions in public universities, and organisational factors are also significant for women's progress to academic leadership positions in public universities. However, social factors hinder women's progress to academic leadership positions in public universities. Thus, the study recommended that female academic staff should endeavour to develop strong personalities that help them to be resilient and assertive, and university management should establish organisational factors that can facilitate women's progress to academic leadership positions. In addition, university management should establish structures that mediate social factors that hinder women's progress to academic leadership positions and spearhead programmes for promoting gender equality at the workplace.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Universities have encouraged gender mainstreaming programmes to enable women participate in leadership as their male counterparts (Chandler, 2011). Despite the empowerment of women to join academic leadership, recent research has consistently indicated that the growth of women into academia leadership is slow (Fritz & Van Knippenberg, 2017). This study therefore sought to examine the factors that determine women's progress to academic leadership positions at Makerere University. This chapter covers the introduction, background, problem statement, purpose of the study and the research objectives. This section also covers the questions, hypothesis, scope and significance of the study.

#### 1.1.1 Historical Perspective

In the last 50 years, educational reforms which address gender inequalities have taken place in most countries around the world (Ngcobo, 2016). As a result of these reforms, women's educational levels have increased but this has not translated into attainment of academic leadership positions (Miller, 2017). Thus, descriptions by different scholars have regarded women as inferior, hence, denied them access to honourable and practical roles (Hora, 2014). In addition, factors such as culture-centred practices of gender based social roles which are irrelevant to workplaces have continued to affect women's progress to leadership positions (Gipson, Pfaff, Mendelsohn, Catenacci & Burke, 2017).

Although, according to American College of Education (ACE) the percentage of women as college and university presidents rose slightly) from 23% in 2006 to 26%, and 29% between 2012 and 2016, the number of women who have achieved the presidency at a higher education institution has slowed to about a 15% growth rate instead of the 29% reported in 2016 (Krause 2017). Similarly, gender inequality in academic leadership positions and the pace to leadership is slow in many European Union (EU) member states (Falkner, 2013). For instance, only 13% of higher education institutions in 27 EU countries are headed by women and only 18% university professors are women. In other countries like Australia which indicate an increase in the leadership of women in universities, only 27% of the professors are women (United Nations Educational Scientific and Cultural Organization [UNESCO], 2018). In spite of reforms in education policies, India's situation is not any better, only 1% of women head higher education institutions, 20% are deans and 23% heads of departments (UNESCO, 2017).

Furthermore, as a result of the gender divide, women have been marginalized, regarded as outsiders in academic leadership and pushed to subordinate positions (Fitzgerald 2018). However, Africa has seen a remarkable increase of women in the teaching workforce for the past 20years, for instance, on average in sub-Saharan African countries; women hold 13% of deanship and 18% are department heads in universities (UNESCO, 2017). In spite of this achievement, women in Ethiopia occupy about 7.1% of academic leadership positions which is far behind the critical mass standard which states that women must constitute at least 30% of those in decision making (Ademe & Singh, 2015).

In addition, Makerere University's trend of female lecturers from between 2017 and 2019 showed 28% and in 2017 slowed down to 27% (Mak 2020). However, such a profile goes against the 1995 Constitution of Uganda which states; in Objective VI of the National Objectives and Directive Principles of State Policy, that there should be gender balance in all constitutional bodies. At the same time, under Objective XV, it states that the State must recognize the significant role women play in society. However, the above objective and directive of the constitution have not been fully achieved (Uganda Women's Network [UWONET], 2017).

### **1.1.2 Theoretical Perspective**

The liberal Feminism Theory that originated by Mary Wollstonecraft in 1792 and Sojourner Truth in 1851 guided this study. The Liberal assumes that gender inequality is created by denying women access to civil rights, decision making such as leadership positions. This situation is mainly centred on the socially constructed ideology of patriarchy that perpetuates inequality between the two sexes, hence the need for equality, justice and equal opportunities (Enyew & Mihrete, 2018). Liberal feminists continue to argue that inequalities between men and women arise through processes such as gendered socialization and the gendered division of labour, which favour men (Pike & Beames, 2013).

The Liberal Feminist Theory suggests that female subordination is rooted in social factors that block women's entrance to success in the public sphere (Tong, 2016). However, given opportunity women have potential (personal factors) that can help them to overcome

subordination entrenched in the patriarchal system (Stopler, 2008). Therefore, if organisations recognise and promote women's personal factors such as assertiveness and individual leadership aspiration, they progress to leadership positions. Another key concept for liberal feminists is equality of opportunities. Therefore, liberal feminists call for women to be offered equal opportunity in order to support their involvement and progression (Allin & West, 2013). This means that enhancing women's personal factors, establishing organisational factors and promoting their social factors can enhance women progress academic leadership. Therefore, the Liberal Feminist Theory was the basis relating personal level factors, organisational factors and social factors to women's progress to academic leadership positions.

### **1.1.3 Conceptual Perspective**

The main concepts in this proposed study are personal level factors, organizational factors, social factors and women's progress to academic leadership. Personal level factors are special characteristics that influence people to have stronger preferences for leadership advancement (McCrae & Costa, 2003). In this study, personal level factors refer to assertiveness and individual leadership aspirations. Assertiveness is one's ability to communicate and advocate ideas, interests, and feeling ease, appropriately and without anxiety (Paezy, Shahraray & Abdi, 2010). Individual leadership aspirations are the intentions of a person to obtain promotions, manage and train others, and be recognized as a leader in one's field (Harvey, 2007). Organisational factors are a set of forces and elements both internal and external that surround the university (Sanjuq, 2013). In this study, organisational factors were operationalised and referred to as working conditions. They were described as existing circumstances affecting labour in the workplace, including job hours, physical aspects, legal



rights and responsibility, organizational culture, workload and training (Ali, Ali & Adan, 2013).

Organisational policies are a definite course or method of action selected by the organisation from alternatives and in light of given conditions to guide and determine the present and future decisions (Fuentes, Alfaro, Vargas, Gutierrez, Ternero & Sabattin, 2020). In regard to social factors, Bolívar, Daponte, Rodríguez and Sánchez (2010) states that these are facts and experiences that influence an individual's attitudes and lifestyle. As for this study, social factors referred to reference groups and gender roles (Durmaz & Durmaz, 2014). It is noted that women's progress to leadership derives from two concepts namely; progress and leadership. Progress is the process of advancing, developing, or of getting nearer to achieving or completing a task (Giovannini, Hall, Morrone & Ranuzzi, 2011). On the hand, leadership refers to the direction an individual gives subordinates to carry out objectives promptly and efficiently, using the resources at hand (Uzohue, Yaya & Akintayo, 2016). Therefore, in this study, progress to academic leadership was conceptualized in terms of achievement of leadership goals and responsibilities held while serving at the University.

#### **1.1.4 Contextual Perspective**

The context of the study was Makerere University. The evolution of university education in Uganda is traced to the inception of Makerere University in 1922 as a technical college. Then in 1950 was elevated to a university-level institution affiliated to the University of London. In 1963 Makerere University became one of three colleges constituting the University of East Africa. It became an autonomous national university in 1970 (Nampala, Kityo, Makuma-

Massa & Ekwamu, 2017). Until 1988 when Islamic University in Uganda came on board, Makerere University was the only university in Uganda. However, since the 1990s the growth in the education sector has paved a way for several private and public universities to emerge. With respect to women's progress, Makerere University is committed to the promotion of gender equality and women's empowerment where all students, academic staff, administrative and support staff, both female and male, enjoy equal opportunities. Gender mainstreaming establishes the implementation of proactive measures to increase the participation of women in decision-making. However, despite these favourable policies, holding of positions of leadership for women remained low with 20 of the 91 departments being headed by women, only one of the college principals being a woman (Makerere University, 2018; Ssentamu, 2017) and only 8 out of 28 deans in the university being female (Kabonesa, Rukundo & Baine, 2020). The above contextual evidence shows that women have the opportunity to progress to academic leadership positions at Makerere University although they remain few in top leadership positions. Therefore, the unanswered empirical question that motivated this study was why women did not utilize this opportunity. The study answered this question by investigating whether the cause relates to personal level factors, organizational factors and social factors.

## **1.2 Statement of the Problem**

Makerere University policies ensure that all members have equal access and participation in all modes of life. The policies of the university emphasise justice, democracy and progressivism of all academic staff (Gobaw, 2017). In order to fit within this framework, the University established a Gender Mainstreaming Directorate (GMD) that promotes the Gender

Mainstreaming Programme (GMP) in the University (Kwesiga & Ssendiwala, 2006) whose policy established the implementation of proactive measures to increase the participation of women in decision-making at all levels within the system structures and all core activities of the university (Makerere, 2009). In spite of the fact that Makerere University emphasises gender mainstreaming policy, only a smaller percentage of women have risen to academic leadership positions. There are 372 (26%) women out of 1416 academic staff. Evidence shows that 20 of the 91 departments are headed by women, only one of the college principals is a woman (Makerere University, 2018; Ssentamu, 2017). According to Kabonesa et al. (2018), 8 of the 28 deans in the university are female as of that year. When a specific group lacks representation in academia leadership, it leads to erosion of trust. Therefore, there is an urgent need to address barriers which confront women from progressing to academic leadership positions at Makerere University. Addressing this problem will have practical benefits for women in academia and contribute to understanding of this widespread issue. With a few contributing to probable solutions, this study explored how personal level factors, organizational factors and social factors influence women from progressing to academic leadership in Makerere University.

### **1.3 Objectives**

#### **1.3.1 General Objective**

The general objective of this study was to establish the determinants of women's progress to academic leadership positions at Makerere University.

### **1.3.2 Specific objectives of the study**

The study specifically sought;

- i. To establish the influence of personal level factors on women's progress to academic leadership positions at Makerere University.
- ii. To establish the influence of organisational factors and women's progress to academic leadership positions at Makerere University.
- iii. To examine the influence of social factors and women's progress to academic leadership positions at Makerere University.

## **1.4 Research Questions and Hypotheses**

### **1.4.1 Research questions**

The study sought answers to the following research questions.

- i. How do personal level factors influence women's progress to academic leadership in public universities in Uganda?
- ii. What is the influence of organisational factors and women's progress to academic leadership in public universities in Uganda?
- iii. What is the influence of social factors on women's progress to academic leadership in public universities in Uganda?

### **1.4.2 Hypotheses**

- i. Personal level factors have no influence on women's progress to academic leadership positions.

- ii. Organisational factors have no influence on women's progress to academic leadership positions.
- iii. Social factors have no influence on women's progress to academic leadership positions.

## **1.5 Scope of the Study**

### **1.5.1 Geographical Scope**

The study was carried out at Makerere University. It is about 2 km west of Kampala, Uganda's capital. The study area was selected based on the fact that it is one of oldest and most established public universities in the country with a gender mainstreaming directorate.

### **1.5.2 Content Scope**

This study was restricted to the factors relating to female staff progress to academic leadership positions at Makerere University. Specifically, the study looked at the Personal level factors that were studied in terms of assertiveness and personal leadership aspiration. Organizational factors as working conditions and policies. Then social factors were investigated as reference groups and gender roles.

### **1.5.3 Time Scope**

The study covered the period from 2016 – 2019 covering a period of 4 years. In general, the research process from proposal to reporting took 3 years. This has helped to analyse issues concerning this study in a broader perspective.

## 1.6 Significance of the Study

The study will give information about mechanisms that support women as they persist to advance to academic leadership positions. In addition, the study findings ought to help the implementers of the gender mainstreaming programs by projecting areas that need review in terms of attainment of intended organisational goals. Finally, this study will add to the existing body of literature in areas of gender, education and policy. Besides, the study might stimulate further research in the field of women's rise to top academic leadership positions.

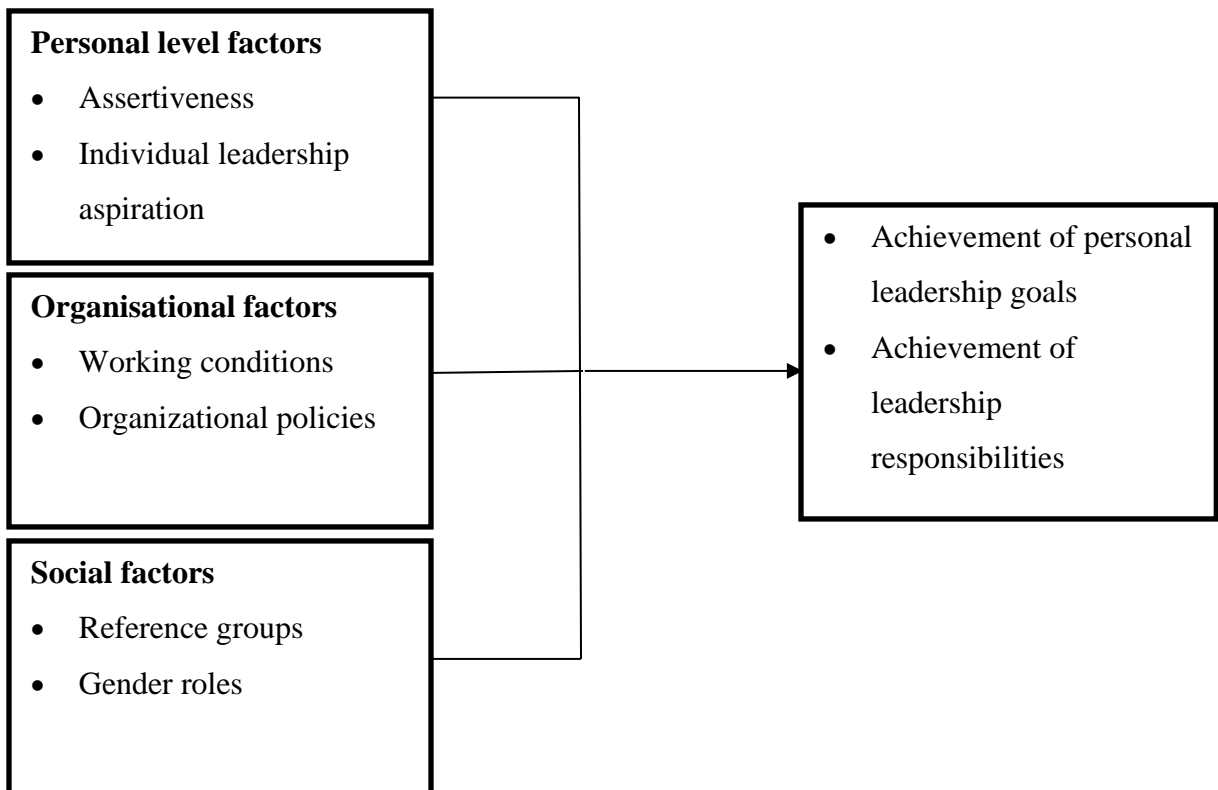
## 1.7 Conceptual Framework

### Independent Variables (IV)

### Dependent Variables (DV)

#### Determinants

#### Women's Progress to Academic Leadership



**Figure 1.1: Conceptual framework relating Personal Level Factors, Organisational Factors, Social Factors to Women's Progress to Academic Leadership**

Source: Developed by the researcher on Ideas adapted from Alshura abd Al Assuli (2017); Bolívar et al. (2010)

The above framework shows personal level factors, organisational factors and social factors as the independent variables while women's progress to leadership as the dependent variable. The personal level factors are operationalized as assertiveness and individual leadership aspiration; organisational factors are in form of working conditions, and organizational policies whereas social factors are defined under reference groups and gender roles. The relationship between the dependent and independent variables is however moderated by extraneous variables such as job satisfaction, culture of university and age of lecturer

### **1.8 Operational Definition of Terms**

**Determinants:** A determinant is a factor or cause that makes something happen or leads directly to a decision. Synonyms: factor, point, cause, influence.

**Leadership:** Leadership is the art of motivating a group of people to act toward achieving a common objective

**Academic leadership:** is the name given to leadership in an academic setting or organization as a special subdivision of overall leadership. Academic leadership is leadership that includes such roles as creating vision and mission based on science and research data for the organization, setting up creative ideas, doing and providing teamwork.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of existing literature on determinants of women's progress to leadership. The content of the literature on the variables obtained from the studies carried out by scholars on the study variables. The literature was reviewed according to the study objectives stated in chapter one.

#### **2.1 Theoretical Review**

This study was underpinned by the Liberal Feminist Theory which emerged from the Feminist Theory developed as a small part of a very large feminist movement striving to challenge traditions, methodologies, and priorities in all aspects of life. Feminist theories emerged as early as 1794 from scholars such as Mary Wollstonecraft in 1792, and Sojourner Truth in 1851 (Botting, 2016). Liberal feminism focuses on rights of women, access to education, the right to vote, and economic independence, citizenship, and other issues of equality such as leadership positions (Lay & Daley, 2007). A key concern for liberal feminists is the belief that women should have equal rights with men. Liberal feminists believe that gender differences are not rooted in biology, and that men and women are more similar than different. All individuals, therefore, should have equal status under the law and the same opportunities in education and work (Allin & West, 2013).



The weakness of the Liberal Feminist Theory is that it cannot overcome the prevailing belief that women and men are intrinsically different; but to a degree, it succeeds in showing that, though women are different from men, they are not inferior (Enyew & Mihrete, 2018). The Liberal Feminist Theory states that gender differences are not rooted in biology, and that men and women are more similar than different. Therefore, females also have personal factors such as assertiveness and individual leadership aspiration which can influence their attainment of leadership positions (Sultana, 2010).

This means that establishing organisational factors that favour women progress to leadership such as working conditions and organisational policies might promote female progress to leadership. Therefore, social factors such as reference groups and gender roles might explain female progress to leadership (Sultana, 2010). Therefore, basing on Liberal Feminist Theory, this study investigated how females' personal factors, the state of organisational factors and social factors influence female progress to leadership.

## **2.2 Personal level factors and Women's Progress to Leadership Positions**

There are a number of scholars that have examined the influence of personal factors on women's progress to leadership positions. Ademe and Singh (2015) focused on personal level factors that facilitated women in academia to participate in leadership and management in Amhara University in Ethiopia. It was found out that inspiration, ambition, and assertiveness facilitated women into leadership. Similarly, Eby, Cader and Noble (2003) examined the relationship between self-monitoring and leader emergence in Ohio University in the USA. High self-monitors were found to emerge as leaders than low self-monitors. Another study,

Gabdreeva and Khalfieva (2016) sought to identify the features of personal characteristics and structure of low-level, middle-level and top-level female managers focusing on Russian women in Managerial roles. The study findings revealed that self-efficacy influenced women's interest to seek leadership positions. Furthermore, Wille, Wiernik, Vergauwe, Vrijdags and Trbovic (2018) conducted a study to examine whether men and women were more similar among executives than among non-executive employees, and tested whether similar traits distinguish executives from lower level employees across genders of European executives.

The findings by Wille, Wiernik, Vergauwe, Vrijdags and Trbovic (2018) supported the view that both male and female executives demonstrate standard "leader personality" which focused on assertiveness, high-level strategic thinking and decisiveness. Literature review reveals that personal level factors from the previous studies above do not clearly reveal how personal level factors relate to women's progress to academic leadership in public universities to which the current study sought to explore.

### **2.2.2 Organisational Factors and Women's Progress to Leadership Positions**

Different scholars have explored the influence of organisational factors on women's progress to leadership positions. Ademe and Singh (2015) looked at whether organisational factors facilitated women to participate in leadership and management in selected public higher education institutions. The findings indicated that networking opportunities and favourable organisational working environment were among the most important factors that led women into academic leadership positions.

Similarly, Azeez and Priyadarshini (2018) conducted a study to identify factors that affected women career advancement in the IT industry in India. The study findings indicated that organisational policy had a positive and significant influence to women career advancement but organizational culture and the perceptions of the management did not have a positive significant relationship with women career advancement. Additionally, Islam, Jantan and Saimoon (2017) carried out a study to examine the use of succession planning, flexibility and communication to ensure female participation in the leadership positions industry of Bangladesh using employees as units of analysis. The findings showed that the level of succession, planning, flexibility and communication were not favourable to bring women into leadership positions.

Knipfer, Shaughnessy, Hentschel and Schmid (2017) studied how to develop female leaders in academia in Germany. The findings to the study revealed that leadership training was successful in empowering women to take up leadership responsibility. The same study maintained that by equipping women with knowledge and strategies, they will proactively seek leadership to meet their career goals. Likewise, Lahti (2013) examined women's possibilities to advance to leadership positions in a qualitative study in Finland. The findings showed that organisational culture including offering opportunities for advancement, flexibility, knowledge and skills had a role in women's managerial career development.

In addition, a study conducted by Makori, Onyango, Attyang, Bantu and Onderi (2011) on organisational factors and women ascending to top management positions in Moi University-

Kenya revealed that the requirements for appointment, recruitment and promotion in the University were unfair to women because of family commitments which delay them to advance their academic careers. This hinders women from competing for leadership positions. Further, the findings from the same study maintained that lack of policy and practices aimed at encouraging women to aspire for senior positions affected their morale to seek for leadership. The findings also indicated that poor documentation of policies for senior management staff hindered the upward mobility of women to top management positions.

Furthermore, (Cziraki, Read, Laschinger & Wong, 2018) carried out study on organizational factors and leadership aspirations, in their conclusion they maintained that there are “push” or “pull” factors in organizations, which are most likely to increase or decrease women’s desire to become leaders. The studies above suggest that significant effort had been made to analyse the relationship between organisational factors and women’s leadership. While all the studies state that organisational factors influenced women’s progress to leadership, none of the studies clearly show how organisational factors relate to women's progress in leadership positions. This study thus sought to explore whether organisational factors in Universities favour women’s progress to academic leadership.

### **2.2.3 Social Factors and Women’s Progress to Leadership Positions**

Several scholars have related social factors and women’s progress to leadership. For instance, Archard (2012) explored the concepts of mentoring and role modelling with regard to developing female leaders in Australia, New Zealand, and South Africa. The results indicated that mentoring and role modelling helped females in developing the knowledge and skills

required for leadership as well as assisted them in understanding of gender barriers in relation to leadership roles. On their part, Elmuti, Jia and Davis (2009) sought to discover thoughts of the public about roles of women in leadership positions and tested the relationship between managerial leadership styles of women and organizational effectiveness in a survey of various industries in the United States. The study showed that women motivated themselves to advance for top leadership positions but barriers such as discrimination, family-life demands, prejudice, and stereotyping resulted in fruitlessness in many cases.

Further, Gipson, Pfaff, Mendelsohn, Catenacci and Burke (2017) conducted a study to develop a framework of selection, development, leadership style, and performance in a broad survey of existing literature from the past three decades. The findings indicated that men were excessively represented in organisational leadership positions than women. This was because of gender stereotypes and biases that resulted in prejudice and discrimination against women aspiring to be senior leaders. The study concluded that the selection methods disadvantaged women because they often lacked accountability which allowed the opportunity for gender bias to influence the decision-making process. Similarly, Hora (2014) carried out a study to identify the status of women in Bedele Town in Ethiopia administration and find out the factors that hindered women from participating in public leadership. The findings revealed that lack of role models, socio-cultural and domestic responsibilities hindered women participation in leadership.

Lahti (2013) carried out a study in Finland to examine women's possibilities to advance to leadership positions. The findings showed that traditional gender roles, women's perceptions and competences had a role in women's managerial career development. However, women

who thrived to be leaders and their own input in promoting female leadership through mentoring others played an important role in advancing women to leadership.

Last but not least, Mwale and Dodo (2017) carried out a study in the rural district of Sanyati, Zimbabwe to explore the level of women participation in leadership. The findings showed that because women were responsible for taking care of homes and children as a result, they declined to take up leadership roles with pressing responsibilities but opted to take up less pressing responsibilities. In view of all that has been mentioned so far, none of the studies have indicated how social factors relate to women's progress to academic leadership. Therefore, in the context of Makerere University, this study sought to investigate whether social factors relate to women's progress to academic leadership in Makerere University.

### **2.3 Summary**

Based on the review of related literature discussed, it is inferred that a number of women have tried to take up leadership positions in different fields including academia. However, the literature shows that a lower percentage of women have made it to the top academic leadership positions. Unclear information exists in the literature on the exact factors that influence women's progress to academic leadership in Makerere University, especially women's personal level factors, organizational and social factors. To address this information gap, this study was undertaken to explore how Personal level factors, organizational and social factors influence women's progress to academic leadership positions at Makerere university.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that was used by the researcher in the study. The chapter covers the research design, study population, sample size and selection, sampling techniques, research methods, research instruments, data collection, quality control, data analysis, ethical considerations and limitations and conclusions.

#### **3.1 Research Design**

This study adopted the cross-sectional research design. The cross-sectional research design seeks information about a study problem at only one point in time (Mason, Sabariego, Thảng & Weber, 2019). The cross-sectional design was used because cross sectional studies could be done using multiple tools such as the questionnaire survey and interviewing for substantial data necessary exploring the study problem (Gravlee, Kennedy, Godoy & Leonard, 2009). The study used both the quantitative and qualitative approaches. The quantitative approach helped in testing hypotheses to draw statistical inferences while the qualitative approach supplemented the quantitative. This enabled the researcher to probe the respective responses deeply.

## **3.2 Study Population and Sample Size Selection**

### **3.2.1 Target Population**

The target population comprised all the 1410 academic staff at Makerere University, consisting of 10 Principals, 28 deans, 91 Heads of department and 1282 academic staff not in academic leadership (Makerere University, 2018). This sample was able to provide in-depth views on the factors determining women's progress to the academic leadership positions at Makerere University.

### **3.2.2 Sample Size**

Based on the fact that the whole population cannot be studied, a sample size of 281 academic staff was selected from 3 colleges in the university, to represent the whole population. This sample was selected according to Mugenda and Mugenda (2003), who suggests that when the study population is less than 10,000, a sample size between 10% and 30% is a good representation but 10% is adequate for analysis. For the current study, a 20% proportion was used to select the study sample. The total sample size for quantitative consisted of 281 respondents which comprised 18 Heads of department and 254 academic staff not in academic leadership. While for qualitative data collection, a sample size of 9 respondents was reached, this sample size was chosen to allow adequate data collection from a cross section of the population (Table 3.1).

### **3.2.3 Sampling Techniques**

The main sampling technique applied in this study was multistage sampling, which included stratified random sampling, purposive and snowball sampling techniques (West, 2016). First,



the respondents were stratified according to their gender, that is male and females. Two, purposive sampling was used together with snow balling to obtain the principals and deans. The principals and deans were first purposely selected, who later pointed out to other participants knowledgeable on the matter of investigation in the study by way of snowballing. Purposive sampling and snowballing were used to select principals and deans because they are in leadership positions and believed to have the right information to the study. The sample size for collection of qualitative data remained open as the key informants mentioned through the interview would determine who else to include, by the snowball technique.

**Table 3.1: Study Population, Sample Size and Sampling Techniques**

<b>Category</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sample Proportion (%)</b>	<b>Sampling Techniques</b>
Academic staff not holding positions of academic leadership	1282	254	20	Simple random
Heads of department	91	18	20	Simple random
Deans	28	6	20	Purposive/snowball sampling
Principals	10	3	30	Purposive/snowball sampling
Total	1410	281		

Source: Researcher's sampling scheme

## **3.2 Data collection methods**

Data was collected from both secondary and primary sources. Secondary data was collected from journals, human resource reports, textbooks, internet and theses. Primary data was collected using questionnaires and interviews.

### **3.2.1 Research instruments**

The study used questionnaires and interview guides to collect information from respondents as the main instrument of data collection.

### **3.2.2 Questionnaires**

The questionnaire was administered to academic staff not in leadership and heads of departments, to collect quantitative data using closed-ended questions (Appendix A-B). Questionnaires enabled the researcher to cover the respondents quickly (Polit & Beck, 2008).

### **3.2.3 Interview guide**

Interview, being one way of investigating participants' attitudes and opinions, allowed free expression of responses on the subject matter covering all the objectives of the study thus producing rich information. Structured interviews were conducted with principals and deans with the help of interview guides (Appendix C), during which qualitative data was collected.

### **3.2.4 Research Procedure**

The researcher obtained an introductory letter from the Head of Department, Education Planning and management, Kyambogo University, seeking permission to carry out the study in Makerere University. First, the targeted respondents were reached at the university in their offices and using the introductory letter, the intentions of the study were communicated and official consent was sought to participate in the study. For those who accepted to take part

and were ready to participate, research tools were administered at that very moment whereas for those who were not ready, a copy of the research tools was left with them and arrangements were made to pick them later. Similarly contact was made with key informants for interviews who referred the researcher to other potential participants. The information obtained from the interviews was recorded in both soft (audio recording- using a smartphone) and hard copy (Interview data sheets).

### **3.5 Data Quality Control of Instruments**

#### **3.5.1 Validity**

Validation of the instrument focused on clarity, completeness and relevance of the questions in relation to the study objectives and main theme. Two research consultants were used to help in judging the items on the research tools. Each of the judges rated the items on a two-point rating scale of Relevant (R) and Irrelevant (IR).

The researcher then calculated Content Validity Indices (CVIs) using the formula;

$$\text{Content Validity Index} = \frac{\text{number of items agreed as relevant by all judges}}{\text{Total number of the items judged}}$$

The CVI for the questionnaire was valid at above 0.70 which is the benchmark in a survey (Mugenda & Mugenda, 2003; Amin, 2005). This ensured accuracy of the instrument hence data collected was valid. Validity test results were as presented in Table 3.2.

**Table 3.2: Validity Indices**

<b>Items</b>	<b>Number of Items</b>	<b>Content Validity Index</b>
Personal Level Factors	10	0.75
Organisational Factors	10	0.80
Social Factors	8	0.80
Women's Progress to Academic Leadership Positions	10	0.90

### 3.5.2 Reliability of Instruments

To ensure reliability of instruments in the various constructs, pretest data collected from the target respondents was computed using Statistical Package for Social Scientists (SPSS). Reliability for the items in the different constructs was achieved at the standard Cronbach's Alpha ( $\alpha$ ) which is  $\alpha = 0.70$  and above (Mugenda & Mugenda, 2003). Hence, quality control of the instrument was ensured. Reliability results were as presented in Table 3.3.

**Table 3.3: Reliability Results**

<b>Items</b>	<b>Number of Items</b>	<b>Cronbach's alphas (<math>\alpha</math>)</b>
Personal Level Factors	10	0.778
Organisational Factors	10	0.703
Social Factors	8	0.763
Women's Progress to Academic Leadership Positions	10	0.711

### **3.6 Data Analysis**

#### **3.6.1 Quantitative Data Analysis**

Quantitative data was analysed in numeric terms using the statistical data package software SPSS 24.0. Descriptive and inferential statistical methods of data analysis were used and computed in the form of frequencies and percentages to discover the influence among the selected variables. At preliminary level hypothesis testing was carried out using correlation analysis and multiple regression analysis at confirmatory level to draw statistical inferences.

#### **3.6.2 Qualitative data Analysis**

Qualitative data was obtained using the interview method then analysed using content analysis and discourse techniques (Blair, 2015). Content analysis techniques facilitated categorization of collected data into similar themes and concepts like what had been used in questionnaires and to describe the findings. Therefore, qualitative data was embedded in quantitative data to supplement and provide concise explanations.

### **3.7 Study Limitations**

The researcher found difficulties in accessing respondents during the process of data collection as most of them were occupied with their personal activities, but to overcome this, the researcher designed a questionnaire with few questions and closed ended questions were set so as to reduce the time of interaction with the respondents. Since the study required some secondary data from the case study, the researcher expected the university not to release their data easily since they treat their information confidential, but to overcome this, the researcher informed the respondents of the confidentiality of the data they gave.

### **3.8 Ethical Considerations**

Ethical considerations were given utmost significance throughout the study. This involved obtaining informed consent, ensuring anonymity, confidentiality, and respect for privacy and avoiding bias in the reporting of data. Informed consent involved explaining to the respondents the purpose of the study to make them choose to participate in it on their own by signing a consent form. Anonymity was maintained by protecting the identities of the respondents by not linking the respondents' identities to their responses. Confidentiality was ensured through ensuring that the respondents were free to give and withhold as much information as they wished to the researcher. The researcher maintained honesty by ensuring that data presentation, analysis and interpretation were strictly based on the data collected.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents the analysis and interpretation of the findings of the study. The study sought to assess the influence of personal level factors, organisational factors, social factors and women's progress to academic leadership positions as stated in chapter one.

#### **4.1 Response rate**

The response rate for this study was 264 respondents. Of the total sample size, self-administered survey data was collected from 256 respondents who included heads of department and academic staff not in academic leadership. The remaining 9 respondents namely; the college principals and deans provided interview data. Analysis of data was systematically presented based on objectives of the research study and presentation was as follows;

#### **4.2 Demographic Characteristics of the Respondents**

This section presents the background information of respondents on gender, age groups, education level, years of service and duration served in capacity. This information was considered necessary because it was considered that their views on determinants of women's progress to academic leadership positions could be influenced by their demographic characteristics. The study established the information on the demographic characteristics of the respondents as detailed in the subsequent subsections below;

**Table 4.1: Distribution of Respondents according to Different Attributes**

Attributes	Categories	Frequency	Percent
Gender of respondents	Male	166	62.9%
	Female	98	37.1%
Age group	25 - 30 years	11	4.3%
	31- 40 years	58	21.8%
	41- 50 years	104	39.3%
	51 and above years	91	34.6%
Years of service	1-5	14	5.4%
	6-10	22	8.2
	11-15	100	37.7%
	16-20	88	33.3%
	21 and above years	40	15.4%
Title	Staff not in Academic leadership	239	90.7
	Principals	1	0.4
	Heads of department	7	2.5
	Deans	17	6.4
Duration served in capacity as per their title	1-5 years	24	9.2%
	6-10 years	48	18.1%
	11-15 years	83	31.3%
	16-20	72	27.3
	21 and above years	37	14.1%
Highest Education level	PhD	76	28.9%
	Masters	178	67.5%
	Others	10	3.6%

**Source: Primary Data (2019)**

The findings on the respondent's gender revealed that 62.9% were males and 37.1% were females. The observation here is that a larger proportion of the respondents were males.

Table 4.1 depicts that; the sample was mainly composed of persons aged between 41-50years (39.3%) followed by those aged 51 and above years (34.6%) and those in the age bracket 31-



40 years (21.8%). This means that the majority of the respondents were mature and old enough with strong and intellectual reasoning and gave reliable information.

It is apparent that majority (90.7%) of the respondents were academic staff not in leadership, followed by the Heads of department (6.4%) and the deans (2.1%) while the principals were the least respondents (0.1%). This implies that academic staff not in leadership were the main informants of the study, followed by the Heads of department, deans and the principals supplemented the findings from the academic staff not in leadership.

The results in table 4.1 above show that the majority of the respondents (37.7%) had worked for between 11-15 years, followed by 33.3% who had worked for 16-20 years, 15.4% who had worked for 21 years. This means that the majority of the respondents had worked for more than 10 years. The above results imply that all respondents were ably experienced and therefore provided valid information.

Most of the respondents as presented above indicated that 67.5% of them were holders of Master's Degree, 28.9% of the respondents indicated their highest academic qualification as PhD whereas. 3.6% were holders of other qualifications. These findings suggest that the majority of the academic staff in the University had the minimum level of education required and were well placed as academic staff to lecture in Universities.

As seen in table 4.1 above the findings reveal that the majority (31.3%) of the respondents had served in capacity as per their title for a period of between 11-15 years, followed by 27.3% who had served for 16-20, 18.1% The findings indicate that the majority of the respondents

had served in a capacity as per their title for quite a long time (above 10 years) and therefore were in position to give reliable information about the study variables.

#### **4.3 Influence of Personal level factors and women's progress to academic leadership**

This item studied objective one of the study that sought to investigate personal level factors and women's progress to academic leadership positions at Makerere University. The constructs were; individual leadership aspirations, and assertiveness. This was addressed by use of a 5 – point likert scale (SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree and NS- Not sure). The mean score above 3.00 meant that respondents were in agreement while a mean below 3.00 meant that the respondents were in disagreement. The responses are indicated in table 4.2.

**Table 4.2: Influence of Personal level factors on women’s progress to academic leadership**

Statement	Responses					Strongly Disagree (%)
	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)		
I/women do not give up in the face of hindrances but keep trying and persevere.	58.6	28.5	11.3	0	1.6	
I/ women consider myself/ themselves well-organized individual (s)	29.3	39.8	14.5	12.1	4.3	
I consider myself/women more capable or equal with colleagues.	30.9	36.7	7.8	19.9	4.7	
I/women consider hard work to be more important for their success.	34.4	24.6	5.1	16.0	19.9	
My/women’s attitude toward Myself/themselves is very stable	35.2	20.7	29.3	14.8	0	
I/they can influence staff's understanding even if My/their ideas are different.	37.9	33.6	7.8	20.7	0	
I/women are ambitious, open to diverse ideas, behaviours, and values and can make others try to understand my/their own ideas.	45.7	37.9	8.6	7.0	0.8	
I/women facilitate effective communication and can agree with those of different perspectives but do not assert their own right.	55.1	30.5	13.3	0	1.2	

Source: Primary Data (2019)

Table 4.2 shows that the majority (58.6%) of the respondents strongly agreed that women academic staff at Makerere University do not give up in the face of setbacks but keep trying and persevere. None of the respondents disagreed with the view that women academic staff at Makerere University do not give up in the face of setbacks but keep trying and persevere. None of the respondents disagreed with the view that women academic staff at Makerere University do not give up in the face of setbacks but keep trying and persevere. The results imply that persevering and not giving up in the face of setbacks enables women at Makerere University to progress to leadership. To supplement on quantitative result one dean at school A had this to say:

*I cannot think of any specific role model but certainly I am impressed by people around me who have inspired me by their willpower and dedication. I cannot forget my old school slogan, Never give up. I believe this has played a big role in my determination to face challenges and rise up to academic leadership.*

Another dean at school A emphasized that working in patriarchy institutions; they encounter several personal level setbacks which tend to reduce their ability and willingness to advance while pushing for academic leadership positions in the university. In her narrative this is what she had to say:

*Men don't think that we have anything important to offer. But finally, when we get through it, and are part of the team, all is well although the way they rate our work performance is quite higher.*

Similarly, table 4.2 reveals that the majority (39.8%) of the respondents agreed that women academic staff at Makerere University consider themselves well-organized individuals. Only 4.3% strongly disagreed with the view that women academic staff at Makerere University consider themselves well-organized individuals. Since over 65% of the respondents agreed with the statement that women academic staff at Makerere University consider themselves

well-organized individuals, the results imply that women at Makerere University consider they are well-organized individuals and hence can make good leaders.

Likewise, table 4.2 shows that the majority (36.7%) of the respondents agreed that women academic staff at Makerere University consider themselves more capable or equal with colleagues, only 4.7% strongly disagreed with the view that women academic staff at Makerere University considers themselves more capable or equal with colleagues. These results signify that the majority of the women at Makerere University consider they are more capable or equal with colleagues, meaning that the women staff is more capable or equal with colleagues. The 4.7% of the respondents who disagreed represent those who believe that women can never equal men in leadership.

To add on, table 4.2 reveals that the majority (34.4%) of the respondents strongly agreed that women academic staff at Makerere University consider hard work to be more important for their success. Only 5.1% of the respondents were not sure with the view that women academic staff at Makerere University considers hard work to be more important for their success. These results imply that hard work is considered a major factor to progress to academic leadership and hence that progress to academic leadership positions at Makerere is determined by hard work.

Also, table 4.2 shows that the majority (35.2%) of the respondents strongly agreed that women academic staff at Makerere University have very stable attitudes toward themselves, none of the respondents strongly disagreed with the view that women academic staff at Makerere University have very stable attitudes toward themselves. The over 50% of the respondents

agreeing with the assertion that women academic staff at Makerere University have very stable attitudes toward themselves implies that females at Makerere university are not easily upset and are tolerant of stress and thus could make good leaders. The 14.8% who disagreed represent respondents who see only negatives from women academic staff.

Correspondingly, table 4.2 shows that the majority (37.9%) of the respondents strongly agreed that women academic staff at Makerere University can get subordinates understand their own ideas even if their ideas are different, none of the respondents strongly disagreed with the view that women academic staff at Makerere University can get subordinates understand their own ideas even if their ideas are different. Makerere University can get subordinates to understand their own ideas even if their ideas are different and as such capable of making good leaders.

Additionally, table 4.2 reveals that the majority (37.1%) of the respondents strongly agreed that women academic staff at Makerere University Women are career-minded, ambitious, set difficult objectives and want to go far. The minority (3.5%) of the respondents disagreed with the view that women academic staff at Makerere University are career-minded, ambitious, set difficult objectives and want to go far. These results imply that being career-minded, ambitious, setting difficult objectives and wanting to go far are considered by over 70% of the respondents as a major factor for progress to academic leadership. These results therefore imply that progress to academic leadership positions at Makerere is determined by being career-minded, ambitious, setting difficult objectives and wanting to go far.

Last but not least, table 4.2 reveals that the majority (55.1%) of the respondents strongly agreed that women academic staff at Makerere University facilitate effective communication among people with different perspectives. None of the respondents disagreed with the view that women academic staff at Makerere University facilitates effective communication among people with different perspectives. These results imply that facilitating effective communication among people with different perspectives is considered by over 85% of the respondents as a major factor for progress to academic leadership. These results therefore imply that progress to academic leadership positions at Makerere is determined by facilitating effective communication among people with different perspectives. To supplement on quantitative results principal A had this say;

*Women in academics face a number of challenges at personal level as mothers, wives, breadwinners and also sisters but this does not mean we opt out or fail to pursue our path to academic leadership. In addition to this, the principal added, what made me to reach this level of academic leadership is a combination of my leadership inspirations, ambitions and assertiveness.*

The interview findings from Principal B did not differ, she had this to say:

*One of my secrets of success is not to let obstacles stop me. There are a lot of people who have a lot of good ideas and work very hard. But some obstacles seem impossible, and it's easy to just say, this is too much. It's impossible. I've tried this and it's impossible. That is something that I will not do and would not do.*

The narratives of objective one, reveal that women in academics have high leadership aspirations and are willing to do new things, and can resist setbacks. They also revealed that women have the ability to communicate and are not easily compromised but always follow policy.

### 4.3.1 Influence of Organisation factors and Women’s Progress to Academic Leadership Positions

The study investigated organizational factors and women’s progress to academic leadership. This was addressed by use of a 5–point likert scale (SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree and NS- Not sure). The responses are indicated in table 4.3.

**Table 4.3: Organization factors and women’s progress to academic leadership**

Statement	Responses				
	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
The working conditions in this university are conducive for females	39	40	0	21	0
The university implements programs that supports women’s progress	55	37	0	8	0
The senior academic staff treat junior academic staff with honour and dignity in this university	34	29	0	10	27
The university provides academic staff with the opportunity to get the training needed in their work-related activities	53	47	0	0	0
This university’s policies support women career development	36	44	0	11	9
The university follows national and international policies with respect to uplifting women into leadership	44	36	0	9	11
There are outside agencies supporting the cause for women in this university	31	9	0	36	24

Source: Primary Data (2019)



Table 4.3 reveals that the majority (40%) of the respondents agreed that working conditions in Makerere University are conducive for female staff; these results therefore imply that progress to academic leadership positions at Makerere is determined by working conditions.

Similarly, Table 4.3 shows that the majority (55%) of the respondents strongly agreed that Makerere University implements programs that support women's progress to academic leadership. None of the respondents strongly disagreed with the view that Makerere University implements programs that support women's progress to academic leadership. These results therefore imply that progress to academic leadership positions at Makerere is determined by implementation of programs that support women's progress to academic leadership.

Additionally, table 4.3 shows that the majority (34%) of the respondents strongly agreed that in Makerere University senior academic staff treat junior academic staff with honour and dignity while only 10% disagreed that in Makerere University senior academic staff treat junior academic staff with honour and dignity. These results therefore imply that progress to academic leadership positions at Makerere is determined by senior academic staffs' treatment of junior academic staff with honour and dignity.

To add on, Table 4.3 reveals that the majority (53%) of the respondents strongly agreed that Makerere University provides academic staff with the opportunity to get the training needed in their work-related activities, None of the respondents indicated that she/he strongly disagreed with the view that Makerere University provides academic staff with the opportunity to get the training needed in their work-related activities. These results therefore

imply that progress to academic leadership positions at Makerere is determined by provision of academic staff with the opportunity to get the training needed in their work-related activities.

Correspondingly, table 4.3 shows that the majority (44%) of the respondents agreed that in Makerere University policies support women career development and only 9% strongly disagreed that in Makerere University policies support women career development, respectively. These results therefore imply that progress to academic leadership positions at Makerere is determined by policies supporting women career development.

Furthermore, table 4.3 shows that the majority (44%) of the respondents strongly agreed that Makerere University follows national and international policies with respect to uplifting women into leadership and only 9% disagreed that Makerere University follows national and international policies with respect to uplifting women into leadership. These results therefore imply that progress to academic leadership positions at Makerere is determined by following national and international policies with respect to uplifting women into academic leadership in Makerere University.

Lastly, table 4.3 shows that the majority (36%) of the respondents disagreed that there are outside agencies supporting the cause for women in Makerere University and only 9% agreed that there are outside agencies supporting the cause for women in Makerere University. These results signify that over 65% of the respondents disagreed that there are outside agencies supporting the cause for women in Makerere University, meaning that the women staff in Makerere University do not depend on support from outside agencies to progress to academic

leadership. The observation here is that the majority of the respondents were agreeing with the statements that organizational factors promote women's progress to academic leadership positions at Makerere University. To support the quantitative results, deans and principals were interviewed.

The interview responses on objective two reveal that Makerere University has levelled working conditions and gender mainstreaming policy which aims at promoting women to access academic leadership positions. They also pointed out that recruitment at Makerere University was free and fair, as long as one qualifies for any academic post available. One dean had this to say:

*I can actually see a change in the individuals that I work with in terms of how they view women and women's role in the university. They can now see women in terms of not just having to be receivers, but being agents of change. I think that's what keeps me motivated.*

This implies that policies and working conditions at Makerere University are positively related to women's progress to academic leadership positions but the university's commitment to promote and maintain these policies is in question.

#### **4.4.3 Social factors and women's progress to academic leadership**

The study investigated social factors and women's progress to academic leadership. This was addressed by use of a 5-point likert scale (SA- Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree and NS- Not sure). The responses are indicated in table 4.4.

**Table 4.4: Social factors and women’s progress to academic leadership**

Statement	Responses				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Women here have mentors and role models to help them rise to academic leadership	92 (35.9)	87 (33.9)	-	30 (11.7)	47 (18.4)
We are discriminated when it comes to appointments into leadership position	160 (62.5)	71 (27.7)	20 (7.8)	3 (1.2)	2 (0.8)
The many life demands discourage women from participating in leadership	63 (24.6)	161 (62.9)	15 (5.9)	15 (5.9)	2 (0.8)
Stereotypes and bias are women’s great hindrance to taking on leadership roles	96 (37.5)	110 (42.9)	-	30 (11.7)	20 (7.8)
Prejudice prevents women from taking on leadership position at this university	140 (54.7)	60 (23.4)	10 (3.9)	6 (2.3)	40 (15.6)
Cultural beliefs here still influence women not to participate in leadership positions	100 (39.1)	79 (30.9)	50 (19.5)	17 (6.6)	10 (3.9)
Traditional gender roles don’t allow women to become leaders	121 (47.3)	81 (31.6)	-	30 (11.7)	24 (9.4)

Source: Primary Data (2019)

Table 4.4 shows that the majority (35.9%) of the respondents strongly agreed that women in Makerere University have mentors and role models to help them rise to academic leadership, only 11% of the respondents disagreed with the view that women in Makerere University have mentors and role models to help them rise to academic leadership. These results therefore imply that progress to academic leadership positions at Makerere is determined by women having mentors and role models.

Likewise, table 4.4 reveals that the majority (62.5%) of the respondents strongly agreed that women in Makerere University are discriminated against when it comes to appointments into leadership positions. Only 0.8% of the respondents strongly disagreed that women in Makerere University are discriminated against when it comes to appointments into leadership positions. These results therefore imply that discrimination against women when it comes to appointments into leadership positions affects progress to academic leadership positions at Makerere.

Also, table 4.4 reveals that the majority (62.9%) of the respondents agreed that prejudice prevents women from taking on leadership positions at Makerere University and only 0.8% strongly disagreed that prejudice prevents women from taking on leadership positions at Makerere University. These results imply that prejudice prevents women from progressing to academic leadership positions at Makerere University.

To add on, table 4.4 reveals that the majority (42.9%) of the respondents agreed that many life demands discourage women from participating in leadership. Only 7.8% of the

respondents indicated that they strongly disagreed that many life demands discourage women from participating in leadership. These results therefore imply that having many life demands discourage women from progressing to academic leadership positions at Makerere University.

Additionally, table 4.4 shows that the majority (54.7%) of the respondents strongly agreed that stereotypes and bias are women's great hindrance to taking on leadership roles. while only 2.3% disagreed that stereotypes and bias are women's great hindrance to taking on leadership roles. These results therefore imply that stereotypes and bias hinder women's progress to academic leadership positions at Makerere University.

To add on, Table 4.4 reveals that the majority (39.1%) of the respondents strongly agreed that cultural beliefs still influence women not to participate in leadership positions at Makerere University. 3.9% of the respondents indicated that she/he strongly disagreed with the view that cultural beliefs still influence women not to participate in leadership positions at Makerere University. These results therefore imply that women's progress to academic leadership positions at Makerere University is negatively influenced by cultural beliefs.

Lastly, table 4.4 shows that the majority (47.3%) of the respondents strongly agreed that in Makerere University traditional gender roles don't allow women to become leaders and only 9.4% strongly disagreed that in Makerere University traditional gender roles don't allow women to become leaders. These results therefore imply that traditional gender roles don't allow women to progress to academic leadership positions at Makerere University. The

observation here is that a larger proportion of the respondents were strongly agreeing with the statements about social factors and women's progress to academic leadership.

To supplement on the quantitative results, the narratives from deans and principals on objective three, revealed that networks groups do exist at Makerere University; however, they are dominated by male structured leadership. This indicates that female academic staff are not benefiting from the existing reference groups at Makerere University and hence negatively affecting women's progress to academic leadership positions at Makerere University.

The interview findings revealed that the biggest challenges reside in showing women that universities support them with maternity leave, childcare, among many issues. These issues are not limited to women but they do affect women more. When women don't feel supported, they have a harder time at work and often feel like they have fallen behind their male colleagues." One dean had this to say;

*I would say the support of my family keeps me going. They're the ones that remind me to keep going and that great things are happening. So I think I've learned to be a much better listener, and I think that is really good.*

The dean also highlighted the presence of mentorship opportunities and leadership training programmes as one of the supportive measures to women's leadership journey to academic leadership positions but said it was not given priority at Makerere University. The responses revealed that the aspiring female academics were not benefiting from such programs hence negatively affecting women's progress to academic leadership positions at Makerere University.

The interview findings revealed that female academics leaders were expected to fit in and work just like men. For instance, work long hours and travel long journeys and yet have added family responsibilities as mothers and wives which limit them to compete favourably. This implies that social factors are negatively affecting women's access to academic leadership positions at Makerere University.

#### **4.4.3 Women's progress to leadership**

The study investigated the influence of women's progress to academic leadership as an outcome variable against the independent variable stated in the background. This was addressed by use of a 5-point likert scale (SA- Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree and NS- Not sure). The responses are indicated in table 4.11.



**Table 4.5: Women’s progress to academic leadership**

Statement	Responses				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I have met most of my personal goals to progress	79 (30.9)	94 (36.7)	20 (7.8)	51 (19.9)	12 (4.7)
My leadership responsibilities are increasing	90 (35.2)	53 (20.7)	75 (29.3)	38 (14.8)	- -
I feel I am progressing positively towards my leadership goals	99 (38.6)	69 (26.9)	- -	80 (31.3)	8 (3.1)
I feel I am reaching my leadership goals within the time frame I set for myself	121 (47.3)	97 (37.9)	38 (14.8)	- -	- -
I am able to consult, involve others and place organization’s interests above my own	140 (54.7)	60 (23.4)	10 (3.9)	6 (2.3)	40 (15.6)
My colleagues are satisfied with my leadership skills and feel I am developing into a good leader	150 (58.6)	73 (28.5)	29 (11.3)	- -	4 (1.6)
My level of engagement with my teams has increased	117 (45.7)	97 (37.9)	22 (8.6)	18 (7.0)	2 (0.8)
I am repeatedly approached by other new team members with questions	80 (31.3)	112 (43.8)	34 (13.3)	30 (11.7)	- -
I am always called on by others to give my opinion on matters that I am not directly responsible for	88 (34.4)	63 (24.6)	13 (5.1)	41 (16.0)	51 (19.9)
I have gained a better understanding of university cultures	101 (39.5)	97 (37.9)	42 (16.4)	9 (3.5)	7 (2.7)
I have gained a better understanding of how to handle office politics and how to deal with university leadership	100 (39.1)	79 (30.9)	50 (19.5)	17 (6.6)	10 (3.9)

**Source: Primary Data (2019)**

Table 4.7 indicates that the majority (36.7%) of the respondents strongly agreed, (30.9%) agreed, (7.8%) were not sure and (19.9%) disagreed and (4.7%) strongly disagreed with the statement that I have met most of my personal goals to progress. Also (35.2%) strongly agreed, (20.7%) agreed, (29.3%) were not sure and (14.8%) disagreed with the statement that my leadership responsibilities are increasing, similarly (38.6%) strongly agreed, (26.9%) agreed, (31.3%) disagreed and (3.1%) strongly disagreed with the statement that I feel I am progressing positively towards my leadership goals.

The findings on the statement that I am always called on by others to give my opinion on matters that I am not directly responsible for revealed that (34.4%) strongly agreed, (24.6%) agreed, (5.1%) were not sure, (16.0%) disagreed and (19.9%) strongly disagreed with the statement. (31.3%) strongly agreed, (43.8%) agreed, (13.3%) were not sure and (11.7%) disagreed with the statement that I am repeatedly approached by other new team members with questions.

In addition, (39.5%) strongly agreed, (37.9%) agreed, (16.4%) were not sure, (3.5%) disagreed and (2.7%) strongly disagreed with the statement that I have gained a better understanding of university cultures and (39.1%) strongly agreed, (30.9%) agreed, (19.5%) were not sure, (6.6%) disagreed and (3.9%) strongly disagreed with the statement that I have gained a better understanding of how to handle office politics and how to deal with university leadership. The observation here is that a larger percentage of the respondents were strongly agreeing with the statements and a smaller proportion was disagreeing.

## 4.5 Hypotheses Test for the Determinants of Women’s Progress to Academic Leadership Positions

To test the influence of the determinants that are namely personal level, organisational and social factors on women’s progress to academic leadership positions, hypotheses’ testing was carried out. The three null hypotheses to the effect that are personal level factors have no influence on women’s progress to academic leadership positions, organisational factors have no influence on women’s progress to academic leadership positions, and social factors have no influence on women’s progress to academic leadership positions at preliminary level were subjected to correlation analysis and at confirmatory level to regression as presented here under.

### 4.5.1 Correlation Analysis for Women’s Progress to Academic Leadership Positions and its Determinants

To establish whether personal level, organisational and social had no a relationship on women’s progress to academic leadership positions, a correlation analysis was carried out.

The results were as given in Table 4.8

**Table 4.6: Correlation Matrix for Determinants of Women’s Progress to Academic Leadership Positions**

	Women’s Progress to Academic Leadership Positions	Personal Level Factors	Organisational Factors	Social Factors
Women’s Progress to Academic Leadership Positions	1			
Personal Level Factors	0.423**	1		
Organisational Factors	0.543**	0.474**	1	
Social Factors	0.161	0.000	0.276**	1
	0.087	0.594**	0.003	

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

The results in Table 4.8 suggest that personal level factors ( $r = 0.474$ ,  $p = 0.000 < 0.05$ ) and organisational factors ( $r = 0.000$ ,  $p = 0.000 < 0.05$ ) had positive and significant relationships with women's progress to academic leadership positions. However, social factors ( $r = 0.594$ ,  $p = 0.000 < 0.05$ ) had a positive but insignificant relationship on women's progress to academic leadership positions. This means that null hypotheses ( $H_{01}$ - $H_{02}$ ) were rejected while the third null hypothesis was accepted. Therefore, the alternate hypotheses to the effect that personal factors have a significant relationship with women's progress to academic leadership positions ( $H_1$ ) and organizational factors have a significant relationship with women's progress to academic leadership positions ( $H_2$ ) were accepted. However, the hypothesis to the effect that social factors have a significant relationship with women's progress to academic leadership positions was rejected.

#### **4.5.2 Regression for determinants of Women's Progress to Academic Leadership Positions**

At the confirmatory level, to establish whether personal, organisational and social influenced women's progress to academic leadership positions, a regression analysis was carried out. The results were as in Table 4.7.

**Table 4.7: Regression Model for Determinants of Women’s Progress to Academic Leadership Positions**

Determinants	Standardised Coefficients	Significance
	Beta ( $\beta$ )	(p)
Personal Level Factors	0.283	0.009
Organisational Factors	0.445	0.000
Social Factors	-0.143	0.140

Adjusted  $R^2 = 0.320$

$F = 18.700, p = 0.000$

Dependent Variable: Women’s Progress to Academic Leadership Positions

The results in Table 4.9 reveal that personal, organisational and social factors explained 32.0% of the women’s progress to academic leadership positions (adjusted  $R^2 = 0.320$ ). This means that 68.0% of the variation was accounted for by other factors not considered under this model. Of the three factors, only personal level factors implementation ( $\beta = 0.283, p = 0.009 < 0.05$ ) and organisational factors ( $\beta = 0.445, p = 0.000 < 0.05$ ) had positive and significant influence. However, social factors ( $\beta = -0.143, p = 0.140 < 0.05$ ) had a negative and insignificant influence on women’s progress to academic leadership positions. This means that null hypotheses ( $H_{01}$ - $H_{02}$ ) were rejected while the third null hypothesis was accepted. Therefore, the alternate hypotheses to the effect that personal factors have a significant influence on women’s progress to academic leadership positions ( $H_1$ ) and organisational factors have a significant influence on women’s progress to academic leadership positions

(H<sub>2</sub>) were accepted. However, the hypothesis to the effect that personal factors have a significant relationship with women's progress to academic leadership positions was rejected. Though, the magnitudes of betas ( $\beta$ ) showed that organisational factors were more significant followed by personal factors.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary, discussion and conclusion of the findings of this study on determinants of women's progress to academic leadership positions in public universities. It also provides recommendations and suggests areas for further research.

#### **5.1 Discussion**

##### **5.1.1 Influence of personal level factors and women's progress to academic leadership positions**

The findings revealed that personal level factors had a positive and significant influence on women's progress to academic leadership positions. This means that women who score high in personal level factors such as assertiveness and individual aspiration have higher chances of progressing to academic leadership, while those who score low in personal level factors have lower chances of progressing to academic leadership in Makerere University. The findings are in agreement with previous studies which relate personal level factors and women's progress to academic leadership positions.

For instance, Ademe and Singh (2015) focused on personal characteristics that facilitated women in academia to participate in leadership and found out that self-efficacy, self-esteem, and assertiveness facilitated women into leadership and management in selected public higher education institutions in Amhara University in Ethiopia. This result similarly agrees with Gabdreeva and Khalfieva (2016) who revealed that personal characteristics especially self-

efficacy influenced women's interest to seek leadership positions on Russian women in low-level, middle-level and top-level managerial roles. In the same way, Eby et al. (2003) found that high self-monitors emerge as leaders more than low self-monitors in Ohio University in the USA.

In the current study, the respondents indicated that women at Makerere University consider themselves capable and equal with their male colleagues. However, a distinction should be drawn between gender equality and leadership abilities since there are men, who have also failed to progress to leadership positions Ademe and Singh (2015).

In the current study, it was discovered that women's progress to academic leadership is still low at Makerere University. This means that, whereas leadership traits are a prerequisite to progressing in academic leadership, there are other factors external to the individual (potential leader) to facilitate progress towards leadership.

In conclusion, responses revealed that women in academics are assertive and have the same willingness to aspire to lead just like their male counterparts, provided they qualify for the academic posts at hand. This means that women in academia have all what it takes to progress to academic leadership positions but they face an uphill challenge of convincing and proving to their male counterparts that they can perform when voted into office.



### **5.1.2 Influence of organisational factors and women's progress to academic leadership positions**

The findings revealed that organizational factors in Makerere University have a positive influence on women's progress to academic leadership, that is, organizational factors favour women's progress to academic leadership in public universities. The current research findings are consistent with previous studies of Ademe and Singh (2015) who revealed that networking opportunities and favourable organizational working environment were among the most important factors that led women into leadership. Ademe and Singh (2015) asserts that institutions of higher learning that provide networking opportunities promote women's progress to leadership and thus recommended that workplaces should be more conducive to attract more females to the academic leadership, to which Makerere university has tried to do. Likewise, the study is in agreement with that of Azeez and Priyadarshini (2018) who noted that organizational policy had a positive and significant relationship with women career advancement in the IT industry in India. Also the study is similar to that of Lahti (2013) who showed that organizational culture including offering opportunities for advancement, flexibility, knowledge and skills had a role in women's managerial career advancement to leadership positions in Finland.

The study is however contrary to a study conducted by Makori et al. (2011) who established that the requirements for appointment, recruitment and promotion in Moi University in Kenya were unfair to women whose family commitments delayed them to advance their academic careers. Makori et al. (2011) further maintained that lack of policy and practices aimed at encouraging women to aspire for senior positions affected their morale to seek for leadership.

Whereas in the current study it was established that requirements for appointment, recruitment and promotion at Makerere University were favourable for both male and female staff, however, the level of women's progress to academic leadership is still low. This means that what makes it unfavourable for women to compete for leadership is beyond organizational factors. This study established that Makerere University provides an environment that is levelled and conducive for women to progress to academic leadership. This was mainly in the form of enabling working conditions for male and female staff, women's support programs, team work, and gender mainstreaming policies, women career development, and following national and international policies. It is therefore expected that there are more female leaders within the institution.

### **5.1.3 Influence of social factors on women's progress to academic leadership positions**

The findings revealed that social factors negatively and insignificantly influence women's progress to academic leadership positions, that is, social factors prevent women from taking on or participating in leadership positions at Makerere University. These findings are consistent with previous studies of Hora (2014) which revealed that lack of role models, socio-cultural and domestic responsibilities hindered women participation in public leadership in Bedele Town in Ethiopia administration. The current study is also in line with that of Lahti (2013) who showed that traditional gender roles and women's perceptions had a role in women's managerial career development. The findings are also similar to that of Mwale and Dodo (2017) which showed that because women were responsible for taking care of homes and children, they declined to take up leadership roles with pressing responsibilities but opted to take up less pressing responsibilities. In addition, the findings are similar to the study

conducted at Moi University in Kenya by Makori, et al., (2011) seeking to determine the influence of social factors on women ascending to top management positions which showed that family commitments delayed women from advancing their academic careers and as such makes them unable to compete for leadership.

Similarly, Ogden, McTavish and McKean (2006) found that there are still visible glass ceiling effects that keep women from moving into middle and senior level management positions like long working hours and male-dominated networks in particular. It was also established in this study that Makerere University had few role models and mentors of female leaders who help women employees to progress to academic leadership. This provides insight into the reasons why there are still few women who have made it to the top of leadership at this very academic tower. Archard (2012) showed that mentoring and role modelling helped female leaders in Australia, New Zealand, and South Africa in developing the knowledge and skills required for leadership as well as in understanding of gender barriers in relation to leadership roles. The fact that the current study showed that there were few mentors at Makerere university indicates that the few females in academic leadership positions have broken the barriers to their progress to academic leadership in a hard way.

In addition, the current study indicates that there are some forms of discrimination of women at Makerere University when it comes to appointments to top leadership positions. However small the discrimination is, it can go a long way in discouraging potential women leaders from pursuing their academic dreams. It was further deduced that prejudice, stereotypes, and many life demands had a negative influence on women's progress to academic leadership positions

at Makerere University. It should be noted that stereotypes and the many demands in life make women disorganized thus unable to progress to academic leadership. These findings relate to the findings by Elmuti, Jia and Davis (2009) who established that in the United States, women motivated themselves to advance to top leadership positions but barriers such as discrimination, family-life demands, prejudice, and stereotyping resulted in fruitlessness in many cases.

Another study, Gipson et al. (2017) found out that, men were excessively represented in academic leadership positions than women due to gender stereotypes and biases that resulted in prejudice and discrimination against women aspiring to be senior leaders. This directly speaks to the situation in the current study area and explains why the number of women taking up leadership roles in academia is still low. The current study also indicated that traditional gender roles prevented women from progressing to academic leadership thus having a negative influence. This is related to findings made by previous scholars. For instance, Lahti (2013) found out that traditional gender roles, women's perceptions had a role in women's managerial career development. It was also found out that women who thrived to become leaders had their own input in promoting female leadership.

Whereas the current study shows that above 70% of the female key informants in Makerere University consented to the fact that they are overwhelmed by responsibilities in their homes which prevented them from handling formal responsibilities at the workplace including taking on leadership roles that rather demand much more time. This is similar to Mwale and Dodo (2017) findings in the rural district of Sanyati, Zimbabwe which show that, because women

were responsible for taking care of homes and children as a result, they declined to take up leadership roles with pressing responsibilities but opted to take up lesser pressing responsibilities.

## **5.2 Conclusions**

The study concludes that personal level factors are significant for women's progress to academic leadership positions in public universities. Such personal factors that propel women's progress to academic leadership positions include resilience, being well organised, improving personal ability, having positive attitude towards self, having focus, and ability to be assertive.

Secondly, organisational factors are also significant for women's progress to academic leadership positions in public universities. Such organisational factors include; the institution having good working conditions, implementing programs that supports women's progress, promoting women's honour and dignity, availing of training opportunities, and having policies in place that support women career development. Policies are strengthened by availability of national and international frameworks that respect and uplift women's status in leadership positions.

Furthermore, the study noted that social factors hinder women's progress to academic leadership positions in public universities. These factors include; discrimination, many life demands, Stereotypes and bias, prejudices, cultural beliefs and gender roles. In conclusion,

women at Makerere University still face stiff challenges in accessing academic leadership positions.

### **5.3 Recommendations**

Following the conclusions from the study according to the objectives, the study recommends that;

1. Female academic staff should endeavour to build strong personalities that help them to be resilient and assertive. As this would enable them to compete for academic leadership positions and resist numerous pressures.
2. University management should establish organisational factors that can facilitate women's progress to academic leadership positions. Therefore, universities should promote gender specific working conditions, implement programs that support women's progress, and encourage them to take up training opportunities,
3. University management should establish structures that mediate social factors that hinder women's progress to academic leadership positions and spearhead programmes for promoting gender equality at the workplace.

### **5.4 Suggestions for further research**

This study makes significant contributions as far as identifying determinants of women's progress to academic leadership positions is concerned. However, a number of limitations emerged that cannot be ignored. For instance, the results of the study on the third hypothesis were inconsistent with the alternate hypothesis. Therefore, future researchers should study;

1. How social factors determine women's progress to academic leadership positions at a wider scope beyond one university.
2. Still, the study was dominantly quantitative. Therefore, future researchers should largely adopt the qualitative approach to have an in-depth analysis of the determinants of women's progress to academic leadership positions.

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**APPENDICES**

**APPENDIX A: QUESTIONNAIRE FOR ACADEMIC STAFF OF MAKERERE  
UNIVERSITY**

Kyambogo University,  
P. O. Box 1 , Kyambogo  
Kampala, Uganda

Dear respondent,

I am a student of Kyambogo currently conducting a study on **“Determinants of women’s progress to academic leadership positions in public universities: A case of Makerere University in Uganda.”** You have been chosen to participate in this study because you have the necessary information and knowledge related to the study as an academic staff member of Makerere University. Please, spare me some of your time to provide your opinions on the items of the study. The information provided will strictly be used only for academic purposes. All information you provide will be treated with confidentiality. I thank you in advance for accepting to be part of the study.

Yours faithfully,

.....

Angela Nambuya

**SECTION A: DEMOGRAPHIC INFORMATION**

**Please help me tick, (√) the appropriate responses and fill in where necessary.**

1	What is your sex?				
	Male		Female		
2	How old are you? (Years)				
	Below 30	30-40	40-50	50-60	60 and above
3	What is your academic title / rank?				
4	Previous Positions held.				
5	How long have you served in your capacity as per your title?(years)				
	Less than 5	5-10	11-15	16-20	More than 20
6	What is your highest level of education?				
	PhD	Masters		Others(specify)	



## SECTION B: PERSONALITY CHARACTERISTICS

This section presents items the first objective on personality characteristics. You are kindly requested to rate how you assess women academic staff personal level factors in Makerere University, using the scale 1-5 where, 1 = strongly disagree (SD), 2 = disagree (D), 3 = not sure (NS) 4 = agree (A) and 5 = strongly agree (SA).

<b>B</b>	<b>Statement: Women in Makerere university...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
B2.1	Trust their ability to perform their job					
B2.2	Consider them well-organized individuals					
B2.3	Consider themselves more capable or equal with other male colleagues.					
B2.4	Have very stable attitude towards others.					
B2.5	Can get colleagues understand their weakness and strength					
B2.6	Can make other staff members remain feeling good as they try to get them to understand their own ideas.					
B2.7	Consider hard work to be more important for success.					
B2.8	Are career-minded, ambitious, set difficult objectives and want to go far and to get.					
B2.9	Can facilitate effective communication among people with different perspectives					
B2.10	Do not give up in the face of setbacks but keep trying and perseveres					

## SECTION C: ORGANISATIONAL FACTORS

This section presents items second objective on organisational factors. You are kindly requested to rate how you assess organisational factors of your university using the scale where, 1 = strongly disagree (SD), 2 = disagree (D), 3 = not sure (NS) 4 = agree (A) and 5 = strongly agree (SA).

<b>C</b>	<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
C2.1	The working conditions in this university are conducive for both male and females					
C2.2	The university implements programs that supports women's progress					
C2.3	Immediate supervisor in this university encourage staff to participate in making important decisions					
C2.4	Teamwork is promoted in my department in this university					
C2.5	Academic staff can express their ideas freely whenever necessary					
C2.6	The senior academic staff treat junior academic staff with honour and dignity in this university					
C2.7	The university provides academic staff with the opportunity to get the training needed in their work-related activities					
C2.8	This university's policies support women career development					
C2.9	The university follows national and international policies with respect to uplifting women into leadership					
C2.10	There are outside agencies supporting the cause for women in this university					

## SECTION D: SOCIAL FACTORS

This section presents items on the influence of social factors on women's progress to academic leadership in line with the third objective of the study. You are kindly requested to rate the assertions presented using the scale where, 1 = strongly disagree (SD), 2 = disagree (D), 3 = not sure (NS) 4 = agree (A) and 5 = strongly agree (SA).

<b>D</b>	<b>Influence of social factors on women's progress to academic leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
D1.1	Women here have mentors and role models to help them rise to academic leadership					
D1.2	We are discriminated when it comes to appointments into position					
D1.3	Prejudice prevents women from taking on leadership position at this university					
D1.4	The many life demands discourage women from participating in leadership.					
D1.5	Stereotypes and bias are women's great hindrance to taking on leadership roles.					
D1.6	Cultural beliefs here still influence women not to participate in leadership positions					
D1.7	Traditional gender roles don't allow women to become leaders					
D1.8	Women in academic leadership position have family problems as a result of their positions					

## **SECTION E: WOMEN'S PROGRESS TO LEADERSHIP**

This section presents items on women's progress to leadership. You are kindly requested to rate how you assess women's progress to leadership in this university using the scale where, 1 = strongly disagree (SD), 2 = disagree (D), 3 = not sure (NS) 4 = agree (A) and 5 = strongly agree (SA).

SN	Statement:	5	4	3	2	1
E2:1	Academic staff women in Makerere university have met most of their personal goals to progress					
E2:2	In Makerere university academic staff women's leadership responsibilities are increasing					
E2:3	I feel academic women are progressing positively towards their leadership goals					
E2:4	I feel academic staff women are reaching their leadership goals within the time frame they set for themselves					
E2:5	Academic staff are satisfied with academic women's leadership skills and feel women are developing into leaders					
E2:6	Academic staff women's level of engagement with their teams has increased					
E2:7	Academic staff women are repeatedly approached by other new team members with questions					
E2:8	Academic staff women are always called on by others to give their opinion on matters that they not directly responsible for					
E2:9	Academic staff women have gained a better understanding of university cultures					
E2:10	Academic staff women have gained a better understanding of how to handle office politics and how to deal with university leadership					

**Thank for participating in the study.**

**APPENDIX B: INTERVIEW GUIDE FOR STAFF IN ACADEMIC LEADERSHIP**

Kyambogo University,  
P. O. Box 1  
Kyambogo  
Kampala, Uganda

**Dear respondent,**

I am a student of Kyambogo currently conducting a study on “**Determinants of women’s progress to leadership positions in public universities: A case of Makerere University in Uganda.**” You have been chosen to participate in this study because you have the necessary information and knowledge related to the study as an academic staff member of Makerere University. Please, spare me some of your time to provide your opinions on the items of the study. The information provided will strictly be used only for academic purposes. All information you provide will be treated with confidentiality. I thank you in advance for accepting to be part of the study.

Yours faithfully,

.....

Angela Nambuya

**SECTION A: DEMOGRAPHIC INFORMATION**

**Please help me tick, (√) the appropriate responses and fill in where necessary.**

1	What is your sex?				
	Male		Female		
2	How old are you? (Years)				
	Below 30	30-40	40-50	50-60	60 and above
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6	What is your highest level of education?				
	PHD	Masters	Others (specify)		

**SECTION B**

6. a. In your view what could be personal level factors that relate to women’s progress to academic leadership?

.....

b. How do these personal level factors relate to women staff’s progress to academic leadership?

.....  
.....

7.a. In your view what could be the organisational factors that relate to women progress to academic leadership?

.....  
.....

b. How do these organisational factors relate to women’s progress to academic leadership in Public Universities?

.....  
.....

8. To what social factors do you attribute women’s progress to academic leadership in Makerere University?

.....

9. How do these social factors influence women’s progress to academic leadership in Public Universities?

.....

**End**

## APPENDIX C: CONTENT VALIDITY INDEX RESULTS

### Personal level factors

Judges	Relevant	Irrelevant
Judge 1	8	2
Judge 2	7	3

10

$$CVI = 8 + 7 = 15 \div 2 = 7.5$$

$$7.5 \div 10 = 0.75$$

### Organisational Factors

Judges	Relevant	Irrelevant
Judge 1	8	2
Judge 2	8	2

10

$$CVI = 8 + 8 = 16 \div 2 = 8$$

$$8 \div 10 = 0.80$$

### Social Factors

Judges	Relevant	Irrelevant
Judge 1	7	1
Judge 2	6	2



8

$$\text{CVI} = 7 + 6 = 13 \div 2 = 6.5$$

$$6.5 \div 8 = 0.80$$

### Women's Progress to Academic Leadership Positions

Judges	Relevant	Irrelevant
Judge 1	7	3
Judge 2	8	2

10

$$\text{CVI} = 7 + 8 = 15 \div 2 = 7.5$$

$$7.5 \div 10 = 0.75$$

**APPENDIX D: CRONBACH'S ALPHA (A) RESULTS**

<b>Personal level factors</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.778	0.779	10

<b>Organizational Factors Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.703	0.705	10

<b>Social Factors Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.763	0.771	8

<b>Women's Progress to Academic Leadership Positions</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.711	0.711	10