

**GENDER MAINSTREAMING POLICY AND LEADERSHIP POSITION IN PUBLIC  
UNIVERSITIES IN UGANDA.**

**A CASE STUDY OF KYAMBOGO UNIVERSITY**

**BY**

**ASIIMA MAUDE**

**REG NO. 17/U/14342/GMED/PE**

**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD  
OF A DEGREE OF MASTER OF EDUCATION IN POLICY,  
PLANNING AND MANAGEMENT OF  
KYAMBOGO UNIVERSITY**

**APRIL, 2021**

**DECLARATION**

I, Asiima Maude, declare that this dissertation entitled “**Gender Mainstreaming Policy and Leadership Position in Public Universities in Uganda**” is my original work and has never been presented to any Institution or University for an academic award.

Signed: .....

Date: .....

**APPROVAL**

We certify that the dissertation on **“Gender Mainstreaming Policy and Leadership Position in Public Universities in Uganda”** has been under our supervision and is now ready for submission for examination with our approval as Kyambogo University supervisors.

**Dr. Owino Philip**

Signed: .....

Date: .....

**Dr. Frances Naluwemba**

Signed: .....

Date: .....

## **DEDICATION**

This dissertation is dedicated to my beloved family whose support, love, care and encouragement is immeasurable. I also dedicate it to my course mates who have supported me along this academic journey by sharing their knowledge and reading materials and for their moral and spiritual support.

## **ACKNOWLEDGEMENT**

I would like to first thank the Almighty God who gave me the strength, knowledge and wisdom to complete this work. All the Glory goes back to Him!

I am also grateful to my family for the moral, spiritual and financial support during this academic journey and for enduring my absence from home while pursuing this course. May the Almighty God reward you.

My gratitude also goes to my supervisors Dr. Philip Owino and Dr. Frances Naluwemba for the invaluable academic supervision and enthusiasm throughout this research, as well as for the support and confidence they gave me from every meeting and point of contact that occurred from start to end.

Further thanks go to the management of Kyambogo University for allowing me to conduct this study within their institution. Special thanks go to the top Management and senior staff who agreed to share information, without which the study would seriously have been compromised.

May the Almighty God bless you richly and enlarge your territories.

Together, we shall all make this world a better place!

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>DECLARATION</b> .....	i
<b>APPROVAL</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>TABLE OF CONTENTS</b> .....	v
<b>LIST OF TABLES</b> .....	viii
<b>LIST OF FIGURES</b> .....	ix
<b>ABSTRACT</b> .....	x
<b>CHAPTER ONE:INTRODUCTION</b> .....	1
1.1 INTRODUCTION .....	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	7
1.5 Research questions.....	8
1.6 Research hypothesis.....	8
1.7 Significance of the study.....	8
1.8 Scope of the study.....	9
1.9 Conceptual framework.....	9
1.10 Definition of operational terms in the context of the study.....	12
<b>CHAPTER TWO:LITERATURE REVIEW</b> .....	14
2.1 INTRODUCTION .....	14
2.2 Theoretical review.....	14
2.3 Leadership Positions in Higher Education Institutions.....	16
2.3 Gender Mainstreaming Policy .....	23
2.3.1 Gender mainstreaming policy implementation.....	23
2.3.2 Gender mainstreaming equality and leadership position .....	27
2.3.3 Gender mainstreaming equity and leadership position .....	30
2.4 Summary of the literature .....	32
<b>CHAPTER THREE:METHODOLOGY</b> .....	33

3.0	INTRODUCTION .....	33
3.1	Research design .....	33
3.2	Study population .....	34
3.3	Sample size and sampling technique .....	34
3.4	Sampling techniques .....	35
3.5.0	Data sources .....	35
3.6	Data collection methods.....	36
3.7.0	Research instruments.....	37
3.8	Validity and reliability of instruments .....	38
3.9	Research procedure .....	41
3.10	Data analysis and management.....	42
3.11.	Limitations of the study .....	43
<b>CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS .....</b>		<b>44</b>
4.1.	INTRODUCTION.....	44
4.2	Response Rate.....	44
4.3.	Respondent’s Background information .....	45
4.4	Major findings according to objectives.....	46
4.5	Gender mainstreaming equality and leadership position .....	51
4.6	Gender mainstreaming equity and leadership position.....	55
4.7	The leadership position .....	59
<b>CHAPTER FIVE:DISCUSSION, CONCLUSION AND RECOMMENDATION .....</b>		<b>63</b>
5.1.	INTRODUCTION .....	63
5.2.	The Discussion of the Findings.....	63
5.3	Conclusion .....	69
5.4	Recommendation .....	70
5.5	Areas for Further Study .....	71
<b>REFERENCES.....</b>		<b>72</b>
<b>APPENDICES.....</b>		<b>82</b>
<b>APPENDIX I .....</b>		<b>82</b>
	QUESTIONNAIRE .....	82

<b>APPENDIX II</b> .....	85
<b>INTERVIEW GUIDE</b> .....	85
<b>APPENDIX III</b> .....	86

## LIST OF TABLES

Table 1:	The Sample Size .....	35
Table 2:	Reliability Results .....	40
Table 3:	The response rate .....	44
Table 4:	The characteristics of the respondents .....	45
Table 5:	Gender policy implementation.....	46
Table 6:	Gender mainstreaming equality and leadership position .....	51
Table 7:	Pearson correlations Analysis .....	54
Table 8:	Findings on regression analysis showing the relationship between gender mainstreaming equality and Leadership position at Kyambogo University.....	55
Table 9:	Gender mainstreaming equity and leadership position .....	56
Table 10:	Shows Pearson correlations Analysis.....	58
Table 11:	Findings on regression analysis showing the relationship between gender mainstreaming equity and Leadership position at Kyambogo University.....	59
Table 12:	Showing the leadership position .....	60

## **LIST OF FIGURES**

Figure 1: The relationship between Gender Mainstreaming Policy and Leadership Position..... 10

## ABSTRACT

The purpose of this study was to establish the relationship between Gender Mainstreaming Policy and Leadership Position in Public Universities in Uganda.

The study was guided by three specific objectives: to examine gender mainstreaming policy implementation at Kyambogo University; to establish the relationship between gender mainstreaming equality and leadership positions at Kyambogo University; to establish the relationship between gender mainstreaming equity and leadership positions at Kyambogo University. The researcher used a case study research design which was both quantitative and qualitative approaches. The targeted respondents for the study were the Senior Administrative staff and Top Management. A sample size of 129 respondents was used. Probability and non-probability sampling techniques including simple random and purposive sampling techniques were used for the study. Interview and questionnaire methods were used for data collection. Quantitative data was arranged, sorted, coded, entered, analyzed and presented using descriptive statistics. The data from interview responses were analyzed. The study findings revealed that 32.9% variance in the leadership positions is attributed to gender mainstreaming equality (Adjusted R Square = .315). 30.7% variance in leadership positions at Kyambogo University is attributed to gender mainstreaming equity (Adjusted R Square = .292). It was established that both men and women in Kyambogo University are given equal access and chance to take leadership positions. Gender mainstreaming equality is related to leadership positions. There is fair treatment for both men and women in top management positions at Kyambogo University. There is also a relationship between gender mainstreaming equity and leadership positions. Having an inclusive work plan and affirmative action in gender are key factors in improving women participation in leadership positions at Kyambogo University. The study recommended that the Management of Kyambogo University should ensure strict enforcement of policies aimed at promoting the gender equality especially in the representation of men and women in the University. The university management should also sponsor trainings for women staff in leadership and encourage them to take up higher positions.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

Gender mainstreaming has increasingly become a key strategy for promoting gender equality and equity where both men and women have equal access and opportunity in representation (De Waal, 2006). Although there has been some improvement in taking over leadership positioning, where women's participation in parliaments, government institutions and peace-making processes, women are still left out on top management position in most Public Universities (Blackmore, 2012).

In this chapter, the researcher presents the introduction, background to the study, statement of the problem, purpose of the study, research objectives, research questions, conceptual framework, scope of the study, definition of operational terms in the context of the study and the significance of the study. The intent to this study is to establish the relationship between gender mainstreaming policy and leadership position in Public Universities in Uganda using a case study of Kyambogo University.

##### **1.1.1 Historical background**

The concept of gender mainstreaming emerged in the 1970s and 1980s out of the failure of 'Women in Development' and 'Gender-in- Development' approaches in addressing women needs, (Modupe, 2014). These approaches did not integrate men and women into operations equally and as a result, men and women could not benefit equally from organizational policies and practices (Kristine, 2017). They benefit from diversity in academic leadership roles and professional to value diversity (of thought, experience and person) yet women remain under-represented in key positions along academic career ladder (Porter and Sweetman, 2005). Although more women are now

advancing to leadership positions in higher education, gender imbalance in higher education leadership is still a global issue because the progress towards equality has been very low and uneven (Airini, 2011). In countries such as Australia, there is increased representation of women in academic leadership partly due to structural changes in the system and due to equal opportunity and affirmative action legislation, policy and practices but much still needs to be done to increase on the awareness of the global underrepresentation of women at policy making levels of education systems (Lord & Vinnicombe, 2010).

In today's global world, most organizations are engaged in some form of gender mainstreaming activities with the aim of promoting gender equality and equity through gender mainstreaming policies and spending (Morley & Crossourad, 2015). However, gender mainstreaming policy remains a subject of criticism in organizations that attempt to promote women's rights in society as a whole. Some feel disappointed and betrayed by gender mainstreaming policies for example, almost 15 years of gender activism in Kenya, the country still remains greatly challenged with regard to women's ascendancy into leadership position (Wolfinger et al., 2008).

Over the past decade, Uganda has made significant progress in the advancement of gender equality and empowerment of women in political, economic and social spheres. Considering employment in Uganda, women are concentrated in the lowest paying sectors, which is linked to their lower education levels; 50 percent of employed women work in the three lowest paying sectors, compared to 33 percent of men (UNHS, 2002/02 and 2005/06).

### **1.1.2 Theoretical background**

A number of theories have been put forward to explain the relationship between gender mainstreaming policy and leadership but this study was underpinned by the Social Justice Theory and Feminist Theory.

The history of Feminism comprises the narratives (chronological or thematic) of the movements and ideologies which have aimed at equal rights for women. While feminists around the world have differed in causes, goals, and intentions depending on time, culture and country (Walters, 2005), seeking to define feminism has proved to be not only difficult but also controversial. Feminism is a pro-woman movement that evolved in the west as part of women's liberation movement. Rowe, (2013) defined feminism as a range of social movements, political movements, and ideologies that aim to define and establish the political, economic, personal, and social equality of the sexes. Feminism incorporates the position that societies prioritize the male point of view, and that women are treated unjustly within those societies.

It is argued that women are still significantly held back in global equality terms according to a range of indicators, as if they literally have one hand behind their backs while fighting as (visible and invisible) battle to achieve gender equality and equity. Women are slowly entering senior management positions and overall proportion of men and women in top management positions is low. This depressing situation visited by (James, Bowman, O'Toole, & Goggin, 2010) indicates a need for reforms. In an attempt to address gender inequalities therefore, the feminist theory encourages men and women to work together.

The Social Justice Theory is a concept of fair and just relations between the individual and society (Banai, Ronzoni, & Schemmel, 2011). Social justice assigns rights and duties in the institutions of society, which enables people to receive the basic benefits and burdens of cooperation. A social justice perspective allows one to emphasize moral values, justice, respect, care and equity.

Rowe, 2013 argues that organizations are obliged to not only to safeguard individual's rights, but also to actively redress inequality of opportunity. Rowe believes that society is guided by rules and procedures that are publicly recognized and agreed to that the rules specify fair terms of cooperation and are rooted in the notion mutuality. This enables each person have a chance in promoting his or her own capabilities (Rowe, 2013).

In the context of this study, the researcher is interested in looking at how gender-mainstreaming policy can become a system in an organization to have balanced leadership among employees at different levels in gender equality and equity so that there is improved representation, effective communication, effective participation and decision making among the employees.

### **1.1.3 Conceptual background**

This study was conceptualized of two key variables namely the independent variable being gender mainstreaming policy and leadership position being the dependent variable. According to (True, 2010), gender mainstreaming perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels (True, 2010),

According to Mary (1993), mainstreaming is described as a process rather than a goal that consists in bringing what can be seen as marginal into the core business and main decision-making process of an organization (Mary, 1993). Gender mainstreaming is a process of organizational change

(Bibbings, 2012). Bibbings added that gender mainstreaming involves bringing the contribution, perspectives and priorities of both women and men to the centre of attention in the development arena in order to inform the design, implementation and outcomes of policies and programmes. Gender equality was conceptualized as equal access and equal opportunities. Is the state of equal ease of access to resources and opportunities regardless of men and women, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally (Kristine, 2017).

Kristine (2000) added that gender equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination on the basis of sex and addressing any imbalances in the benefits available to males and females. According to Rowe, 2013, a leadership position is an assigned role where you are responsible for the outcome of a team. Representation of women leadership refers to the percentage of women employees working in various sectors in different positions (Rowe, 2013).

Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision and a shared success (Zeitchik, 2012). According to Grobler (2011), leadership is considered as a process of influencing people within an organizational context to direct their efforts towards particular goals (Grobler, Warnich, Carrell, Elbert, & Harfield, 2011).

#### **1.1.4 Contextual background**

In Kyambogo University, more than 90% of the women are in teaching and others hold lower and middle managerial positions of leadership and very few women hold top management positions that include University Librarian, Dean of Students, Academic Registrar and Deputy Vice

Chancellor Academic Affairs (Kyambogo, 2020). The University has a gender equality committee which provides representation to the different University organs/committees where necessary for purposes of ensuring that gender concerns are taken into consideration (Kyambogo, 2014).

In the year 2013, Kyambogo University developed a gender policy to ensure gender equity, equality and empowerment in leadership. This policy was adopted in 2014 in line with the International commitments to gender equality as enshrined in the provisions of the Convention on Elimination of all forms of Discrimination against Women (CEDAW) with the aim of empowering women that are consistent with the National and International gender laws and policies (Katunguka, 2014). However, Kyambogo HR reports, (2017) indicate that the ratio of women to men representation in leadership positions at KYU is 4:14 which shows male dominance (Kyambogo, 2017). Such leadership positions include; senior administrative staff and top management positions. Women are on the increase in teaching but are still under-represented at higher education leadership. This raises questions about University gender mainstreaming equality practices. Hence, the need to examine the relationship between Gender policy and Women representation in Top Leadership positions at Kyambogo University.

## **1.2 Statement of the problem**

Kyambogo University developed and adopted a gender policy within the institutional gender mainstreaming policy framework. This was done with a view of integrating gender equality and equity practices in pursuit of ensuring equal representation of men and women in top positions in the University. However, the integration of the policy seems to focus on integration of gender equality with less attention to targeted gender activities and gender responsiveness dialogue (Katunguka, 2014). In addition, there is overwhelming evidence showing that women in this institution are fewer in numbers in top management positions compared to men as the ratio of men

to women is 14:4% (Kyambogo Human Resource Report, 2017). This implies that for every fourteen men in leadership positions, there are only four women (Kyambogo, 2017).

This has partly contributed to increased male dominance (among both lecturers and students) in most of the training programmes at KYU focusing on Vocational, Science, Engineering, Manufacturing, Information Technology and other practical disciplines (Kyambogo, 2017). All this has affected the motivation of female staff and denies the University to tap into the leadership skills and knowledge possessed by women (Odhiambo, 2011). It is against this background that the researcher intended to establish the relationship between gender mainstreaming policy and leadership position at Kyambogo University.

### **1.3 Purpose of the study**

The purpose of this study was to establish the relationship between gender mainstreaming policy and leadership position at Kyambogo University.

### **1.4 Objectives of the study**

The specific objectives of this study included;

- i. To establish gender mainstreaming policy implementation at Kyambogo University.
- ii. To determine the relationship between gender mainstreaming equality and leadership position at Kyambogo University
- iii. To determine the relationship between gender mainstreaming equity and leadership position at Kyambogo University.

## **1.5 Research questions**

The following research questions guided the study: -.

- i. How is gender mainstreaming policy implemented at Kyambogo University?
- ii. What is the relationship between gender mainstreaming equality and leadership position at Kyambogo University?
- iii. What is the relationship between gender mainstreaming equity and leadership position at Kyambogo University?

## **1.6 Research hypothesis**

- H<sub>1</sub>. There is a relationship between gender mainstreaming equality and leadership position in Public Universities in Uganda.
- H<sub>2</sub>. There is a relationship between gender mainstreaming equity and leadership position in Public Universities in Uganda.

## **1.7 Significance of the study**

- i. At the research level, the study findings will bridge the gap between the theories studied in class on gender mainstreaming policy and leadership position. The findings will contribute to the existing literature on gender mainstreaming policy and leadership position in Public Universities in Uganda. This is because leadership practices in these Public Universities have been among the major problems limiting representation of female employees.
- ii. To the academia, the study findings will add knowledge on the role of gender mainstreaming policy on leadership position in Public Universities in Uganda.
- iii. To the Management of Kyambogo University, the study will enable the top management improve on their gender policy in enhancing leadership position in the University.

- iv. To other Public Universities and Private Institutions in Uganda, this study will be valuable to the owners and the Board of Directors to recognize the importance of gender policy in improving on leadership position.

## **1.8 Scope of the study**

### **1.8.1 Content scope**

The study focused on gender mainstreaming policy towards leadership position in Kyambogo University. In this study, the independent variable is gender mainstreaming policy measured in terms of gender equality and equity. The dependent variable is leadership position measured in terms of representation, effective participation and decision making.

### **1.8.2 Geographical scope**

The study was conducted at Kyambogo University, which is located 8km from Kampala City Centre along the Kampala-Jinja highway. Kyambogo University was used as a case study because it implemented Gender Mainstreaming within The National Gender Policy Framework at a strategic level.

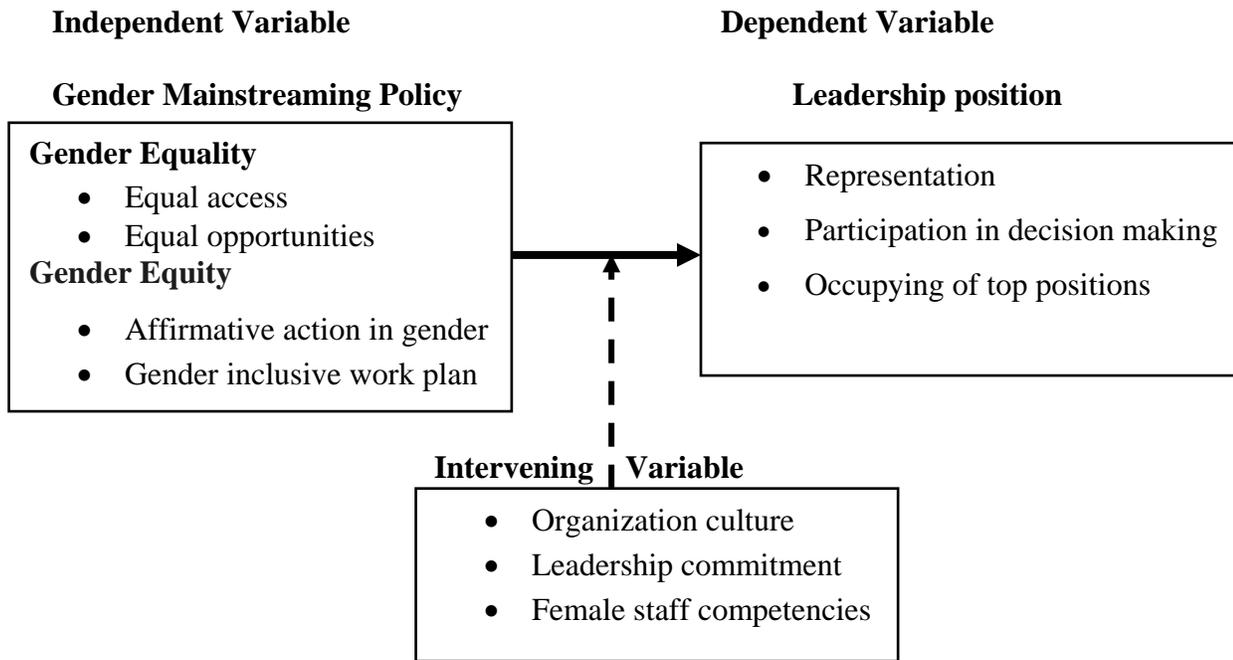
### **1.8.3 Time scope**

The study was conducted in a period of five (5) years, from 2015 – 2019. This period covered the various stages of the study including data collection and analysis.

## **1.9 Conceptual framework**

The conceptual framework is hinged on the idea that it is the simplest way through which a researcher presents his/her asserted remedies to the problem (Akintoye, 2015). It presents the relationship between the independent and dependent variables in a study.

**Figure 1: The relationship between Gender Mainstreaming Policy and Leadership position.**



**Source: (Shephard & Laura, 2015; Costanza, 2011) and modified by the researcher.**

The conceptual framework explains the relationship between gender mainstreaming policy as the independent variable and leadership position as the dependent variable as illustrated in Figure 1 above.

The independent variable was conceptualized under dimensions which include gender equality and gender equity perspectives. Gender equality was measured in terms of; equal resource allocation; equal opportunity sharing; and sharing of responsibilities.

Gender equity was measured in terms of; affirmative action; gender inclusive work plan; and special consideration for women.

The dependent variable was considered based on constructs which include representation and participation in decision making. Participation in decision making was measured by considering the involvement of women in top level University planning and budget meetings.

The intervening variable is organization culture affecting the relationship between the Independent Variable (IV) and the Dependent Variable (DV).

## 1.10 Definition of Operational Terms

**Leadership Position:** An assigned role where one is responsible for the output of a team's performance.

**Policy:** A deliberate system of principles to guide decisions and achieve rational outcomes. It can also be defined as a statement of intent that is implemented as a procedure or protocol.

**Effective Participation:** When the different interests involved in policy implementation are satisfied at every level where they are involved.

**Gender Equality:** The state of equal ease of access to resources and opportunities regardless of whether one is a man or woman; including economic participation and decision-making; and the state of valuing different behaviours, aspirations and needs equally.

**Gender Equity:** The process of allocating resources, programmes, and decision making fairly to both males and females without any discrimination on the basis of sex; and addressing any imbalances in the benefits available to males and females.

**Gender Mainstreaming:** The process of revision of key concepts in order to grasp more adequately a world that is gendered, rather than the establishment of a separatist gender theory.

**Gender:** This is understood to be a culture-specific definition of men and women defined by social constructions, determining functions and roles attributed to men and women in both public and private spheres (Alston, 2006)

**Representation:** The action of speaking or acting on behalf of someone; or the state of being represented.

**Affirmative Action:** A policy in which an individual's colour, race, sex, regional or national origin are taken into account to increase opportunities provided to an underrepresented part of society.

**Equal Access:** Allocation of resources fairly to all groups without discrimination.

**Equal Opportunity:** Freedom from discrimination on the basis of race, colour, religion, nationality, origin, sex, disability, age or sometimes sexual orientation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers literature related to the study variables. It consists of theoretical review, review of literature based on the themes of the study and summary of literature review. The researcher based her literature review on the objectives of the study.

#### **2.2 Theoretical review**

Feminist and Social Justice Theories have been put forward to explain the relationship between gender mainstreaming policy and leadership position (Derbyshire, 2012). The history of feminism comprises the narratives of the movements and ideologies which have aimed at equal rights for women. However, feminists around the world have differed in causes, goals, and intentions depending on time, culture and country (Walters, 2005). Feminism is a pro-woman phenomenon that evolved in the west as part of women's liberation movement. Seeking to define feminism has proved to be not only difficult but also controversial (De Waal, 2006).

The concept of feminism must be understood in a broader perspective. Feminism is characterized by social skills and social interaction, conversational style of communication, acceptance of differences, being multi-skilled and working well in groups (Currie and Hill, 2013). The feminism way of communicating is horizontal, which means that it strengthens the relationships between people, creates team spirit and equality. In the traditional way of leading, there has not been room for feminine behaviour which has always been connected to women (Cubillo, (2003)

However, leadership is changing and many feminine characteristics are becoming more appreciated. The situation is different now because genders are not as bound by certain ways of behaviour as before (Pike, 2013). Women are slowly entering senior management positions and the overall proportion of men and women in top management positions is low. This depressing situation indicates a need for reforms (James L. O., 2017). The feminist theory, therefore, encourages the working together of men and women in an attempt to address gender inequalities.

The Social Justice theory is a concept of fair and just relations between the individual and society (Banai, Ronzoni, & Schemmel, 2011). Social justice assigns rights and duties in the institutions of society, which enables people to receive the basic benefits and burdens of cooperation (Benschop and Verloo, 2006). A social justice perspective allows one to emphasize moral values, justice, respect, care and equity. It is argued that organizations are obligated not only to safeguard individual's rights, but also to actively redress inequality of opportunity (Rowe, 2013).

Rawls believes that society is guided by rules and procedures that are publicly recognized and agreed to and these rules specify fair terms of cooperation and are rooted in the notion of mutuality. This enables each person to have a chance of promoting his or her own capabilities (Alston, 2006). In the context of this study, the researcher was interested in looking at how mainstreaming gender policy practices can become a system in an organization in order to have balanced leadership positions among employees at different levels in gender equality and equity so that there is improved representation, effective communication, effective participation and decision making among the employees (Airini et al., 2011)

### **2.3 Leadership Positions in Higher Education Institutions**

Although more women are now advancing to leadership positions in higher education institutions, gender imbalance in higher education leadership is still a global issue because the progress towards equity has been very slow and uneven (Odhiambo, 2011). These sentiments were supported and argued about that women have historically been excluded from leadership and managerial roles at universities (White & Ozkali, 2010). It is further argued that the under-representation of women in positions of senior management within educational institutions continues to be a matter of some concern, particularly as the teaching force is largely dominated, nationally and internationally by women (Cubillo, 2003).

A study by Odhiambo (2011) discovered that only 18 per cent of vice chancellors, 34 per cent of deputy vice chancellors and 40 per cent of senior administrative staff in Australian universities were women.

The findings of an eight-country study of women in University leadership (Australia, Ireland, New Zealand, Portugal, South Africa, Sweden, Turkey, and the United Kingdom) undertaken by the Women in Higher Education Management Network, show that the representation of women was consistently low across most countries, especially at rector/vice chancellor level (White, Teresa C, , & Riordan, S, 2011)

The findings of an analysis regarding the career trajectories into university management in Australia, South Africa and the United Kingdom (UK) (White, 2012), show that the typical career path was modelled on male academic careers. In South Africa and the UK, the perception of the top university leader was of a man, but in Australia, where more women have been VCs, there was no such assumption (White B. , 2012).

Much research on the advancement of women in academics assumes they already have the qualifications, experience and skills to assume management roles. For example, Wallace and Marchant (2009) found out that women have relatively high human capital in terms of academic qualifications but it is clear that for academic women middle-managers, this may not be sufficient for their current, future or the changing role of management in higher education. It also seems unlikely that current qualifications will remain sufficient for administrative middle-managers (Wallace & Marchant, T, 2009).

Currie and Hill (2013) noted that on average throughout the European Union-27, 15.5 per cent of Universities are headed by women. This proportion varies between 27 per cent in Sweden (in Norway, not an EU Member State, the proportion is highest at 32 per cent) and 6.5 per cent in France. The seven countries where it is highest (at 20 per cent or above) are Sweden, Finland, Italy, Latvia, and Estonia. By contrast, it is the lowest (under 10 per cent) in Slovakia, Hungary, Romania, Portugal, and France. This situation of female under-representation at the head of institutions is even more pronounced when only institutions able to award PhD degrees are taken into account. On average throughout the European Union-27, just 10 per cent of universities have a female head.

The highest shares of female rectors (above 20 per cent) are observed in Finland and Sweden, but also in Croatia, Iceland, and Norway. In Cyprus and Hungary, no single university is headed by a woman. Women's proportion of rectors is very low (below 10 per cent) in a further ten European Union members (the Czech Republic, Romania, Germany, the Netherlands, Slovakia, Italy, Belgium, Denmark, Lithuania, and Estonia) and also in Montenegro, Turkey and Switzerland (Ajulong, 2017)

Theoretically, an explanation comes from the human capital theory that explains women's under-representation as an outcome of choice. The theory asserts that women choose not to pursue senior academic positions in preference to balancing work and other responsibilities, particularly caring for children and families (Perna, 2005). Perna (2005) however challenged this theory and stated that the decision to aspire is made within a set of conditions that shape the feasibility and desirability of pursuing promotion.

Despite the effort underway, gender inequality has remained a critical challenge in the university sector (Molla, 2013). Molla (2013) presented an analysis that demonstrated the challenges and dilemmas about equality and diversity in UK mass higher education and concluded that despite expansion of higher education, persistent inequalities remain. Molla further illustrated how new forms of higher education, despite expansion and increasing participation, remain resistant to some of the feminist and critical, yet creative challenges about transformations in academic practice and development. Molla (2013) reported on the analysis of two policy documents from the Government of Ethiopia. The findings show that gender inequality has largely been equated to disparity, and the policies are silent on structural impediments that underlie the problem.

August and Waltman (2004) noted that the overall under-representation of women in academia is a result of a number of related smaller no less important issues. Researchers put forward a range of variables to explain the under-representation of women in senior management positions. One of the commonest variables is based on the cultural context (August & Waltman, J., 2004). From a cultural perspective, women have to face multiple cultural barriers in accepting leadership positions arising from the 'macro' socio-political level, the 'meso' organisational level, and the 'micro' individual level (Cubillo et al., 2003).

Socio-political barriers (macro socio-political level) refer to entrenched hegemonic cultural traditions of a region or country that women are generally required to follow (Cubillo et al., 2003). Women's strong family obligations act as the strongest macro socio-political cultural barrier to female academic advancement (August & Waltman, J., 2004).

Research has shown that women, particularly those in traditional societies, are expected to take more family responsibilities than men, such as solely caring for their children, husband, and extended family (Wolfinger, 2008); (Kulis & and Sicotte, D., 2002)); (Sax, Serra H, L., , & & Dicris III, F. A., 2002) ; (Toutkoushian & Moore, 2007)); (Morrison, 2012). This is because university leaders are often in favour of men when selecting a manager since as a social norm, men have more time for work than women (Kulis et al., 2002). Psychologically, women themselves may feel ashamed if they are involved too much in career activities and cannot devote adequate time to their family and consequently face family problems (Huong, 2013).

From a theoretical point of view, human capital theorists predict that, compared to men and single women, married women pursue fewer demanding jobs, such as part-time and non-tenure track positions (Perna, 2005; Wolfinger et al., 2008). As a result, they have fewer years of job experience, and fewer hours of employment per year, which slow their career progress and reduce their earnings (Kulis & Sicotte, 2002; Toutkoushian et al., 2007). Besides, family pressures may explain why women scientists in academia have been shown to be less geographically mobile than their male counterparts, a factor that may exacerbate gender inequities (Wallace & Marchant, 2009).

### **2.3 The Origin and Development of Gender Mainstreaming (GM)**

The origin of Gender Mainstreaming, according to available literature, cannot be dated back to a specific year. Jahan (1995), who distinguishes between integrationist and agenda setting mainstreaming, suggests that the origin of integrationist gender mainstreaming dates back to the United Nations Decade for Women (1976-1985). Tiessen (2007) argues that gender mainstreaming had already emerged at the First World Conference on Women held in Mexico City in 1975. Other scholars (Goetz, 1997; Hafner-Burton and Pollack, 2002; Gouws, 2005a) state that mainstreaming can be traced back to Nairobi,<sup>18</sup> as the Nairobi Forward Looking Strategies refers to mainstreaming in paragraph 114 almost a decade before Beijing.

According to True (2001), the concept developed further in the early 1990s. Yet another school of thought (Thege and Welppe, 2002; Squires and Wickham-Jones, 2004; Jain, 2005; Rees, 2005; Moser and Moser, 2005; Alston, 2006; Benschop and Verloo, 2006) maintains that it started with the Fourth World Conference in Beijing in 1995, when the Beijing Platform for Action officially identified it as the strategy to achieve gender equality and women's empowerment. The Beijing Platform for Action Report stated that governments and other actors should adopt a very visible commitment to gender mainstreaming in all their policies and programmes, and that all decisions had to be underpinned by a gender analysis to account for the effects such a shift would have on women and men respectively (BPFA Report, 1995).

While gender mainstreaming was hailed as a new approach to achieve gender equality and women's empowerment in development in the post-Beijing era (Porter and Sweetman, 2005), the question is how it has been used to advance gender equality and women's empowerment in development.

Stienstra (1994) argues that gender mainstreaming can happen in different ways. It could happen within an organization, but this is limiting as the organizational parameters would determine the boundaries of this action. A different way would be to disengage with the organization and lobby for gender mainstreaming from outside. Her preference is for the latter method, as she doubts that substantive gender transformation can occur within restrictive organizational parameters.

Benschop and Verloo (2006) present quite a similar argument. Gender mainstreaming does bring about certain changes within an organization, but it does not succeed in changing its “genderness”. In their case study of the Human Resource Management section in the Ministry of the Flemish Community in Belgium, they discovered that power relations are a determining factor in the successful implementation of gender mainstreaming and that power relations and power differences between parties really determined and hindered the impact of gender mainstreaming in the organization (White, Teresa & Riordan, 2011)

The adoption of the concept of ‘gender’ instead of ‘women’ is quite significant in gender mainstreaming. Prügl and Meyer (1999) contend that gender emerged as a crucial concept as part of the women’s movement, while Staudt (1998) argues that the use of the concept ‘gender’ as a social construction instead of ‘women’ started with the interest in mainstreaming in development. Most importantly, the shift to gender signals that both women and men have to be responsible and involved in changing gender relations in an institutional context. It also implies a focus on concerns with masculinity and femininity (Jones, 2008).

Eveline and Bacchi (2005) suggest that the issue of masculinity and men in gender mainstreaming can be a source of considerable tension. While bringing men into the equation should correct the almost automatic association of women with gender, there is the danger of ‘depoliticizing’ gender in that the emphasis could be too strongly focused on how men can benefit from being involved

(Snyder and Tadesse, 1995). This focus, they argue, could lead people to overlook the crucial issue of gendered power relations. Gender not only includes both women and men; it also “more easily accommodates race, class, ethnicity, and male-female power relationships” (Snyder and Tadesse, 1995).

According to Moser (1993) and others (Gianotten et al., 1994; Meena, 1998), when we focus on gender, it becomes critical to look at not only women, as this would be only half the story; it is essential to look at women in relation to men. Pietila and Vickers (1994) express the same idea by saying that policies that target women only will never achieve the best results; the target should be gender equality and the inclusion of men and their roles in society, and in relation to women. Thus, one important aspect regarding gender mainstreaming is that it emphasizes the role and involvement of both sexes in driving the process, something that is of crucial importance for advancing gender equality. It cannot be women’s responsibility alone (Hafner-Burton and Pollack, 2002)

Gender mainstreaming is a complex process. Thege and Welpé (2002) are of the opinion that it involves a gender perspective, gender knowledge and gender research, if substantive gender equality is to be achieved through this approach. It therefore stands to reason that it will be quite a challenge to successfully implement gender mainstreaming in any organization. They argue further that gender mainstreaming does not occur automatically; specific interventions such as training to make people gender-aware and gender-sensitive are needed (Grobler, 2011). People also have to be taught how to implement gender mainstreaming as part of a change process. Another important aspect is monitoring and assessment of gender policy implementation. A key aspect of gender mainstreaming is the buy-in of a critical mass (at least a third of the people) in a particular organizational context (Eveline and Bacchi, 2005).

## **2.4 Gender Mainstreaming Policy**

Gender mainstreaming refers to the whole process of identifying gender gaps and making male and female concerns and experiences integral to the design, implementation, monitoring and evaluation of policies and programmes in all government structures to ensure that all people benefit equally (Constitution of the Republic of Uganda, 1994).

According to the Pipeline Team (2018), gender equality, that is equality between men and women, does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness in the treatment of men and women according to their respective needs (Pipeline Team, 2018). This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities (Kranich, 2005)

According to Daft, Kendrick and Vershinina (2010), the concept of leadership comprises three aspects; people, goals and influence. Leadership is influential action and is used to achieve goals. Leadership is people-driven and the ability to inspire people helps achieve the set goals of an organization (Kristine, 2017). Piha, (2006) revealed that female leadership is most commonly defined by the differences between femininity and masculinity. The characteristics that are considered to influence decision making, problem solving and achievements are often compared.

### **2.4.1 Gender mainstreaming policy implementation**

According to University of Adelaide (2008), gender mainstreaming is a process of consistently incorporating sensitivity to gender differences in policy, needs analysis, institutional mechanisms, planning, training, budgeting, implementation, monitoring and evaluation. In universities, it includes teaching, researching and such other activities and practices, for example, the provision

of accommodation and office allocation that will eliminate inequalities and inequities between men and women academic/administrative staff and male/female students. It may involve affirmative action regarding quotas and targets to rectify historical inequalities. Thus, the ultimate goal of gender mainstreaming is gender equity/equality leading to gender justice (Wallace & Marchant, 2009).

Shaw (2003) noted that gender mainstreaming is a proper strategy to address subtle forms of disadvantages or discrimination which nowadays are much more common than outright discrimination, something that of course has to be handled right away. Technically, women and men are equals in today's academic world. Women are free to enter the fields of research and education and also take up top management positions that interest them; after all the law forbids discrimination (True, 2001). However, despite this formal equality, the academic arena is still characterized by numerous patterns of segregation between the sexes that can be largely traced to gender mechanisms (True, 2001).

Gender mainstreaming, if applied well, will help to ensure that the organization does not maintain and strengthen traditional gender patterns in its own behavior (Toutkoushian & Moore, 2007). As soon as potential gender biases are detected either in access, judgments or outcomes, action should be taken to adjust them in such a way that they contribute to gender equality. This is so vital to promote gender balance in women-men leadership and the intent for this is to establish the relationship between gender mainstreaming policy practices and leadership (Toutkoushian & Moore, 2007).

According to Bibbings and Sharleene (2012), gender mainstreaming is the process of assessing the implications for women and men of any planned action, policy or programme, in all areas and at all levels before any decisions are made and throughout the whole process. It is a strategy for

making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that both women and men benefit and inequality is not perpetuated (Wallace & Marchant, 2009).

Gender mainstreaming is not a goal in itself but an approach for promoting gender equality (Wallace & Marchant, 2009). Gender mainstreaming helps in addressing the issue of representation; looking at the representation of women and men as policy beneficiaries; as well as their representation in the labour force and in the decision-making processes (Wallace & Marchant, 2009).

Rai (2004) states that gender mainstreaming does not only entail developing separate women's projects within work programmes, or even women's components within existing activities in the work programmes, but it also requires that attention is given to gender perspectives as an integral part of all activities across all programmes. This involves making gender perspectives of what women and men do and what resources and decision-making processes they have access to more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards; and planning, implementation and monitoring of projects (Thege and Welpé, 2002).

Organizational culture and values are important in terms of creating work environments which are conducive to gender mainstreaming. Gender mainstreaming is easiest to implement in organizational environments which support approaches such as multi-disciplinary focuses, teamwork, creative thinking, flexibility and risk taking (Blackmore, 2012).

The mainstreaming strategy seeks to ensure that gender considerations are routinely included in the assessment of policy issues, options and impacts, along with other considerations such as socio-

economic dimensions. It also routinely seeks increased gender equality as one of the policy outcomes, along with growth, efficiency, poverty reduction, and sustainability (Mazey, 2000). This requires the inclusion of gender perspectives at several points in the policy process. This is because there have been gender imbalances in many organizations where women have been left out in many policy practices such as participation in organizational decision making due to their less representation in the senior managerial positions (Blackmore, 2012).

West (2006) noted that an effective implementation of gender mainstreaming requires preparation and it considers the following elements: setting up a plan for the implementation of gender mainstreaming; defining steps and milestones; assigning tasks and responsibilities and formalizing and communicating the relevant plans. It also requires sufficient resources to be made available, a budget and time (Squires and Wickham-Jones, 2004). Stakeholder involvement is key where close liaison with all policy stakeholders is essential throughout the policy cycle to take on board the concerns, expectations and views of the target groups (Squires and Wickham-Jones, 2004).

According to Rai (2004), gender mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy; an approach; and a means to achieve the goal of gender equality. In gender mainstreaming, the inter-dependent or complementary roles of men and women are recognized, so that one cannot be changed without affecting the other; aiming at transforming not only unequal relationships between genders but also the structures that produce inequality (Shephard & Laura, 2015).

Gender issues are not confined to one sector but must be addressed across the board; gender needs have to be addressed as part of the mainstream; "normal" institutional activities and not simply left to specialist women's institutions. In this regard, this task is the responsibility of the entire organization and cannot be carried out by any single individual or sector (Shaw, 2003). Gender

perspectives and attention to the goal of gender equality are central to all activities and need to take place in policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation and monitoring and evaluation of programmes and projects (Rai, 2004).

#### **2.4.2 Gender mainstreaming equality and leadership position**

According to UNDP Gender Equality Strategy (2014-2017), it was revealed that increasing evidence shows that gender inequality is bad economics. It has been shown that organizations benefit from the promotion of women in leadership, as well as a gender-balanced staff. Investment in gender equality, women empowerment and decent work for women is vital for improving economic, social and political conditions. Barriers to women's advancement in public administration undermine the fundamental principles of equal opportunity and social justice in society as a whole.

Multiple strategies must be developed to break these barriers down, and garner ongoing support and commitment from all stakeholders. The strategies include women's empowerment in governance, supporting the design and delivery of gender-sensitive public services and advancing women's equal participation in policymaking and politics. Promoting gender equality and women's empowerment is central to the mandate of many organizations (West, 2006).

Kristine (2017) noted that an effective leader recognizes women's and men's different needs and experiences and seeks to ensure that these do not put either, and women in particular, at a disadvantage. This also means ensuring women and men have the same opportunities to advance in their careers and be promoted to higher positions. In some cases, this may mean creating gender-specific programmes for women "to bring out their best self". "Mentoring, helping other women

up the ladder and making women more visible” are important strategies for promoting gender equality in the workplace.

Kristine further recommends that organizations should continuously seek to increase equal representation of women and men as part of work teams and committees, and within the larger organization, as well as greater representation in diverse groups. At the same time, leaders should work to create a space for all voices to be heard. This means paying greater attention to gendered experiences, including who has access to power and whose voices are valued over others. An effective leader views both women and men as equal contributors to the organization and to its work, and is not afraid to encourage women to take on different roles to ensure their skills don't go unnoticed. This literature clearly indicates the gap of the need for organizations to reorganize the need for gender equality in leadership as women have been left out of top or senior management positions in organizations, thus the need to study the relationship between gender equality and leadership.

According to the Global Gender Gap Report (2013), it is very important for women's participation and representation at all levels in public administrations to be strengthened so that they can have a strong voice in the setting of development policies, priorities and decision making. To date, governance reform programmes most often have prioritized other important gender equality issues notably women's participation in the political arena and have tracked the status of women in political leadership positions as well as encouraged policies and practices that promote women's access to services.

It is further argued that the international community should improve knowledge gathering on women in politics and to make better use of databases and methodologies to follow women's involvement in decision-making, as it is believed that women have been left out in holding top

management positions in different organizations. The same level of attention has not been paid to women in public administration; and unlike women's political participation, no global tracking mechanism exists for women's participation and leadership in public administration.

Blackmore (2012) noted that gender mainstreaming ensures that the perspectives of women and men and the relationship between and among them are considered and acted upon throughout the cooperation process. It is not only a women's issue. Gender mainstreaming involves the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.

According to the African Development Bank Report (2011), promoting gender equality is an essential cross-cutting issue. Achieving it requires action by all. It also requires a change in the management culture, so that the issue becomes integrated into the values, mission and management of the organizations. This process of promoting a cultural change in an organization is called getting the issue into the mainstream.

Porter and Sweetman, (2005) noted that an organization's leadership must consistently lead and support the mainstreaming of gender equality policy. This must start at the top. Gender equality work must be properly funded and there must be sufficient trained senior staff to gain traction over organizations because a few junior gender staff is not enough (Pike, 2013). The test of whether gender equality has been embedded in the mainstream of an organization is the degree to which it is seen as contributing to rather than competing with the drive for more effective aid and other priorities. If gender equality is to become an integral part of the culture of an organization, part of

what defines its mission, values and objectives; then consistent and sustained action is needed to ensure equal representation of men and women in higher management positions (Odhiambo, 2011)

### **2.4.3 Gender mainstreaming equity and leadership position**

Gender equity is the fair treatment of women and men. To ensure fairness, some societies adopt measures to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Gender equity strategies eventually attain gender equality. Equity is the means; equality is the result (Interagency Gender Working Group, 2000).

West, (2006), noted that gender equity is the notion that the specific interests, needs and priorities of both women and men should be taken into consideration. Equity recognizes that men and women have differing interests, needs and priorities depending on their biological sex and their gendered life experiences. Furthermore, different groups of women and men prioritize different issues. (Moser and Moser, 2005).

Derbyshire (2012) highlighted that identifying gender perspectives can help bring about gender equity. The most visible gender aspect of governance is the need to ensure equitable representation and participation of women and men in all structures and processes at all levels of leadership positions in an organization. This has implications for structures and processes in government, parliament, civil society, academic institutions, international organizations, political parties, and for processes such as electoral processes, appointments, promotions (Morley & Crossourad, 2015). Issues of representation in terms of governance are related to ensuring a critical mass of women in structures with access to top management leadership positions, as well as to facilitating their potential to participate equitably and effectively influence agendas and outcomes (Morley & Crossourad, 2015).

It is important, however, to also move beyond numbers when assessing gender perspectives in relation to governance. There is need to consider the agendas of different bodies and the extent to which they represent and reflect the perceptions, priorities, and needs of all groups in society, including women and men. This concerns processes of consultation in the defining of agendas and advancing strategies, and it concerns mechanisms for securing transparency and accountability (Modupe, 2014).

Marshall (2012) as cited in Ajulong (2017), contends that the feminist paradigm grew from the dominant male and structural-functionalist perspective. He further contends that women who are educational administrators are more attuned to teaching, curriculum and instruction, and children, perhaps because they spend more time as mothers before they become teachers.

Marshall further postulates that women talk, supervise or lead in ways that are not consistent with the dominant paradigm of leadership and their work is not credited as leadership or management. The researcher is of the opinion that androcentric philosophy has prejudiced and disadvantaged women who endeavor to attain leadership positions in organizations such as schools.

In a similar view, Blackmore (2012) states that feminist reconstruction of leadership would involve women in a meaningful discourse of organizational life and values as autonomous individuals rather than as objects of patriarchal discourse, with the focus on relationships between individual leadership. This view aims at increasing on the number of women representations in top management positions.

Kranich (2005) noted that identifying actions to promote gender equity can be another method of mainstreaming gender equity in an organization to ensure equitable representation of men and women in leadership positions. Once differences and disparities have been highlighted in relation

to the equitable representation and participation of women and men and gender perspectives in relation to issues of transparency and accountability have been identified, active steps for promoting gender equality in the context of policy and programme development need to be developed.

Marshall, (2012) noted that equitable representation and participation of women in all areas and at all levels of societal development or leadership positions is one important aspect of gender mainstreaming. However, in working with the mainstreaming strategy, it is necessary to move beyond issues of representation, parity and numbers (Marshall, 2012). Equally important are the gender perspectives or implications in the context of activities being undertaken - policies, legislation, research and projects or programmes. Steps need to be taken to include gender perspectives in formulation of goals, activities and outcomes (Kulis and Sicotte, 2002).

## **2.5 Summary of the literature**

It can be noted from the analysis above that many studies have been done on gender mainstreaming policy both at continental and international levels, although much of these studies have not specifically focused on how it affects the leadership position. They have mostly focused on other aspects. Also, very few studies have been done in Uganda's context as most of them were done from the Western countries. In Uganda's case, no study has been done to focus specifically on Kyambogo University and therefore creating the need for research in that respect.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the process and procedures that were involved in conducting the research study. It helps to explain the research design, study population, sample size, research instruments, sampling techniques, research procedure, validity and reliability of instruments, and data analysis management used in this study.

#### **3.1 Research design**

The study adopted a cross-sectional case study research design which employed both qualitative and quantitative approaches. Quantitative approach aimed at quantifying the relationship between gender policy and leadership position in public Universities in Uganda using a case study of Kyambogo University. Kyambogo University was chosen as a case study because it has an approved gender policy in place being second to Makerere University. On the other hand, qualitative approach aimed at finding what actually is taking place on the ground for triangulation purposes.

A case study research design permits a researcher to conduct an in-depth examination of a single phenomenon at a given point in time, to arrive at findings that are applicable to the broader phenomenon that the case represents (Katebire, 2007). Qualitative research design produces explanations only for the particular cases studied (Gabriele R, 2018). It was used to go deeper into issues of interest and explore distinctions related to gender policy and leadership position in Public Universities in Uganda.

Quantitative approach was applied to collect and analyze numeric data, because it quantifies the relationship between gender policy and leadership position to understand how prevalent it is by looking for projectable results to a larger population on performance (Walton, Roberts, , & Politano, 2017). Quantitative data was supplemented with qualitative data for triangulation purposes. All this helped the researcher to make clear conclusions without bias on the relationship between gender policy and leadership position in Kyambogo University.

### **3.2 Study population**

The study was conducted at Kyambogo University. The target population consisted of senior administrative and top management staff totaling to 201 in number at different levels in the University (Kyambogo University Data Mercian, 2019). It is from this population that the researcher considered to select respondents who participated in this study. The study considered top management and senior administrative staff for participation in the study because they occupy the key leadership positions that were of interest in the study. This is because leadership position is one of the key variables.

### **3.3 Sample size and sampling technique**

From the total population of 201, a sample size of 136 staff was selected using the statistical Krejcie and Morgan table (1970) to ensure that the sample is representative of the study population. However, the sample size from each strata was sampled basing on percentage method by dividing the population of each strata with the total population and multiplying it by the total sample size to get the exact sample for every strata.

**Table 1: The Sample Size.**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sample Technique</b>
Top management	14	9	Purposive
Senior administrative staff	187	127	Simple random sampling
<b>Total</b>	<b>201</b>	<b>136</b>	

*Source: Adopted from Kyambogo University Data Mercian (2019).*

### **3.4 Sampling techniques**

The study involved both probability and non-probability sampling techniques including simple random and purposive sampling techniques. A simple random sampling was employed to ensure that all respondents stand an equal chance of being selected to avoid bias and ensure that the results are reliable enough to be generalized (Walton, Roberts, , & Politano, 2017). A total sample of 127 respondents who were senior administrative staff at different levels was randomly sampled.

In addition, purposive sampling technique was used to get information from key informants. It was preferred to ensure that only staff with the required information are selected and thereby avoid time wastage (Lawrence, 2013). Nine (9) respondents at the top management level were purposively selected.

#### **3.5.0 Data sources**

Data was collected from both primary and secondary sources for triangulation purposes. Primary data involved the use of questionnaires and interviews while secondary data involved documentary review method.

### **3.5.1 Primary source**

Douglas (2015) defines primary data as new information that is collected directly by the researcher. The researcher gathered data by using questionnaires, interviews. This helped the researcher to get first hand, raw data that has never been acquired by any one for the same purpose. This was done with the staff of Kyambogo as the source of information .

### **3.5.2 Secondary source**

According to Douglas (2015), secondary data can provide a basis of comparison with the collected primary data results. Secondary information sources were data neither collected directly by the user nor specifically for the user. It involved gathering data that already had been collected by someone else (Douglas, 2015). The researcher used already existing literature to relate with what she had gathered from the field.

## **3.6 Data collection methods**

### **3.6.1 Questionnaire**

In this study, a questionnaire survey method was used to collect quantitative data. The researcher designed a set of questions for this purpose. This was comprehensive enough to cover the extent of the problem and all aspects of the study variables basing on the objectives of the study and research question. The questionnaire was broken down to capture background information and data related to each of the variables under investigation. The questionnaire was distributed to senior administrative staff of Kyambogo University by the researcher and it was self-administered which helped the researcher to get relevant information for the study.

Questionnaire method was used since it is reliable and dependable for large samples, gives respondents adequate time, is free from interviewer bias, and is cheap (Mugenda & Mugenda,

(2012). The questionnaire was addressed to a total of 127 respondents who were employees of the organization since they were many and the researcher could not reach them all at once. However, from a total of 127 sets of questionnaires distributed, a total of 120 sets were filled and returned by the respondents.

### **3.6.2 Interview**

In order to collect qualitative data, interview method was used. Face to face interview was conducted. This method was used to gain an understanding of the underlying reasons and motivations for people's attitudes, preference or behaviour about organizational policies (Kothari & Garg, G. , 2014).

The interview was semi-structured in that the questions were pre-determined to allow the respondents to express their opinions at length. The questions were directed at clarifying and assessing whether there is any relationship between gender policies and leadership position. The questions sought suggestions on how to improve leadership position. The researcher conducted interviews with a total of nine (9) respondents at the top management level.

### **3.7.0 Research instruments**

In this study, Primary data was collected. Primary data is the first-hand information collected from the field using collection tools such as questionnaire and interviews. Secondary sources of data include the internet, textbooks, journals, documents and reports from the university about mainstreaming gender policy and leadership position issues (Creswell, 2014).

### **3.7.1 Questionnaire**

A self-administered questionnaire was used because it increases the degree of reliability due to the many items in it and this enhanced the chances of getting valid data, (Amin, 2005). The questionnaire was designed according to the objectives and study variables, and responses to the questions were anchored on a five (5) point Likert scale ranging from 5 - strongly agree to 1 - strongly disagree. The questions were open-ended to enable respondents express their views and opinions. A five Likert-scale questionnaire was used because it can be easily understood and quantified, subjective to computation by some mathematical analysis. According to Robinson (2018), questionnaire responses are also very easy to code when accumulating data since a single number represents the participant's response (Robinson, 2018).

### **3.7.2 Interview guide**

In-depth interviews were conducted using the interview guide. The interview guide was semi-structured. For either technique, the instrument enabled the researcher to collect accurate information from the staff who were selected to participate as key informants.

The instrument ensured that reliable information was gathered because it facilitated a deeper investigation into the topic under study (Lawrence, 2013). It helped the researcher explain or clarify questions thereby increasing the usefulness of the responses.

## **3.8 Validity and reliability of instruments (Data quality control)**

### **3.8.1 Validity of data**

Validity concentrated on how accurately the instrument captured data that gives meaningful inferences (Mbabazi, 2008). Face validity was used to determine the extent to which a test is subjectively viewed as covering the concept it purports to measure. The questionnaire was given to other experts from Makerere University Business School to assess, particularly those from the

department of leadership and governance. The intention was to seek their opinion about the adequacy and accuracy of the instrument, to ensure it covered all the variables being measured as a way of eliminating invalid items.

To measure validity of the items in the instruments, a content validity index (CVI) was used by using a CVI formula prior to the administration of the research instrument to determine the validity of the items in the instrument. This was intended to find out whether the questionnaire was capable of capturing the intended data that was stated in the research objectives and questions. The formula for determining CVI is as shown below;

$$\text{CVI} = \frac{n}{N} \quad \text{Where } n = \text{Items rated or declared relevant}$$
$$N = \text{Total number of items}$$

### **Gender Main Streaming Policy**

$$\text{CVI} = \frac{13}{15} = 0.866 \text{ or } 86.7\%$$

### **Leadership Position**

$$\text{CVI} = \frac{4}{5} = 0.80 \text{ or } 80\%$$

The above results indicate study variables with the CVI of above 70% which were then considered for the study.

The results helped to assess the appropriateness of sentence construction, comprehensiveness of instrument and language clarity and comments received.

### **3.8.2 Reliability of data**

According to Chakrabarty (2013), reliability measures consistency, precision, repeatability, and trustworthiness of a research. In this study, reliability concentrated on assessing the consistency and repeatability of tests used. In order to ensure reliability, a test-retest was done by administering

the same questionnaire/instrument twice to the same group of respondents at different points in time, who were included in the sample (Chakrabartty, 2013). A pilot study was carried out at Makerere University Business School and a total of 20 senior administrative staff were involved.

Cronbach's Alpha was used as a measure of reliability and internal consistency. Cronbach's Alpha is a reliability coefficient that indicates how well items in a set are positively correlated to one another. It measures the inter-correlation among test items, with a measure of 1 being higher in terms of internal consistency and reliability of 0.7 to 0.9 being acceptable (Zapf, Castell, Morawietz, & Karch, 2016). The higher the coefficients, the more reliable the instrument and for an instrument to be taken as reliable, a minimum coefficient of 0.5 is considered (Mills, 2014). This system helped the researcher test the consistency of the respondents' answers to all the items in the measure.

**Table 2: Reliability results for gender policy**

Number of items in the questionnaire	15
Cronbach's Alpha coefficient	0.81

**Table 3: Reliability results for Leadership Position**

**Results**

Number of items in the questionnaire	5
Cronbach's Alpha coefficient	0.84

*Source: Primary data (2019)*

The results of the analysis Table 2 and 3 indicate an average Cronbach's Alpha Coefficient for the variables as 0.81 and 0.84 respectively. Basing on the guidelines of Mills (2014), this implies that the items adopted in the questionnaire were highly reliable, which helped to eliminate ambiguities and biases in the data collection instruments.

### 3.8.3 Quality of Qualitative data

Quality was ensured through the use of both triangulation and maximum editing. This helped the researcher to ensure that only relevant findings were considered for presentation.

### 3.9 Measurement of Variables

Measurement of variables gave the researcher information regarding the extent to which the individual variables differ (Mugenda & Mugenda, (2012). It is upon this basis that the appropriate measurement of instruments was used to measure and categorize data in an orderly form using a five Likert scale as shown below:

5	4	3	2	1
Strongly disagree	Disagree	Not sure	Agree	Strongly agree

The Likert scale consisted of a number of statements which expressed either favourable or unfavourable attitude towards a given subject to which the respondents were required to respond. Each response was given a numerical score indicating whether favourable or unfavourable, and the scores were totaled to measure the respondents' attitudes. The scale helped the researcher to know the extent to which objectives were achieved.

### 3.10 Research procedure

The researcher got permission and the introductory letter from the Graduate School Kyambogo University to introduce the researcher to the officer in charge of research and development in the institution. Research ethics were observed and this made it easy to carry out the research study in the university. The researcher sought permission from Kyambogo University and respondents were assured of anonymity and confidentiality. A cover letter was attached to the questionnaire to

introduce the respondents to the research topic in order to avoid any suspicion or mistrust respondents would have had about the study.

### **3.11 Data analysis and management**

Data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, informing conclusions, and supporting decision-making (Xia, 2015). After processing, data was subjected to further analysis for easy understanding and interpretation where both qualitative and quantitative data were analyzed.

#### **3.11.1 Qualitative data analysis**

Qualitative data from interviews was analyzed thematically using content analysis (Politano, Walton, & Roberts, 2017). This involved organizing the data into categories, coding and sorting them to identify patterns and interpret the meaning of the responses from the key informants. It is argued that the method allows researchers to categorize the information and organize it into themes and patterns for easy interpretation (Saunders & Lewis, 2009). The interpretation from the data analysis was used to draw conclusions and make recommendations. Qualitative data was presented in a narrative form and inferences were drawn from it.

#### **3.11.2 Quantitative data analysis**

This is the systematic empirical investigation of observable phenomena using statistical, mathematical or computational techniques (Given, 2008). Descriptive statistics were used to analyze data to establish mean and standard deviation. Quantitative data was arranged, sorted, coded, entered, analyzed and presented using descriptive statistics. Correlation analysis was conducted to determine the relationship between gender equality and leadership position; and the relationship between gender mainstreaming equity and leadership position. Simple regression

analysis was conducted to establish the magnitude of the relationship between the dependent variable (leadership position) and the independent variable (gender mainstreaming policy).

### **3.12. Limitations of the study**

The researcher faced problems of unresponsive respondents while conducting the research. The fact that the study was undertaken within business hours, the researcher faced the challenge of timing of respondents because there was no time convenient for everyone. Respondents were involved in their day-to-day activities, thus, sparing time for an interview or filling the questionnaire was somehow regarded as an inconvenience and interruption of one's working schedule. However, the researcher solved this by being polite and humble and seeking for the respondents' attention and audience in this regard. By so doing, the researcher created rapport, explaining to them why one's responses to the study is vital and therefore convincing them to spare some little time to adjust and participate in the study. In cases of unadjustable schedules, appointments were secured for another time. Lunch time hours were also mostly used.

The researcher faced the challenge of some category of participants not being genuine as far as answering adequately and responsibly to the administered tools as required from them hence leading to the risk of uncoordinated data that could affect the quality of the study. The researcher endeavored to first assure the various participants of confidentiality about the information provided.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

#### 4.1. Introduction

This chapter presents the findings on establishing the relationship between gender policy and leadership position in Kyambogo University. The chapter contains the presentation, analysis and interpretation of the findings. The chapter begins with the demographic characteristics of the respondents. Descriptive statistics, (mostly frequency tables), derived from the statistical package for social science (SPSS) were used to generate the results for this chapter. The presentation was guided by the following research objectives; to examine gender policy implementation at Kyambogo University, to establish the relationship between gender mainstreaming equality and Leadership position at Kyambogo University, and to establish the relationship between gender mainstreaming equity and leadership position at Kyambogo University.

#### 4.2 Response Rate

A total of 127 sets of questionnaires were distributed and only 120 were returned. The response rate was 94.5% as indicated in the table 3 below:

**Table 3: The Response Rate**

<b>Category</b>	<b>Target Sample Size</b>	<b>Actual Sample Size</b>	<b>Percentage</b>	<b>Method Employed</b>
Top Management	9	9	100	Interview guide
Senior Administrative Staff	127	120	94.5	Questionnaire
<b>Total</b>	<b>136</b>	<b>129</b>	<b>100</b>	

*Source: Primary Data, (2019)*

Among the respondents that participated in the research, 9 (7%) were from the top management, while 120 (93%) were senior administrative staff.

### 4.3. Respondent's background information

This section presents the findings about the gender, age, level of education, terms of employment and the length of service of the respondents.

**Table 4: The characteristics of the respondents**

Factor	Characteristics	Frequency	Percentage
Gender	Male	75	62.5
	Female	45	37.5
Age bracket	25 - 50yrs	73	60.83
	50 - 60yrs	47	39.17
Level of education	Degree	78	65
	Masters	42	35
Terms of employment	Permanent staff	120	100
Length of service	Below 5yrs	14	11.66
	5-10yrs	62	51.67
	Over 10yrs	44	36.67

*Source: Primary Data 2019*

The findings in Table 4 revealed that 75 (62.5%) of the respondents were males whereas 45 (37.5%) were females. The majority were males, and this was attributed to the nature of Uganda's working force where most of the formal jobs are occupied by males. This finding implies that there is gender imbalance as there are more of male employees than their counter parts with a difference of 25%. Therefore, this also makes it difficult to have equal representation of men and women in top management positions in this institution.

The study revealed that 73 (60.83%) of the respondents were between 30-50 years and 47 (39.17%) were above 50years. The majority of the respondents were between 30-50years of age and this was attributed to the nature of the positions as they require highly experienced and skilled people who can easily adapt to the new changes that might be implemented in the institution to develop their career as well as at top management positions.

The results revealed that 78 (65.0%) of the respondents are bachelor's degree holders as their highest level of education, while 42 (35%) were Master's degree holders. The majority of the respondents were bachelor's degree holders and this was attributed to the nature of the organization being a higher institution of learning, since most of the workers have to be highly educated and skilled.

The results revealed that all the respondents who participated in this study are permanent staff.

The findings revealed that majority 62 (51.67%) of the respondents are employees who have worked with this institution for a period of between 5 to 10 years and this information was used by the researcher to ensure the data was unbiased as most of the respondents were well informed about the organization. This was followed by 44 (36.67%) that had worked in the university for over 10 years, and thus these have much knowledge about gender mainstreaming policies and leadership position of the institution. 14 (11.66%) have at least been working with the institution between 2-5years.

#### **4.4 Major findings according to objectives**

##### **4.4.1 Gender Mainstreaming policy implementation at Kyambogo University**

Objective one was to examine gender mainstreaming policy implementation at Kyambogo University. In order to achieve this objective, respondents were asked to indicate their level of agreement on 5 statements represented on a 5-point Likert scale from strongly agree to strongly disagree. The agreement on the statements explained by the percentages, mean and standard deviation are summarized in Table 5 below:

**Table 5: Gender Mainstreaming Policy Implementation**

<b>Variable</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>NS (%)</b>	<b>A (%)</b>	<b>SA (%)</b>	<b>Mean</b>	<b>SD</b>
There is no discrimination based on sex at Kyambogo University	40(33.3)	0(0)	20(16.7)	11(9.2)	49(40.8)	3.72	1.11
There is fair treatment of men and women due to the creation of Gender Mainstreaming Directorate in Kyambogo University	10(8.3)	25(20.8)	10(8.3)	15(12.5)	60(50)	3.77	1.22
There is equal representation of men and women in this university.	0(0)	32(26.7)	0(0)	58(48.3)	30(25)	3.53	1.41
Gender balance is taken into consideration when appointing staff of Kyambogo University	0(0)	28(23.3)	22(18.3)	20(16.7)	50(41.7)	3.78	1.22
Both men and women are given equal access to leadership positions at Kyambogo University	12(10)	20(16.7)	28(23.3)	13(10.8)	47(39.2)	3.52	1.42
<b>Aggregate Mean and Standard Deviation</b>						<b>3.66</b>	<b>1.28</b>

*Source: Primary Data 2019*

*Legend: 4.20 - 5.00 = very high, 3.40 - 4.19 = high, 2.60 - 3.39 = average, 1.80 - 2.59 = low and 1.00 - 1.79 = very low. N= 120*

The findings from Table 5, indicate that the gender policy implementation is high (Aggregate  $\bar{x}$  = 3.66, SD = 1.28). This implies that gender policy is given priority in managing the university affairs.

From the study, majority of the respondents agree that there is no discrimination based on sex at Kyambogo University (57%), those who disagree constitute 33.3% and those who were not sure constitute 16.7%.

However, qualitative results from the interviews to support the above quantitative findings the respondent indicated that;

*“There is no gender discrimination in all the affairs of the university. Both men and women have equal access and chance in recruitment into leadership positions, but recruitment into leadership positions is purely on merit. The university recruitment policy is fair and does not discriminate individuals in anyway However most women do not express interest in taking up university top positions whenever recruitment is being done” (14<sup>th</sup> Sept 2020).*

Another respondent noted that;

*“The gender mainstreaming policy has played a key role in ensuring that both men and women participate equally and are well represented. The Gender Mainstreaming Directorate keeps monitoring the implementation of gender equality policies. The policy has also contributed in making it formal for women to fight for their rights regarding equal participation. However, some women still have the habit of considering themselves as a weaker sex which affects their participation in higher leadership positions” (14<sup>th</sup> Sept 2020).*

Furthermore,

*“In the Public Finance Management Act 2015, there is a provision for gender inclusion.*

*Kyambogo University is doing well in gender budgeting. Close to a third of members of top management at Kyambogo University are female. When there is an advertisement, women apply in good numbers but recruitment and selection into university services are purely on merit” (14<sup>th</sup> Sept 2020)*

From the study, majority of the respondents agree that there is fair treatment of men and women due to the creation of Gender Mainstreaming Directorate at Kyambogo University (62.5%); secondly those who disagree constitute 31.1% and those who were not sure constitute 8.3%.

A key informant said that:

*“There is fair treatment for both men and women at Kyambogo University. Specific needs for women in this university are taken into consideration, for example separate toilet facilities, buckets for sanitary towels in toilets, to mention but a few. However, women always consider themselves as a weaker sex and this to some extent is the reason for them not taking higher leadership positions in the university” (15<sup>th</sup> Sept 2020).*

Another key informant also noted that;

*“Women are not harassed at the university in any way and the management ensures that they are given similar opportunities as men. They are not discriminated against or favoured in any way because of their sex. Instead, women seem to be favoured much because as Uganda in general, there are a lot of policies and programmes focused at promoting women rights” (15<sup>th</sup> Sept 2020).*

*Furthermore, “Gender policy is in place. Women in senior positions are liberated. They can spend extra time in their work place. The Directorate of Gender under the office of the Vice Chancellor has been established. Gender policy has been disseminated widely to top management. There is a gender focal person at faculty level. However, there is still lack of funds for supporting gender committees in the university” (15<sup>th</sup> Sept 2020).*

From the results of the study, majority of the respondents agree that there is equal representation of men and women in this university (78.3%), secondly those who disagree constitute 26.7% and none of them was not sure.

From the study, majority of the respondents agree that gender balance is taken into consideration when appointing staff of Kyambogo University (58.4%), secondly those who disagree constitute 23.3% and those who were not sure constitute 18.3%

A key informant said that:

*“Though most of the top leadership positions in the university are occupied by men, it did not result from gender discrimination. Gender balance is well practiced and appointments are done on merit. Women who are well educated with the required experience also occupy some of the top leadership positions in the university, for example, the position of Deputy Vice Chancellor for Academic Affairs is occupied by a woman” (15<sup>th</sup> Sept 2020)*

Findings revealed that, majority of the respondents agree that both men and women participate equally in decision making in top management (50%), secondly those who disagree constitute 26.7% and those who were not sure constitute 23.3%. This is in line with qualitative findings from one of the key informants from top management who said that;

*“Both women and men have equal chances in planning and budgeting for the university in order to address their needs through mainstreaming gender operations. Since women are members of different committees in the university, it helps in increasing their participation in planning and budgeting and capacity building training for staff. In addition, they also occupy some of the top positions that are key in scrutinizing the university budgets and plans” (15<sup>th</sup> Sept 2020).*

Another key informant noted;

*“A gender policy was put in place to ensure that both men and women participate equally and a gender equality committee was set with representatives from all*

sections of the university. This was aimed at promoting gender equity, equality and empowerment among staff and students of Kyambogo University.” (15<sup>th</sup> Sept 2020).

#### 4.4.2 Gender mainstreaming equality and leadership position

Objective two was to establish the relationship between gender mainstreaming equality and leadership position at Kyambogo University. For purposes of establishing gender mainstreaming equality, descriptive statistics such as mean, standard deviation, frequencies and percentages were determined as shown in Table 6 below:

**Table 6: Gender mainstreaming equality**

Variable	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	SD
There are equal opportunities for both men and women in leadership	5(4.2)	7(5.8)	8(6.7)	60(50)	40(33.3)	4.03	1.01
There is equal representation of both men and women at the top management positions.	4(3.3)	11(9.2)	15(12.5)	35(29.2)	55(45.8)	4.05	1.12
There are equal chances of responsibilities for both men and women in this university	6(5)	8(6.7)	11(9.2)	40(33.3)	55(45.8)	4.08	1.13
Gender equality is encouraged	4(3.3)	5(4.2)	6(5)	70(58.3)	35(29.2)	4.06	0.9
It is unfair to promote more men than women in top management positions	2(1.7)	9(7.5)	9(7.5)	39(32.5)	61(50.8)	4.23	0.99
<b>Aggregate Mean and Standard Deviation</b>						<b>4.09</b>	<b>1.03</b>

*Source: Primary Data 2019*

*Legend: 4.20 - 5.00 = very high, 3.40 - 4.19 = high, 2.60 - 3.39 = average, 1.80 - 2.59 = low and 1.00 - 1.79 = very low. N= 120*

The findings from Table 6 indicate that the gender mainstreaming equality in KYU was rated high (Aggregate  $\bar{x} = 4.09$ ,  $SD = 1.03$ ). This implies that there is ease in accessing resources and opportunities by both men and women at the university.

Majority of the respondents agreed that there are equal opportunities given to both men and women (83.3%). However, 10% of the respondents disagreed, whereas those who were not sure constituted 6.7%. The majority agreed that there are equal opportunities of both men and women. One key informant from top management during the interview said that;

*“There is equal opportunity to leadership at the university. Both men and women have equal opportunities and chance into leadership” (16<sup>th</sup> Sept 2020).*

Another key informant noted;

*“Since the introduction of a Gender Mainstreaming Directorate at the university, issues of gender discrimination have reduced as staff are sensitized on matters concerning gender equality, equity and empowerment of staff and students” (16<sup>th</sup> Sept 2020).*

*Furthermore,*

*“Government institutions follow the constitution. Public service jobs are open to competition. Positions at Kyambogo University are obtained by merit. Kyambogo University is an equal opportunity institution” (16<sup>th</sup> Sept 2020).*

Majority of the respondents agreed that there is equal representation of both men and women at the top management positions (75%). However, 12.5% of the respondents disagreed, whereas those not sure constituted 12.5%

Majority of the respondents agreed that there is equal chance of responsibilities for both men and women in this university (70.8%). However, 11.7% of the respondents, whereas those not sure constituted 9.2%. This is in line with one of the informants who said that;

*“Responsibilities are distributed among males and females depending on one’s position and professional skills. Capability determines the responsibility given to any university member considering the departments where some are more qualified, skilled, experienced and talented than others. This has been considered key in all university affairs than the aspects of sex” (16<sup>th</sup> Sept 2020).*

Majority of the respondents agreed that gender equality at Kyambogo University is encouraged (87.5%). However, 7.5% of the respondents disagreed, whereas 5% constituted those that were not sure. One key informant during the interview said that;

*“As a person who has worked in the university administration for the last ten years, one cannot say that there is a problem of gender discrimination at the university because he has been able to get promoted from lower positions to the current position he is holding. Promotion was done considering performance and good collaboration with other staff members” (16<sup>th</sup> Sept 2020).*

Majority of the respondents agreed that it is unfair to promote more men than women in top management positions (81.3%). However, 9.2% of the respondents disagreed, while those not sure constituted 7.5%. This is in line with one of the informants who said that;

*“The University Gender Policy was put in place to ensure fair representation and participation by both sexes. This implies that university administrators were not in support of gender imbalances and this created space for fair treatment. There is no*

*administrator that gains as a result of treating one group of people unfairly and therefore, such intentions cannot be promoted in such a higher institution of learning” (16<sup>th</sup> Sept 2020).*

Another key informant said that;

*“Promotions at Kyambogo University are fair to everybody and they do not target to discriminate people by gender, disability, region or any other criteria. All Ugandans have equal opportunities to take up any university position whether at lower, middle or higher level” (14<sup>th</sup> Sept 2020).*

For purposes of establishing the relationship between gender mainstreaming equality and Leadership position at Kyambogo University, Pearson correlation analysis was conducted as shown in Table 7 below;

**Table 7: Pearson Correlations Analysis**

		<b>Correlations</b>	
		Gender Mainstreaming Equality	Leadership position
Gender	Pearson Correlation	1	.984**
Mainstreaming	Sig. (2-tailed)		.000
Equality	N	120	120
Leadership position	Pearson Correlation	.984**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

**Source: Primary Data (2019)**

Results show that there is a positive significant relationship between gender mainstreaming equality and leadership position ( $r = .984^{**}$ ;  $p = .000$ ). This implies that positive increase in gender mainstreaming equality leads to positive increase in leadership positions for both men and women.

For purposes of establishing the strength of the relationship between gender mainstreaming equality and leadership position at Kyambogo University, regression analysis was conducted as shown in Table 8 below:

**Table 8: Findings from regression analysis showing the relationship between Gender Mainstreaming Equality and Leadership Position at Kyambogo University**

R Square = .329		F = 23.546			
Adjusted R Square = .315		Sig = .000			
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.655	.357		7.447	.000
Gender Mainstreaming Equality	.417	.086	.574	4.852	.000

a. Dependent Variable: Leadership Position at Kyambogo University

*Source: Primary Data 2019*

Results from Table 8 showed that 32.9% changes in leadership positions was attributed to gender mainstreaming equality (Adjusted R Square = .315). This implies that gender mainstreaming equality is a more statistically significant predictor of balance in leadership positions at Kyambogo University (Beta = .574, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

#### **4.4.3 Gender mainstreaming equity and leadership position**

Objective three was to establish the relationship between gender mainstreaming equity and leadership position at Kyambogo University. For purposes of establishing gender mainstreaming equity, descriptive statistics such as mean, standard deviation, frequencies and percentages were established. Correlation and regression analysis were employed to establish the relationship.

**Table 9: Gender mainstreaming equity**

<b>Variable</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>NS (%)</b>	<b>A (%)</b>	<b>SA (%)</b>	<b>Mean</b>	<b>SD</b>
In this university, affirmative action for gender is being implemented	9(7.5)	6(5)	28(23.3)	31(25.8)	46(38.3)	3.83	1.21
In this university, budget in gender issues is addressed	11(9.2)	8(6.7)	11(9.2)	24(20)	66(55)	4.05	1.32
In this university, work plan is gender inclusive	5(4.2)	7(5.8)	8(6.7)	25(20.8)	74(62.5)	4.32	1.10
There are special facilities available for both women and men in this university	8(6.7)	6(5)	15(12.5)	33(27.5)	58(48.3)	4.06	1.19
In this university, there is special consideration for women than for men	20(16.7)	10(8.3)	17(14.2)	22(18.3)	51(42.5)	3.62	1.51
<b>Aggregate Mean and Standard Deviation</b>						<b>3.97</b>	<b>1.27</b>

*Source: Primary Data 2019*

*Legend: 4.20 - 5.00 = very high, 3.40 - 4.19 = high, 2.60 - 3.39 = average, 1.80 - 2.59 = low and 1.00 - 1.79 = very low. N= 120*

The findings from Table 9 indicate that gender mainstreaming equity in KYU was rated high (Aggregate  $\bar{x}$  = 3.97, SD = 1.27). This implies that university resource use involves equal participation of both men and women at all levels in the University.

Majority of the respondents agreed that in Kyambogo University, affirmative action for gender is being implemented (64.1%). However, 12.5% of the respondents disagreed, whereas those not sure constituted 23.3%. This is in line with one key informant who explained that;

*“Whenever positions are advertised, we encourage women to apply. KYU applies*

*affirmative action when setting task forces. It is constitutional. When there are training opportunities, we ensure that many women are included. However, there are challenges to mainstreaming gender in KYU. We cannot do anything that is not supported by the constitution. For example, we cannot have affirmative action on staffing because according to the constitution of Uganda, it has to be done on merit” (15<sup>th</sup> Sept 2020).*

Majority of the respondents agreed that in Kyambogo University, budget in gender issues is addressed (75%). However, 15.9% of the respondents disagreed, whereas those not sure constituted 9.2%.

Majority of the respondents agreed that at Kyambogo University, work plan is gender inclusive (82.5%). However, 10% of the respondents disagreed, whereas those not sure constituted 6.7%.

This is in line with one key informant who explained that;

*“Gender work plan is discussed by different staff members at different levels. This is to ensure that gender specific needs are not left out but taken care of. University administrators ensure that Kyambogo University does not discriminate among its staff and students in any way. All people are treated equally as per the constitution of the Republic of Uganda and the University policies” (15<sup>th</sup> Sept 2020).*

*Furthermore,*

*“According to the Constitution of Uganda, a third of the composition in statutory bodies should be female. KYU abides by the constitution of Uganda. Thus, consideration for women to occupy various positions can/is done when the law can apply. For example, in the university council, the committees of council have legal representation of females. Women are given maternity leave because it is catered for by the law” (15<sup>th</sup> Sept, 2020)*

Majority of the respondents agreed that there are special facilities available for both women and men at this university (75.8%). However, 11.7% of the respondents disagreed, whereas those not sure constituted 12.5%.

Majority of the respondents agreed that there is special consideration of women compared to men (60.8%). However, 25% of the respondents disagreed, whereas those not sure constituted 14.2%.

This is in line with one informant who said that;

*“Women are given fair treatment and special considerations at standing committees of the university. This has played a key role in promoting gender equity and equality as women have the chance to give their views regarding fair treatment. In addition, the gender committee also advocates for equal participation” (15<sup>th</sup> Sept 2020).*

For purposes of establishing the relationship between gender mainstreaming equity and leadership position at Kyambogo University, Pearson correlation analysis was conducted as shown in Table 10 below:

**Table 10: Pearson correlations Analysis**

		Gender Mainstreaming Equity	Leadership position
Gender Mainstreaming Equity	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	120	120
Leadership position	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

**Source: Primary data (2019)**

Results show that there is a positive significant relationship between gender mainstreaming equity and leadership positions ( $r = .674^{**}$ ;  $p = .000$ ). This implies that a positive increase in gender mainstreaming equity leads to a positive increase in leadership positions.

For purposes of establishing the relationship between gender mainstreaming equity and leadership position at Kyambogo University, regression analysis was conducted as shown in Table 11 below;

**Table 11: Findings from regression analysis showing the relationship between gender mainstreaming equity and leadership position at Kyambogo University.**

R Square = .307		F =21.219			
Adjusted R Square = .292		Sig = .000			
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.966	.455		4.321	.000
Gender mainstreaming equity	.530	.115	.554	4.606	.000

a. Dependent Variable: Leadership position at Kyambogo University.

**Source: Primary Data 2019**

Results from Table 11 showed that 30.7% variance in leadership position at Kyambogo University is attributed to gender mainstreaming equity (Adjusted R Square =.292). This implies that gender mainstreaming equity is a more statistically significant predictor of changes in leadership positions at Kyambogo University (Beta = .554, Sig. = .000). In general, the regression model fit was significant at sig. = .000

#### **4.7 The Leadership Positions at Kyambogo University**

Leadership position being the second variable, it was important for the researcher to establish the extent of its practice in Kyambogo University because it is key in determining correlations and regressions for the second and third objectives. The researcher therefore used descriptive statistics such as mean, standard deviation, frequencies and percentages.

**Table 12: The Leadership Positions at Kyambogo University**

Variable	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	SD
There is equal representation of both men and women in top management positions in this university	11(9.2)	11(9.2)	26(21.7)	33(27.5)	39(32.5)	3.65	1.27
There is fair representation of both men and women at this university	6(5)	15(12.5)	19(15.8)	36(30)	44(36.7)	3.81	1.2
Resources are equitably distributed to both men and women in this university	9(7.5)	14(11.7)	7(5.8)	34(28.3)	56(46.7)	3.95	1.29
Top management positions are dominated by men	11(9.2)	5(4.2)	24(20)	31(25.8)	49(40.8)	3.85	1.26
<b>Aggregate Mean and Standard Deviation</b>						<b>3.81</b>	<b>1.25</b>

*Source: Primary Data 2019*

*Legend: 4.20 - 5.00 = very high, 3.40 - 4.19 = high, 2.60 - 3.39 = average, 1.80 - 2.59 = low and 1.00 - 1.79 = very low. N= 120*

The findings from Table 12 indicate that the participation of women in leadership position at KYU was rated high (Aggregate  $\bar{x}$  = 3.81, SD = 1.25). This implies that the women performance is high.

From the study, majority of the respondents agreed that there is equal representation of both men and women in top management positions in this University (60%); those who disagreed constitute 18.4% and those who were not sure constituted 21.7%.

From the study, majority of the respondents agreed that there is fair representation of both men and women at this University (66.7%); those who disagreed constituted 17.5% while those who were not sure constituted 15.8%. This is in line with one informant who said that;

*“The current gender policy that was put in place by the university administration has played a key role in promoting fair representation. This is because there is a clear mechanism for reporting and solving the cases of unfair representation” (16<sup>th</sup> Sept 2020).*

Another key informant noted;

*“Most staff members including the key administrators in the university support gender equity and this has played a key role in promoting fair representation. They ensure that both men and females are given similar platforms and equal chances of participation” (16<sup>th</sup> Sept 2020).*

From the results of the study, majority of the respondents agreed that resources are equitably distributed to both men and women in this University (75%), those who disagreed constitute 19.2% and those who were not sure constituted 5.8%. The majority of the respondents agreed. This is in line with one informant who noted that;

*“Vacant positions that come up within the university are competed for by qualified candidates and those positions are given to the best candidates. There is no discrimination based on sex among the staff members. The gender committee also plays a key role in ensuring that applicants are not discriminated against by gender” (16<sup>th</sup> Sept 2020).*

Findings revealed that majority of the respondents agree that top management positions are dominated by men (66.6%); those who disagreed constituted 14.4% while those who were not sure constituted 20%. This is in line with one informant who noted that;

*“The dominance of top positions by men is not intended because both women and men are given equal opportunity and recruitment is based on their qualifications, ability and experience. Recruitment to top positions is determined by one’s academic qualifications and ability to perform as required” (15<sup>th</sup> Sept 2020).*

Another key informant said that;

*“Gender mainstreaming is also faced with the challenges of having fewer women that express interest in taking up university top positions whenever the opportunity arises. Most women fear taking up such positions because of having to balance both family responsibilities and work demands, and yet such positions demand a lot of time as compared to lower positions” (15<sup>th</sup> Sept 2020).*

## **CHAPTER FIVE**

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

#### **5.1. Introduction**

This chapter includes the discussion of findings, the conclusions drawn from findings and the recommendations made by the researcher on how to increase women participation in leadership in Kyambogo University.

#### **5.2. The Discussion of the Findings**

##### **5.2.1 The gender mainstreaming policy implementation at Kyambogo University.**

Results revealed that gender policy implementation is high (Aggregate  $\bar{x} = 3.66$ ,  $SD = 1.28$ ). This implies that gender mainstreaming policy is being implemented at Kyambogo University. This suggests that there is equal access, opportunity and treatment for both men and women at Kyambogo University.

This is in line with Shaw, (2003) who noted that gender mainstreaming is a strategy to address subtle forms of disadvantage or discrimination which nowadays are much more common than outright discrimination something that of course has to be dealt with right away. Women are free to enter the fields of research and education and also take up top management positions that interest them, well knowing the law forbids discrimination.

This was also supported by Rai, (2004) who noted that gender mainstreaming requires that attention is given to gender perspectives as an integral part of all activities across all programmes. This involves making gender perspectives about what women and men do; and what resources and decision-making processes they have access to more central to all policy development, research,

advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects.

In addition, Modupe, (2014) noted that gender equality means that all people have equal opportunity and are able to enjoy these equal opportunities so that they can realize their full rights and potential. This enables women put all their skills or abilities in use and therefore ensuring maximum gains by the institution.

Jones (2008) urges that Gender mainstreaming is a political process as well as a technical one thus involves new ways of devising and approaching policies, shifts in organizational or in institutional culture which leads to changes in social structures. Gender mainstreaming involves the reorganization of policy processes because it moves the attention of gender equality policies to everyday policies and to the activities of the actors ordinarily involved in the policy processes at stake. It includes the full participation of women in all aspects of universities as well as the analysis of all proposals concerning general or sectoral policies and programmes from a gender equality perspective.

Mazey (2000) noted that gender mainstreaming strategy seeks to ensure that gender considerations are routinely included in the assessment of policy issues, options and impacts, along with other considerations such as socio-economic dimensions. It also routinely seeks increased gender equality as one of the policy outcomes, along with growth, efficiency, poverty reduction, and sustainability. This requires the inclusion of gender perspectives at several points in the policy process. This is because there have been gender imbalances in many organizations where women have been left out in many policy practices such as participation in organizational decision making due to their less representation in the senior managerial positions.

Bibbings, Sharleene (2012) noted that gender mainstreaming is the process of assessing the implications for women and men of any planned action, policy or programme, in all areas and at all levels before any decisions are made and throughout the whole process. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that both women and men benefit and inequality is not perpetuated. Gender mainstreaming is not a goal in itself but an approach for promoting gender equality.

Rai (2004) noted that an effective implementation of gender mainstreaming requires preparation and organization and considers the following elements: setting up a plan for the implementation of gender mainstreaming; defining steps and milestones; assigning tasks and responsibilities; and formalizing and communicating the relevant plans. It also requires sufficient resources to be made available, a budget and time. Stakeholder involvement is key in which close liaison with all policy stakeholders is essential throughout the policy cycle to take on board the concerns, expectations and views of the target groups.

### **5.2.2 Gender mainstreaming equality and leadership position at Kyambogo University.**

It was established that 32.9% variance in the leadership positions is attributed to gender mainstreaming equality (Adjusted R Square =.315). With a beta coefficient of 0.574 and sig of 0.000, gender mainstreaming equality is a statistically significant predictor of leadership positions at Kyambogo University (Beta = .574, Sig. = .000). A positive increase in equal access and opportunity leads to a positive increase in leadership positions. This implies that there is equal access to leadership positions at Kyambogo University.

This is in line with UNDP Gender Equality Strategy (2014-2017) which indicated that promoting gender equality and women empowerment is central to the mandate of many organizations. Women empowerment in governance, supporting the design and delivery of gender-sensitive public services and advancing women's equal participation in policymaking and politics is key.

This was also given by Kristine (2017) who noted that an effective leader recognizes women's and men's different needs and experiences and seeks to ensure that these do not put either, and women in particular, at a disadvantage. This also means ensuring women and men have the same opportunities to advance in their career and be promoted to higher positions. An effective leader views both women and men as equal contributors to the organization and to its work, and is not afraid to encourage women to take on different roles and ensure their skills don't go unnoticed.

This was also supported by Global Gender Gap Report (2013) which revealed that it is very important for women participation and representation at all levels in public administrations to be strengthened so that they can have a strong voice in the setting up of development policies, priorities and decision making. This helps to have balanced interventions that can apply to both the needs of women and men.

In addition, Blackmore (2012) noted that gender mainstreaming ensures that the perspectives of women and men and the relationship between and among them are considered and acted upon throughout the cooperation process. This helps to reduce the complaints and development imbalances as decisions from both men and women are considered.

Gender mainstreaming involves the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all

political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.

The African Development Bank Report (2011), further revealed that promoting gender equality is quite an essential cross-cutting issue. Achieving it requires action by all. It also requires a change in the management culture, so that the issue becomes integrated into the values, mission and management of organizations. An organization's leadership must consistently lead and support the mainstreaming of the gender equality policy. This must start at the top. Gender equality work must be properly funded and there must be sufficient trained senior staff to gain traction over the organization, as a few junior gender staff is not enough. The test of whether gender equality has been embedded in the mainstream of an organization is the degree to which it is seen as contributing to rather than competing with the drive for more effective aid and other priorities. If gender equality is to become an integral part of the culture of an organization, it must be part of what defines its mission, values and objectives. In addition, consistent and sustained action is needed to ensure equal representation of men and women in higher management positions.

### **5.2.3 Gender mainstreaming equity and leadership position at Kyambogo University.**

Results revealed that 30.7% variance in leadership position at Kyambogo University is attributed to gender mainstreaming equity (Adjusted R Square = .292). With a beta coefficient of 0.554 and Sig of 0.000, gender mainstreaming equity is a statistically significant predictor of leadership positions at Kyambogo University. This implies equal treatment to both men and women, meaning affirmative action in gender encourages equal representation at leadership position at Kyambogo University.

This is in line with West (2006) who argued that gender equity is the notion that the specific interests, needs and priorities of both women and men should be taken into consideration. Equity recognizes that men and women have differing interests, needs and priorities depending on their biological sex and their gendered life experiences.

This was also supported by Derbyshire (2012) who noted that identifying gender perspectives can help bring about gender equity. The most visible gender aspect of governance is the need to ensure equitable representation and participation of women and men in all structures and processes at all levels of leadership positions in an organization.

In addition, Kranich (2005) noted that identifying actions to promote gender equity can be another method of mainstreaming gender equity in an organization to ensure equitable representation of men and women in leadership positions. Once differences and disparities have been highlighted in relation to the equitable representation and participation of women and men and gender perspectives in relation to issues of transparency and accountability have been identified, active steps for promoting gender equality in the context of policy and programme development need to be developed.

Derbyshire (2012) urges that equitable representation and participation of women in all areas and at all levels of societal development or leadership positions is one important aspect of gender mainstreaming. However, in working with the mainstreaming strategy, it is necessary to move beyond issues of representation, parity and numbers. Equally important are the gender perspectives or implications in the context of activities being undertaken - policies, legislation, research and projects or programmes. Steps need to be taken to include gender perspectives in formulation of goals, activities and outcomes.

## **5.3 Conclusion**

### **5.3.1 Gender mainstreaming policy implementation at Kyambogo University.**

Gender mainstreaming policy is being implemented at Kyambogo University. There is no discrimination according to sex. During recruitment to top management positions, both men and women are given equal opportunities to compete for the top jobs. The Gender Mainstreaming Directorate has helped in ensuring there is fair treatment to both men and women.

Gender policy ensures that all people are given equal opportunities in decision making and resource utilization irrespective of their sex. This plays a key role in ensuring that both men and women participate equally at different positions of authority. However, much as the gender policy is in place at Kyambogo University, equity and equality has not been fully achieved as most of the key leadership positions are still occupied by more men than women. The policy has contributed in reducing the gap but a lot still needs to be done to achieve real equity and equality.

### **5.3.2 The relationship between gender mainstreaming equality and leadership position at Kyambogo University**

There is a relationship between gender mainstreaming equality and leadership position. This implies that improvement in gender mainstreaming equality leads to improvement in leadership positions for both men and women. Promoting equal access and equal opportunities plays a key role in increasing the number of women taking up leadership positions at Kyambogo University.

### **5.3.3 The relationship between Gender Mainstreaming Equity and Leadership position at Kyambogo University.**

There is a relationship between gender mainstreaming equity and leadership position. Having an inclusive workplan and affirmative action in gender are very key in improving women participation in leadership positions in Kyambogo University. There is also equal treatment of both men and women although it is purely on merit. Thus, affirmative action in gender encourages equal representation in leadership positions at Kyambogo University.

## **5.4 Recommendation**

### **5.4.1 Gender mainstreaming policy implementation at Kyambogo University.**

The Management of Kyambogo University should ensure strict enforcement of policies aimed at promoting gender equality especially in the representation of men and women in the university.

The university should ensure that views aired out on gender related issues are upheld with great concern since these are concerns that facilitate gender mainstreaming. This can be done through setting up and funding a committee responsible for timely solving gender issues that come up in the university. This would be another way of ensuring equal participative management and decision making for comfortable working.

### **5.4.2 The relationship between gender mainstreaming equality and leadership position at Kyambogo University**

Though women are given equal chances to compete for leadership positions, most of them think they are more demanding and therefore better suited for men. The university should therefore organize periodic workshops for women to discuss their role in leadership. This will help increase their participation in competing for leadership positions.

The University gender committee should lobby for certain leadership positions to be reserved specifically for women as they cannot compete favourably with men in all positions.

#### **5.4.3 The relationship between Gender Mainstreaming Equity and Leadership position at Kyambogo University.**

Most women do not express interest in taking up university top positions whenever the opportunity arises. The university management should therefore sponsor trainings for women staff in leadership and encourage them to take up higher positions.

Most of the women consider themselves as a weaker sex leading to limited interest in taking up higher level leadership positions in the University. The Ministry of Labor should promote women empowerment to enable them become leaders in higher institutions of learning and other government agencies. This can be done through sponsoring postgraduate courses for women to enable them attain more skills in management.

#### **5.5 Areas for Further Study**

- Establishing the influence of gender equality on the performance of lecturers in Kyambogo University.
- Establishing the influence of merit-based gender equity on promotion of staff to places of higher responsibilities.
- Establishing factors that bias women to effectively and equally compete for top management positions.
- The current study should also be replicated in other universities and lower institutions of learning in Uganda.

## REFERENCES

- Airini, C, S., Conner, L., McPherson, K., Midson, B., & Wilson, C. (2011). Learning to be leaders in higher education: What helps or hinders women's advancement as leaders in Universities. *Educational Management Administration & Leadership*, 39, 44–62.
- African Development Bank Report, (2011)
- Alston, (2006). Women and Gender Equality in Higher Education: In *Educ. Sci.* 2015, 5(1), 10-25
- Ajulong, D, (2017). Stakeholders perceptions on women's' participation in school leadership in Mukono municipality. A dissertation submitted to the graduate school in partial fulfillment of a master's degree of education in policy planning and management of Kyambogo University.
- Amin, (2005). *Social Science Research: Concepts, Methodology and Analysis*., Kampala: Makerere University Press.
- August, L., & Waltman, J. (2004). Culture, climate, and contribution: Career satisfaction among female faculty. *Research in Higher Education*, 45, 177–192.
- Banai, A., Ronzoni, M & Schemmel, C. (2011). *Social Justice, Global Dynamics: Theoretical and Emperical Perspectives* (1st ed.). Routledge.
- Benschop and Verloo, (2006). *Revealing the Power of Gender Mainstreaming: Enhancing the Development Effectiveness of Non-Governmental Organizations in Africa*. Washington DC: Interactions Commission on the Advancement of Women.
- Bibbings, S. (2012). *The politics of mainstreaming in critical perspective*. Newcastle upon Tyne. London: Cambridge Scholars.
- Bibbings, (2012). *Policy Dialogue and Gendered Development: Institutional and Ideological Constraints.*” Geneva: UNRISD (UN Research Institute for Social Development).

- Blackmore, J. (2012). *Educational leadership: A feminist critical perspective on educational leadership*. New York: New York falmer
- Chakrabarty, S. N. (2013). Best Split-Half and Maximum Reliability. *IOSR Journal of Research & Method in Education*, 3(1), 1-8.
- Constitution of the Republic of Uganda, (1994)
- Costanza, J. (2011). A study of shared leadership among department chairs in a state college. . Unpublished Doctorate Dissertation. Tennessee Temple University, USA.
- Creswell, J. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed ed.). Thousand Oaks: Sage.
- Cubillo, L. B. (2003). Women into educational leadership and management: international differences: *Journal of Educational Administration*, 41(3), 278-29.
- Cubillo et al., (2003). *Strengthening Monitoring and Evaluation for Women's Rights: Thirteen Insights for Women's Organizations*.
- Currie and Hill, (2013). Gender mainstreaming: recognizing and building on progress. Views from the UK Gender and Development Network." *Gender and Development* 20(3): 405-422.
- Daft, Kendrick and Vershinina, (2010). *National Mechanism for Gender Equality and the Empowerment of Women in Latin America and the Caribbean Region.*" Santiago: United Nations.
- De Waal, M. (2006). Evaluating Gender Mainstreaming in Development Project. *Development in Practice*, 16(2), 209-214.

- Derbyshire, H. (2012). Gender Mainstreaming: recognizing and building on progress. Views from the UK Gender and Development Network. *Gender and Development*, 20(3), 405-22. Doi:10.1080/13552074.2012.731750
- Douglas, M. (2015). Retrieved 09 2019, 22, from <http://www.onlineetymologydictionary/data>
- Eveline and Bacchi, (2005). *Gender and subject in higher education* (Buckingham, Open University Press).
- Gianotten et al., (1994). The gender diversity-performance relationship in services and manufacturing organizations. *The International Journal of Human Resource Management*, 22 (7), 1464-1485.
- Gabriele R. (2018). *Interpretive Social Research. An Introduction*. Göttingen.
- Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles: Sage Publications. doi:ISBN 1-4129-4163-6.
- Goetz, (1997). Mainstreaming and the engendering of policymaking: a means to an end: *Journal of European Public Policy*, 7(3), 385\_405.
- Gouws, (2005a). Voice, silence, and diversity in 21st century organizations: Strategies for inclusion of gay, lesbian, bisexual, and transgender employees. *Human Resource Management*, 50(1), 131 – 146.
- Global-Gender-Gap-Report (2013). *Gender Equality in Public Administration*  
[www.weforum.org/reports/](http://www.weforum.org/reports/)
- Grobler, (2011). *The politics of women's studies: testimonies from thirty founding mothers* (New York, The Feminist Press).
- Grobler, P., Warnich, S., Carrell, M., Elbert, N., & Harfield, R. (2011). *Human Management in South Africa* (4th Ed. ed.). London: Cengage Learning.

- Hafner-Burton and Pollack, (2002). The relationship between women corporate directors and women corporate officers. *Journal of Managerial Issues*, 18(1), 47–61.
- Huong, (2013). Corporate reputation and women on the board. *British Journal of Management*, 20, 17-29.
- Interagency Gender Working Group (2000). Guide for Incorporating Gender Considerations in USAID's Family Planning and Reproductive Health RFAs and RFPs. Washington D.C.: USAID. RFA Subgroup. Program Implementation Subcommittee.
- Jahan, (1995). Gender and organizational change: bridging the gap between policy and practice (The Netherlands, Royal Tropical Institute).
- Jain, (2005). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, 22(3), 250-260.
- Jones, (2008). Measuring Impact of Gender Mainstreaming through Monitoring and Evaluation Frameworks: Planning from Back to Front. Discussion paper presented at the UN Women Expert Group Meeting, “Gender Mainstreaming Approaches in Development Programming: Being Strategic and Achieving Results in an Evolving Development Context,”
- James, L. O. (2017). Public policy implementation: evolution of the field and agenda for future research. *Rev Policy*.
- James, P. L., Bowman, A., O'Toole, L., & Goggin, M. (2010). Public policy implementation: evolution of the field and Agenda for future research. *Rev Policy*. Retrieved May 24, 2019
- Katebire, D. A. (2007). *Social research methods: an introduction*. . Kampala: Makerere University.
- Kothari, C., & Garg, G. . (2014). *Research methodology: methods & techniques*. (3rd ed ed.). New Delhi: New Age International (P) Limited Publishers.

- Kranich, (2005). “Strengthening National Mechanisms for Gender Equality and the Empowerment of Women: A Global Synthesis Study.” Interactive expert panel, “The evolving status and role of national mechanisms for gender equality.” UN Commission on the Status of Women, 54th session, New York, 1-12 March.
- Krejcie and Morgan, (1970). Krejcie and Morgan Table for determining Sample Size
- Kristine, S.-P. (2017). How leaders can advance gender equality and enhance gender sensitivity. Wahington DC: Sage.
- Kristine, (2000). Age and gender stereotypes: new challenges in a changing workplace and workforce. *Journal of Applied Social Psychology*, 36, 2184–2214.
- Kulis S & Sicotte D, (2002). Gender analysis in Mainstreaming: Learning from practice.” Discussion paper presented at the UN Women Expert Group Meeting, “Gender Mainstreaming Approaches in Development Programming: Being Strategic and Achieving Results in an Evolving Development Context.
- Kulis et al., (2002). Gender differences in work-family conflict. *Journal of Applied Psychology*, 76(1), 60-73.
- Kyambogo University Data Mercian (2019). Human Resource Records of Kyambogo University.
- Kyambogo University Manual, (2017). Gender Mainstreaming Policy.
- Kyambogo, (2014). Kyanbogo University Gender Mainstreaming Policy Manual.
- Kyambogo, (2014). Kyambogo University Human resource Manual, (2017).
- Lawrence, E. A. (2013). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. New Delhi: Research Gate.

- Lord, L., & Vinnicombe, S. (2010). Learning from experiences: A study of female academic leaders in Australia. In M.B. Rothstein & R.J. Burke (Eds.), *Self-management and leadership development* (pp. 447–463). Cheltenham, UK:: Edward Elgar Publishing Lim.
- Marshall, C. (2012). The stigmatized women. The professional women in male sex typed career. *Journal of educational administration*.182, 131-152.
- Mary, U. (1993). Focussing on women. *Experience in Mainstreaming, UNIFEM*, pp. 12-14.
- Mazey, (2000). *Mainstreaming gender, democratizing the state? Institutional mechanisms for the advancement of women* (Manchester, Manchester University Press).
- Mbabazi, T. (2008). *Introduction to research methodology. Qualitative and Quantitative Approach, Research Methods in Social Sciences*. Kampala: Jotain Publishers.
- Meena, (1998). Institutional theory and the cross-national transfer of employment policy: The case of workforce diversity in US multinationals. *Journal of International Business Studies*, 36, 304-321.
- Mills, J. (2014). In Jane Mills & Melanie Birks (Eds.), *Qualitative methodology: A practical guide Methodology and methods* (31-47 ed.). Thousand Oaks, CA: Sage.
- Modupe, O. (2014). Best practices in Gender Mainstreamig in the Academia: Lessons from African Higher Education Institutions. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1(10), 81-87.
- Molla. (2013). Higher Education Policy Reform in Ethiopia: The Representation of the Problem of Gender Inequality. *Higher Education Policy*, 26(2), 13.
- Morley, L., & Crossourad, B. (2015). *Women in higher education leadership in South Asia: Rejection, refusal, reluctance, revisioning*. . Britain, UK. Retrieved from Retrieved from.<https://www.British council.in/sites/default/files/women in higher education leadership in sap df>

- Morrison, M. (2012). PhD dissertation: Gender and leadership: educational leadership through feminine eyes: have the barriers in acquiring educational administrative positions for women changed in the last fifteen years? Indiana University of Pennsy.
- Moser and Moser, (2005). Is there Life after Gender Mainstreaming?" *Gender and Development* 13(2): 57-69.
- Moser, (1993). Ethnic minority women in the Scottish labour market: Employers' perceptions. *British Journal of Management*, 24(3), 398–413.
- Mugenda, O., & Mugenda, A. (2012). *Research methods dictionary*. Applied Research & Training Service. Nairobi: Arts Press.
- Odhiambo. (2011). Women and higher education leadership in Kenya: A critical analysis. *Journal of Higher Education Policy and Management* :, 33(6), 667-67.
- Perna, L. (2005). The benefits of higher education: Sex, racial/ethnic, and socioeconomic group differences., 29, pp. 23–52. Oxford.
- Pietila and Vickers, (1994). Is there life after gender mainstreaming? *Gender and Development*, 13, 57\_69.
- Piha, (2006). Joint effects of group efficacy and gender diversity on group cohesion and performance. *Applied Psychology: An International Review*, 53(1), 136–154.
- Pike, J. (2013). Women, choice and promotion or why women are still a minority in the professoriate. *Journal of Higher Education Policy and Management*, 35(4), 444-454.
- Pipeline Team, (2018). *Gender Equity Vs. Gender Equality: What's the Distinction?*
- Politano, P. M., Walton, R. O., & Roberts, D. L. (2017). *Introduction to the Process of Research: Methodology Consideration*. Charleston, South Carolina, USA: Hang Time Publishing, Ltd. Co.

- Porter and Sweetman, (2005). Sex-related differences in job attitudes and dispositional variables: Now you see them, *Academy of Management Journal*, 37(2), 323-349.
- Prügl and Meyer, (1999). *Mainstreaming Gender Equality: A Road to Results or a Road to Nowhere? An Evaluation Synthesis*.
- Rai, S. (2004). 'Gender mainstreaming: Conceptual and comparative issues'. Paper presented to ESRC Gender Mainstreaming Seminar, Leeds, May 2004.
- Rees, (2005). The Gendered Shaping of University Leadership in Australia, South Africa and the United Kingdom. *Higher Education Quarterly*, 66(3), :293- 307. doi: UAP277N
- Robinson, M. A. (2018). Using multi-item psychometric scales for research and practice in human resource management. *Human Resource Management*, 739 750. Retrieved from <https://dx.doi.org/10.1002/hrm.21852> (open-access)
- Rowe, W. (2007). *Cases in Leadership*. Thousand Oaks: Sage Publishers.
- Rowe. (2013). *Cases in Leadership* (3rd ed.). Thousand Oak, California: Sage Publishers. Inc.
- Saunders, T., & Lewis. (2009). *Research Methods for Business Students* (5th Ed ed.). Prentice Hall.
- Sax, L. J., Serra H, L & Dicris III, F. A. (2002). Faculty Research Productivity: Exploring the Role of Gender and Family-Related Factors. *Research in Higher Education*, 43(4), 423-446.
- Shaw, Jo. (2003). 'Gender mainstreaming and the new EU constitution'. Paper presented to ESRC Gender Mainstreaming Seminar, Leeds, 24-5 October 2003.
- Shephard, & Laura. (2015). *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge.
- Snyder and Tadesse, (1995). *The chilly classroom climate: a guide to improve the education of women*. (Washington, DC, National Association for Women in Education).

- Squires and Wickham-Jones, (2004). “Gender equality and rights-based development planning and budgeting: Experience of Eastern Europe and Central Asia.”
- Staudt, (1998). Experiences of women elite leaders doing gender: Intra-gender micro-violence between women. *British Journal of Management*, 25(3), 439–455
- Stienstra, (1994). *Talking about leaving: why undergraduates leave the sciences* (Oxford, Westview Press).
- The Uganda National Household Survey (2002/02 and 2005/06)
- Toutkoushian, B & Moore. (2007). Women and higher education leadership in Kenya: A critical analysis. *Journal of Higher Education Policy and Management*, 33(6), 667-678.
- Toutkoushian et al., (2007). Females and precarious board positions: Further evidence of the glass Cliff. *British Journal of Management*, 25(3), 425–438.
- True, (2001). Heterosexism in the workplace: do race and gender matter? *Group and Organization Management*, 28, 45–74.
- True, J. (2010). Mainstreaming Gender in Global Public Policy. *International Feminist Journal of Politics*, 371.
- Thege and Welpé, (2002). *Achieving Gender Equality and Women’s Empowerment in the Post-2015 Framework*. London: Gender and Development Network.
- Tiessen, (2007). *How Diversity and Inclusion Drive Employee Engagement*. Princeton, NJ: Academic Press.
- UNDP, (2014). *Gender Equality Strategy (2014-2017). The Future We Want: Rights and Empowerment*. New York, USA: Primetex.
- University of Adelaide, (2008). *Gender Indicators Online*, accessed 21st September 2008, <http://www.aisr.adelaide.edu.au/gio/genderindicators/>

- Wallace, M. & Marchant, T. (2009). Developing female middle-managers in Australian universities. *Higher Education. Gender mainstreaming*, 58, 781–797.
- Walters, M. (2005). *Feminism: A Very Short Introduction*. Oxford University Press. . Retrieved 5 1, 2013, from ISBN 978-0-19-157803-8.
- Walton, R., Roberts, , D., & Politano, P. (2017). *introduction to the process of research: Metodology consideration*. Chaleston, South Carolina, USA: Hangtime Publishing, Ltd.
- West, Curtis, J. W. (2006). *Organizing Around Gender Equity*, American Association of University Professors (AAUP), (accessed 10th January 2012)
- White, & Ozkali. (2010). A comparative study of perceptions of gender and leadership in Australian and Turkish universities. *Journal of Higher Education Policy and Management*, 33(1).
- White, K., Teresa C, , & Riordan, S. (2011). Gender, Power and Managerialism in Universities. *Journal of Higher Education Policy and Management*, 33(2), 179–86.
- Wolfinger et al., (2008). Substantive gender mainstreaming and the missing middle: a view from Dutch development agencies. *Gender and Development* 20(3): 491-504.
- Wolfinger, N. (2008). Problems in the pipeline: Gender, marriage, and fertility in the Ivory tower. *Journal of Higher Education*,, 79(4), 388-405.
- Xia, B. S. (2015). Review of business intelligence through data analysis. *Benchmarking*. 21(2), 300- 311. doi:10.1108/BIJ-08-2012-0050
- Zapf, A, Castell, S., Morawietz, L., & Karch, A. (2016). Measuring inter-rater reliability for nominal data – which coefficients and confidence intervals are appropriate? *BMC Medical Research Methodology*. 16-93. doi:10.1186/s12874-016-0200-9
- Zeitchik, S. (2012). 10 ways to define Leadersip. *Business News Daily*.

## **APPENDICES**

### **APPENDIX I**

#### **QUESTIONNAIRE**

#### **QUESTIONNAIRE FOR SENIOR ADMINISTRATIVE STAFF OF KYAMBOGO UNIVERSITY**

Dear respondent,

My name is **Asiima Maude**, a Master's Degree student of Kyambogo University. You were one of the individuals who were randomly selected to respond to this questionnaire on "*Gender mainstreaming policy and leadership position in public universities in Uganda. A case study of Kyambogo University*". The data collected using this questionnaire will be used to compile an academic research report to be presented to Kyambogo University for the award of a Master's Degree in Education Policy, Planning and Management.

You are requested to spare some time and fill this simple questionnaire. The information obtained through this questionnaire will be used for the aforementioned purpose and will be taken with utmost confidentiality. For this reason, I do not seek to know the name or identity of any respondent.

Yours faithfully,

**Asiima Maude**

**RESEARCHER**

**SECTION A: BACKGROUND INFORMATION**

Please answer the following questions by ticking the box with the most appropriate option:

**1. Gender**

(a) Male  (b) Female

**2. Age bracket**

(a) 25- 30 Years  (b) 30-50 Years  (d) 50-60 years

**3. Level of education**

(a)Certificate  (b) Diploma  (c) Bachelors  (d) Masters (e) PhD  (f) Other specify.....

**4 Terms of Employment**

A) Temporary Staff B) Contract Staff C) Permanent Staff D) Others (Specify).....

**5 Length of service**

(a) Less than 1 year (b) 1-2 years  (c) 2-5 years (d) 5-10 years  over 10 years

**SECTION B**

From the following statements below, please tick the number that best indicates your opinion using the following scale; Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5).

**Gender mainstreaming policy implementation**

No	Statement	1	2	3	4	5
1	There is no discrimination based on sex and race at Kyambogo University.					
2	There is fair treatment of men and women due to the creation of The Gender Mainstreaming Directorate at Kyambogo University.					
3	There is equal representation of men and women in this university.					
4	Gender balance is taken into consideration when appointing staff of Kyambogo University.					

5	Both men and women are given equal access to leadership position at Kyambogo University					
---	---	--	--	--	--	--

### Gender mainstreaming equality

No	Statement	1	2	3	4	5
1	There are equal opportunities for both men and women					
2	There is equal representation of both men and women in the top management positions.					
3	There is equal chance for holding responsibilities by both men and women in this university					
4	Promoting of gender equality in your institution is encouraged.					
5	It is unfair to promote more men than women in top management positions					

### Gender mainstreaming equity

No	Statement	1	2	3	4	5
1	In this university, affirmative action for gender is being implemented.					
2	In this university, budget in gender issues is addressed					
3	In this university, workplan is gender inclusive					
4	There are special facilities available for both women and men in this university					
5	In this university, there is special consideration of women compared to men					

### Leadership position

No	Statement	1	2	3	4	5
1	There is equal representation of both men and women on top management positions in this university.					
2	There is equal representation of both men and women in this university.					
3	Resources are equitably distributed to both men and women in this university					
4	Top management positions are dominated by men.					
5	Women participate in decision making					

**Thank you.**

## **APPENDIX II**

### **INTERVIEW GUIDE**

1. What are the gender mainstreaming policies in this university?
2. How are these policies implemented in promoting equal representation at top management?
3. What challenges do you face in implementing gender mainstreaming policies?
4. How are these challenges dealt with?
5. In which ways does the current gender policy promote gender equity?

### APPENDIX III

**Table for determining sample size**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377

75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

**Source: R.V. Krejcie and D.W. Morgan (1970)**

N= Population

S= Sample size