

**STAKEHOLDERS' PERCEPTIONS AND WOMEN PARTICIPATION IN SCHOOL  
LEADERSHIP IN MUKONO MUNICIPALITY, UGANDA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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## DECLARATION

I, Ajulong Dinah, do hereby declare that the research proposal titled Stakeholders perceptions and women participation in leadership in Mukono Municipality primary schools is my original work and has never been submitted to any university or institution of higher learning for the award of a degree.

Signature: .....  ..... Date: ..... 4/12/2017 .....  
The signature is a cursive-style handwritten name in blue ink. The date is handwritten in blue ink as 4/12/2017.

Ajulong Dinah.

### APPROVAL

This is to certify that this proposal titled Stakeholders' perceptions and women participation in school leadership in Mukono municipality primary schools is being submitted for the award of the Degree of Master of Education in Policy, Planning and Management with our approval as university supervisors.

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Date: 4/12/2017.....

Dr. Lawrence Kalule

Signature: .....

Date: 4/12/2017.....

Dr. Owino Philip

## **DEDICATION**

This dissertation is dedicated to my dear mum who sacrificed her all, right from childhood to nurture and help me grow up, tirelessly inspired me to study harder through compassion, love and commitment to her word, which has enabled me to fit into the world of academia.

## ACKNOWLEDGEMENT

I wish to record my gratitude to several people who have assisted in the preparation of this dissertation; in particular, sincere thanks to my devoted supervisors Dr. Lawrence Kalule and Dr. Philip Owino who extended a great helping hand in giving guidance, suggestions and constructive comments.

I am grateful to all the respondents who participated in the study and willingly furnished me with relevant information towards the accomplishment of the study.

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## LIST OF ACRONYMS

HT	Head Teacher
MoES	Ministry of Education and Sports
SMC	School Management Committee
UCE	Uganda Certificate of Education
UNESCO	United Nations Educational Scientific and Cultural Organisation

## ABSTRACT

The study focused on examining stakeholders' perceptions and women participation in Primary schools' leadership in Mukono municipality. A descriptive cross sectional survey design which included both qualitative and quantitative data was employed. 120 respondents participated in this study including: head teachers, school management committee members and teachers from 10 primary schools in Mukono Municipality. Data collection instruments included a semi structured questionnaire, an interview guide and an observation guide. Descriptive statistics were used to analyse quantitative data while content analysis was used for qualitative data. The study revealed that many stakeholders perceived women as committed and hardworking people and hence they positively impacted on school performance, but there were few of them in school administrative offices. Majority of women were involved in schools were mainly class teachers. Women lacked adequate education qualifications, leadership skills and had less interest towards leadership in primary schools in Mukono municipality. The study recommended that the government should plan for provision of better school facilities to all schools, create more awareness in teacher training courses, seminars and workshops and also recruit more women teachers.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

To improve the quality and equity of education, many countries attempt to undertake education reforms and restructuring. One of such strategies is integrating women into school leadership and management. In many countries, the participation of women in a decision making position is linked to school leadership (Grace, 2009). The presence of women in leadership roles at primary school level contributes to sensitivity within schools for the wellbeing of pupils and provides them with a beginning to consider career choices with role models of decision makers and leaders (speradio, 2006). This chapter covers the background of the study, historical perspective, conceptual perspective, theoretical perspective, contextual perspective, statement of the problem, purpose and objectives of the study, research questions, significance and scope of the study and definition of operational terms (Brown & Ralph, 2013).

#### 1.1 Background of the Study

This includes the historical, conceptual, theoretical and contextual perspectives.

##### 1.1.1 Historical Perspective

Statistics prove beyond doubt that women are underrepresented in management positions in education (Davies, 2000). While women constitute a large percentage of teaching corps in education, they make up the minority in positions of leadership (Blackmore, 2005). This under representation in leadership positions is universally evident in many primary schools worldwide.

The entry of women into an all-male dominated profession may be one of the major transformations of the century. This recent and optimistic trend must not hide the serious fact that in most countries a small percentage of women is in management and related decision making positions. This is made clear from the United Nations official statistics and data on women indicating that while conditions for women have improved in various areas, particularly education, health and employment, women in general, and Arab women in particular, continue to face many challenges. The obstacles to women participation in management are still formidable and thus significantly make them outnumbered by their male colleagues.

Women have been described as members of a minority group who have risen to positions of influence within systems which are best described as patriarchal (USIS, 2007).

The need for women in leadership positions in schools in developing countries and specifically in Africa is important to ensure sensitivity within schools for the wellbeing of adolescent girls, to make girls begin to consider career choices with role models of women decision-makers and leaders and to address issues of social justice by providing gender equity between adults within the education profession. Although teaching has traditionally been viewed as the ideal profession for women in both Africa and in the world, it is usually in the position of a class or subject educator and not in management. Much has been written about the role of women in education and educational management during the past few decades. Most of the Educators in South Africa are Women (Deventer, 2010). When looking at this, one makes the presumption that women in promotion posts should have increased, but Deventer (2010) states that there is an undeniable under-representation of female educators in promotion posts. The Gender Equity Task Team's report stated that: "Education management in South Africa has traditionally been and remains male dominated at the most

senior levels of decision-making” (Martinez, 2011). Van Deventer felt that it would, therefore, be fair to say that women manage teaching while men manage education.

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies on leadership began only in the twentieth century. Scholars and other writers have often more than 350 definitions of the term leadership (Mendez, 2004). Leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope that someone will come along and solve our problems (Mendez, 2009).

Leadership roles have universally been dominated by men particularly management and leadership positions in education (Holtkamp L, 2002.). However, some studies show that little has changed in this regard over the past few decades because despite their large number in teaching and in school leadership programs, women remain under-represented at higher levels of administration (Enomoto, 2000). Her study confirms earlier findings which indicated that men with similar qualifications and experiences generally meet with greater career success and participate more fully in the management process than their female counterparts (Kearney, 2000). Similarly, research over the previous century has largely been male dominated thereby perpetuating the myth that management and leadership are essentially male phenomena (Enomoto, 2000). Women have been playing their traditional roles of domestic work while men remained leaders in every sphere of life. Women, on the contrary, have been reluctant to pursue educational administrative positions (Holtkamp, 2002).

In the educational setting, while women hold the teaching staff position, men dominate the highest positions of educational leadership (MOE, 2008; ESDP-IV, 2010). Therefore, it is to

be highlighted that due to low educational attainment, one could hardly find women holding a management and decision making position. This prevents many women from facing the challenge and exercise of decision making role (Meron, 2003.)

### **1.1.2 Conceptual perspective**

The major concepts addressed in this study are stakeholders perceptions and women participation in school leadership. In this specific study, stakeholders perceptions are beliefs that the school community holds towards women which may favor or disfavor women. School leadership is the ability of an individual to head a school after having passed an interview and given an appointment letter.

To address the multivariate needs for school success, sound understanding of the nature of the leadership practices is indispensable. The concept of leadership itself has been understood in a number of different ways that resulted in hundreds of definitions. Thus, it is hardly possible to come up with one single definition of leadership. However, it is important to refer to the various definitions provided by different scholars to better understand the meaning of leadership (Rimmer , 2011).

Yukl (2013) defines leadership as the process of influencing all employees to understand and agree about what needs to be done and the process of coordinating individual and collective efforts to accomplish organizational objectives. Sexily (2011) defines leadership as “the ability to influence others to pursue the goal the leader thinks is important and desirable. Leadership also involves many specific activities such as creating a vision which motivates followers to action.” Heck (2012) defines school leadership as the vision, skills, and leadership capabilities that superintendents and principals need to possess to build and maintain their school. Those school leadership qualities are used to attract talented teachers and create educational programs that can provide children with a superior academic



environment. Koontz (2013) presents the most comprehensive definition of leadership as “the art or process of influencing people so that they strive willingly and enthusiastically towards the achievement of group goals.”

Reynolds (2010) acknowledges the differences between women and men in leadership. He further describes women's leadership styles as attributes of relational leadership, which comprises of collaboration, caring, courage, intuition and vision. Some literature suggests that women and men have innately different managerial dispositions (Alveson, 2000). To the researcher, I think leadership is the ability to influence your subordinates to work as a team to achieve organizational goals and objectives. Research has also shown the sharp difference between the way men and women lead. According to the researcher, I suggest that it would be better if men adopted some good qualities that women possess in the leadership arena such as being collaborative, caring, and able to negotiate to maintain peace at the work place. On the other hand, women should also borrow a leaf from their counterparts of taking risks and being faster in decision making.

### **1.1.3 Theoretical Perspective**

The Glass-ceiling theory (Cubilo, 2003) has been advanced for the present study. The theory effectively illustrates how women face challenges in their struggle to access top leadership positions. The Glass ceiling theory is defined as an unofficial barrier to opportunities within an organization or company, preventing a protected class of workers particularly women from advancing to higher positions (Olin, 2000).

The glass ceiling is more of a societal blocker than an individual barrier. As women aim at achieving leadership positions, they are pulled down to their cultural position of subordinates. Pham (2006) argues that corporate or organizational barriers are to blame. Organizational barriers refer to organizational level factors similar to culture that affect the differential hiring

and promoting of men and women. While these barriers vary significantly from organization to organization, they can create a huge roadblock preventing women from advancement to top management positions. Blackmore (2012). In consideration of the glass ceiling theory, women cannot advance smoothly to leadership as compared to men. The protagonists of the theory (Brown, 2003) assert that the factors that hinder women from advancing to leadership positions stem from culture and this creates a glass ceiling.

#### **1.1.4 Contextual Perspective**

Some articles of the law seem to support this discrimination right from family, clan, and other leadership positions. For instance, the 1995 Uganda Constitution, (amended), chauvinistically stresses that for choice of a legal heir, 'a male shall be preferred to a female!(Succession Act, Cap 162). Here it points to the fact that some articles of the law infringe on women's rights to become leaders right from home.

#### **1.2 Statement of the Problem**

Global policies and practices over the last few decades have considerably encouraged the participation of women in education and its leadership (USAID 2013), in order to ensure that there is an ever-increasing pool of women who are able to seek employment in the education sector and eventually achieve positions of responsibility within national educational institutions and ministries. It is reflected globally that education should emancipate women in all leadership positions and decision making committees. However, the Education Department in Mukono municipality has not followed the same trend. Of the 34 primary school head teachers in the municipality, only 7(21%) are women (MOES Report, 2015). According to the District Education Officer's Report,( 2017) it clearly shows that there are only 8 female deputy head teachers, only 4 female Directors of Studies and 200 female class teachers.

This indicates that there is underrepresentation of women in school leadership in Mukono municipality primary schools. The challenge being addressed in this study is that the number of women in learning institutions is increasing steadily but percentage of women leaders in educational management still remains low.

### **1.3 Purpose of the Study**

The purpose of the study was to examine stakeholders' perceptions and women participation in Primary schools' leadership in Mukono municipality.

### **1.4 Research Objectives**

- i. To examine the relationship between stakeholders' perceptions and women participation in school leadership in Mukono municipality primary schools.
- ii. To establish stakeholder's perceptions on the level of women involvement in primary school leadership.
- iii. To identify the major challenges which prevent women from actively participating in school leadership in Mukono municipality primary schools?

### **1.5 Research Questions**

- i. What is the relationship between stakeholders' perceptions and women participation in school leadership in Mukono municipality primary schools?
- ii. To what extent are female teachers involved in school leadership and management in Mukono municipality primary schools?
- iii. What are the major challenges that prevent women from actively participating in school leadership and management positions in Mukono municipality primary schools?

## **1.6 Significance of the Study**

- i. The study will: create awareness among head teachers, teachers and other stakeholders regarding the importance of involving women in school leadership.
- ii. Stimulate the various stakeholders to promote the involvement of female teachers in decision making positions in educational organizations.
- iii. Promote the representation of women in school leadership and management.
- iv. Motivate other scholars to conduct further studies in various contexts related to women participation in school leadership.

## **1.7 Scope of the Study**

The scope of the study covers the geographical, content and time scope

### **1.7.1 Geographical Scope**

The study was carried out in Mukono municipality which is located approximately twenty two kilometers East of Kampala city along Kampala-Jinja highway. The study was to be conducted in five primary schools within Mukono municipality. Mukono municipality was specifically chosen because it is characterized by a population with predominantly male dominated school head teachers.

### **1.7.2 Content Scope**

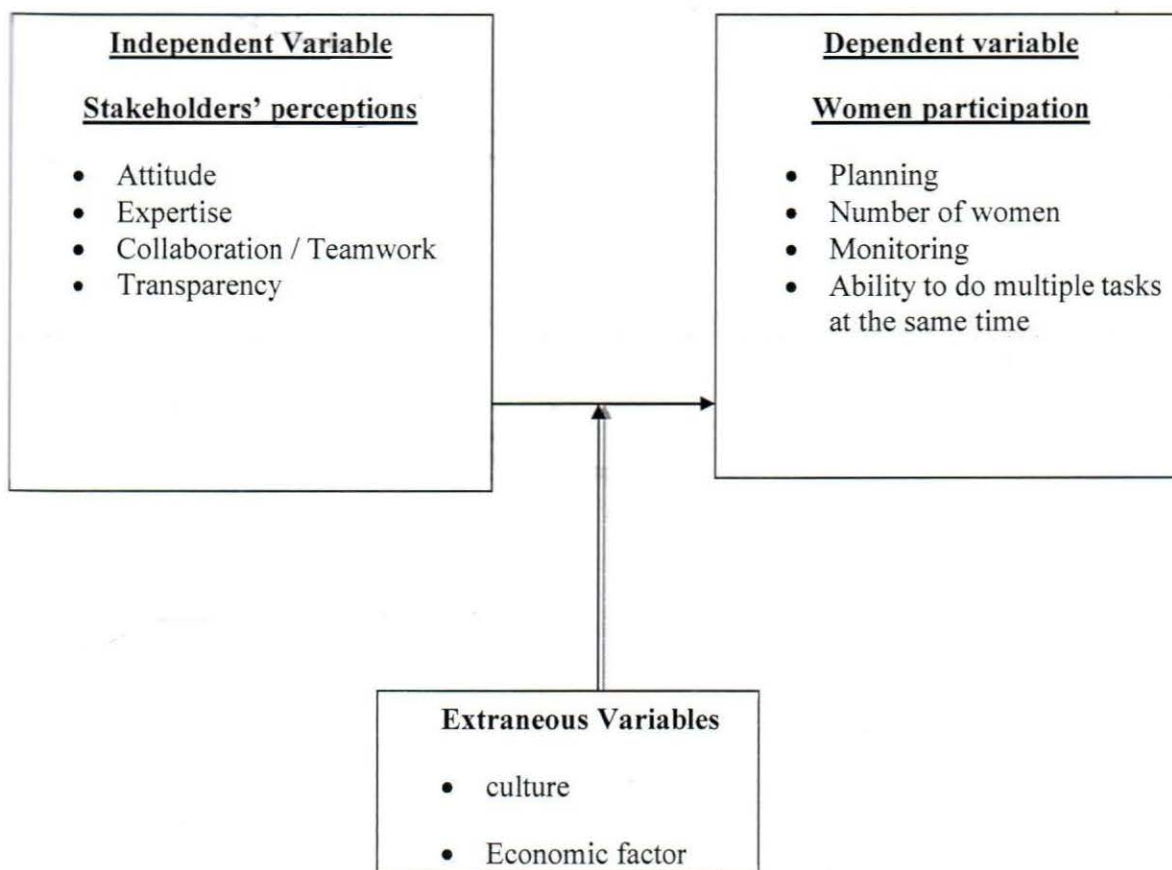
The study focused on the major factors contributing to low females' participation in school leadership. To delimit the scope of the study, the researcher restricted it to the factors that contribute to low participation of women in school leadership in Mukono municipality primary schools.

### 1.7.3 Time Scope

The period of data considered in the study was from 2015 – 2016 and the period of body of knowledge in reviewing literature was up to date, while the study was carried out between January and November 30<sup>th</sup>, 2016.

### 1.8 Conceptual Framework

*Figure 1: Conceptual framework showing the relationship between stakeholders' perceptions and women participation in school leadership*



**Source: Adapted by the Researcher from Kolbe and Kent (2002)**

In the conceptual frame work (Figure 1), the independent variable shows the stakeholders' perceptions on women, which include; attitude, expertise competence, possession of

accountability, professional development, ability for collaborative network, possession of true transparency and ability to be better financial managers.

The dependent variable shows what women should be able to do in their participation in school leadership namely; planning, control, enhancing team work amongst school staff, monitoring progress, ability to do multiple tasks at the same time and perseverance.

The extraneous variable include: inferiority complex, culture and economic factor.

### **1.9 Definition of Operational Terms**

School leadership: The term school leadership is used to represent individuals who are in school leadership positions (principals, deputy principals, and heads of department, unit leaders and club heads).

“Key school leadership positions” represent individuals who are in leadership positions of school principals and vice principals.

Glass ceiling: Glass ceiling is a term used in the 1970s in the United States of America to describe the invisible artificial barriers, created by attitudinal and organizational prejudices, which block women from senior executive position.

Lubachliwniak (1997) defined leaders as individuals who provide vision and meaning for an institution and embody the ideas towards which the organization’s set goals are achieved.

Sex role: Sex roles are a set of behaviors or characteristics that are standard for each gender in a society. Sex role stereotypes are widely held beliefs about those behaviors and characteristics. Underrepresentation is a term used to describe the disproportionate representation of women in educational leadership.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

This section reviews previous studies relevant to the study topic. Effort was made to review studies relevant to the research questions being addressed by this current study. A search for empirical literature using electronic databases, articles, journals and textbooks has been done.

#### **2.1 Stakeholders' perceptions regarding female participation in school leadership**

The presence of women in leadership positions in education worldwide reveals a gender biased perspective on their involvement, yet for social justice to prevail, there should be gender equity at leadership and decision making levels. This seems to date from the historical perspective where men have predominantly run the leadership career in establishments. Holtkamp (2002) notes that “leadership roles have been held by men”. Literatures have also recognized men as leaders and their leadership roles and behaviors in war, hunting, business and government (Craig et al.,2006).

In patriarchal societies, women play a traditional role of home makers while men remain leaders in every sphere of life (Craig et al., 1996; Giddens, 2005). Because of this social attitude women have been reluctant to pursue educational and administrative positions (Holtkamp, 2002).

However, some research findings and surveys in the global context suggest that the proportion of women in professional and managerial position is slowly increasing than before (Giddens, 2005; Holtkamp, 2002). In Ethiopia women's participation at various levels of executive councils and administrative bodies has been increasing.

Naisbitt (2010) described in their book, *Megatrends for Women*, 25 behaviors that characterize women's leadership and management practices. The behaviors clustered in six central patterns were identified as behaviors that empower, restructure, teach, provide role models, encourage openness, and stimulate questioning. Gillet-Karam (2009) on the other hand, used four behaviors: (a) a vision behavior -in this category, women leaders would take appropriate risks to bring about change; (b) a people behavior—women leaders provide care and respect for individual differences; (c) influence behavior—women are acting collaboratively; values behavior in which women leaders spend time building trust and openness.

Meanwhile, (Blackmore ,2012) noted that women's entrance into the public sphere in the early 20th century, particularly at the top as leaders completely threatened this simple dichotomization of life into the public and private. She argued that the values, ideologies and structures associated with dominant theories of administration and association were blended with cultural practice. This was in favor of the image of masculinity where a woman moving into the public sphere was treated with the basic conceptions of the rational cultural-bureaucratic world. Thus, steps were taken to ensure that males occupied the top administrative positions on school boards while women were concentrated in the lower administrative echelons.

In constructing a feminist critique of leadership and management in education, Blackmore (2009) has undertaken a critical analysis of how women have been displaced from organizational leadership, and how much of this visibility has permeated the everyday common sense notions of management. In addition, Reiger (2010) gives a historical account of gender dynamics of organizations. She looked at how the formation of masculinity and femininity in the eighteenth century, promoted the ideology of separate spheres for women and men based on the bourgeois model of the family. This became institutionalized in



modern organizations. Thus, the public sphere was for the male and the private or domestic was for the female (Blackmore, 2009).

Owen (2013) deduces that in developing countries, women are leaders and some times, women are among the most oppressed. He further points out that in developing countries; women are cast as both bringers of change and guardians of the old culture. For some developing countries like Uganda, it is considerable advances which will supposedly improve the economic health and living of the developing countries. At the same time it is through women that family values and traditions are transmitted and maintained as advanced by Brown and Ralph (2013). They stress the sensitization program which aims at increasing the number of girls and women in education.

According to Strachan (2007), women in developing countries face barriers to accessing leadership and management positions not experienced to the same extent or in the same way by women in developed countries. This is also true especially when looking at the different contexts that women are in and the cultures that are embedded in those societies. Adjacently, Grace (2009) deduces that male power has shaped the construct of leadership and management, its culture, discourse, imaging and practice for centuries. This view is also shared by Alder (2010) who found that most of the literature on educational management and on theories of management and organization ignores women, either by making the assumption that all managers are male or by assuming gender-free position.

The women teachers studied by Hewitt (2009) were discouraged from applying for administrative positions because of their understanding of the definition of the job of the principal. He further points out that people did not perceive this definition as flexible or open for social construction. Principals studied by Coleman (2011) noted that supportive work environments were essential in choosing to become principals while a study by Wynns

(2011) noted that teachers with leadership skills determined that women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of principal. They identified student discipline as one of the negative dimensions of the principal ship.

Grogan (2009) furthermore, enlightens by arguing strongly that leadership in dynamic organizations and schools is a shared phenomenon. He points out that if we subscribe to the notion that virtually everyone has some potential for leadership, schools can be extraordinary places for expanding opportunities for leadership. This view surely covers women as well. Equality, and not discrimination, rests on strong democratic beliefs, beliefs that are further based and supported by such compelling views, as for example, the argument that says 'there is something peculiar to human beings and common to human beings without distinction of class, race, or sex, which lies deeper than all differences.

According to Shakeshaft (1985), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility. Similarly, Kamler (1999), documents that family responsibility is one reason why women teachers are not chosen to enter administration. This implies that family and home responsibilities are early contributors to women's lack of administrative access.

## **2.2 Women participation in leadership position**

Usually the social notion of motherhood and domestic life, lack of psychological readiness and the outlook of the society affect female leadership choices, and ultimately lead to avoidance of leadership positions. Women leaders and aspiring ones are confronted with negative attitude by the school community and the surrounding in their leadership exercises. Usually male colleagues demonstrate their discontent by refusing instructions and avoiding collegial support to female bosses (FAWE: 2007). According to Growe and Montgomery

(2000), women are more or less persecuted for seeking an executive position. This is largely due to society's attitude toward appropriate male and female roles.

While pointing out capabilities of women in school leadership, Trask (2009) states that women principals have a greater knowledge and concern for instructional supervision and that supervisors and teachers preferred women over men on students' academic performance. Trask further mentions that teachers' professional performance is rated higher under women principals than men principals, which some other studies have confirmed particularly regarding decision-making, problem-solving behaviors and in helping deviant pupils technical skills (Allen, 2009).

Many studies on gender's impact on leadership practice were conducted on the distinction between task-oriented and interpersonally-oriented leadership styles, and the dimensions of democratic versus autocratic leadership styles particularly comparing men and women on task and interpersonal as well as democratic and autocratic styles (Johannesen, 2012). Eagly (2012) shows that women are more transformational than men, suggesting that stereotypes associated with transformational leadership may be less negatively biased against women leaders than stereotypes associated with other leadership styles. Additionally, women may favor a transformational leadership style because it provides them with a means of overcoming the dilemma of role incongruity namely, that conforming to their gender role can impede their ability to meet the requirements of their leadership role.

Marshall (2012) 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 when women talk, supervise or lead in ways that are not consistent with the

dominant paradigm of leadership, their work is not credited as leadership or management. 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 individuals and leadership. This view should be empowering female leaders.

In the same way, Rusch (2013) contends that power of a feminist paradigm focuses on the gaps and blank spaces of dominant cultures, knowledge bases and behaviors. He adds that using those spaces, feminism can focus on women and their experiences, so that feminist theory can become part of contemporary dialogue and experiences rather than just an add-on to the dominant culture. However, in the researcher's opinion, many women leaders see discrepancies between the dominant culture and their own experiences as women leaders. Considering leadership from the foregoing perspectives provides a realistic picture of the various views held by individuals working within schools.

Lane (2014) points out that data on equality of opportunity in educational administration and management reveals that gender, more than age, experience, background, or competence determines the role an individual will be assigned in the context of education and management. In a similar manner, Eagly (2009) contends that transformational leadership associated mainly with women are increasingly praised for having excellent skills for leadership and, in fact, women, more than men, manifest management styles associated with effective performance as leaders. Johannesen (2012) supports the foregoing scholar stating that unlike men, women have communal, democratic and participatory qualities, typically focusing on relationships and creating positive working atmospheres.

No matter how the leadership behaviors of women are delineated, the fact is that women do possess the capabilities and skills to be excellent educational leaders or managers. Naisbitt

(2010) described 25 behaviors that characterize women's leadership and management practices. The behaviors clustered in six central patterns were identified as behaviors that empower, restructure, teach, provide role models, encourage openness, and stimulate questioning. Gillet-Karam (2009) on the other hand, used four behaviors: (a) a vision behavior -in this category, women leaders would take appropriate risks to bring about change; (b) a people behavior—women leaders provide care and respect for individual differences; (c) influence behavior—women are acting collaboratively; values behavior in which women leaders spend time building trust and openness.

Meanwhile, Blackmore (2012) noted that women's entrance into the public sphere in the early 20th century, particularly at the top as leaders completely threatened this simple dichotomization of life into the public and private. She argued that the values, ideologies and structures associated with dominant theories of administration and association with cultural practice, famous certain image of masculinity at any one time.

Women moving in to the public sphere treated many of the basic conceptions of the rational bureaucratic world .Thus, steps were taken by top male administrators and male dominated school boards to make ascertain that women administrators were concentrated in the lower administrative echelons and that the male old-boy's network was promoted .

Reiger (2010) gives a historical account of gender dynamics of organizations. She looked at how the formation of masculinity and femininity in the eighteenth century, promoted the ideology of separate spheres for women and men based on the bourgeois model of the family. This became institutionalized in modern organizations. Thus, the public sphere was for the male and the private or domestic was for the female Blackmore (2009).

Owen (2013) deduces that in developing countries, women are leaders and some times, women are among the most oppressed. He further points out that in developing countries;

women are believed to be agents of change and guards of the old culture. At the same time it is through women that family values and traditions are transmitted and maintained. In a similar manner, Brown and Ralph (2013) state that in Uganda, similar strategies were used. He further points out that one strategy was the sensitization program which aimed at increasing the number of girls and women in education which was aimed at demonstrating to parents the benefits of educating their girl children.

According to Strachan (2007), women in developing countries face barriers to accessing leadership and management positions which is not necessarily experienced in the same manner by women in developed countries. This is also true especially when considering the different contexts that women find themselves in and the cultures that are embedded in those societies.

Adjacently, Grace (2009) deduces that male power has shaped the construct of leadership and management, its culture, discourse, imaging and practice for centuries. This view is also shared by Alder (2010) who found that most of the literature on educational management and on theories of management and organization ignores women, either by making the assumption that all managers are male or by assuming gender-free position.

Principals studied by Coleman (2011) noted that supportive work environments were essential in choosing to become principals while Wynns (2011) noted that teachers with leadership skills determined that women chose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of principal.

Grogan (2009) furthermore, enlightens by arguing strongly that leadership in dynamic organizations and schools is a shared phenomenon. He points out that if we subscribe to the notion that virtually everyone has some potential for leadership, schools can be extraordinary places for expanding opportunities for leadership not only of men but also of women.

### **2.3 The major challenges that prevent women from actively participating in school leadership and management**

Brunner (1997) posits that all barriers experienced by women in administration are a result either directly or indirectly of an androcentric society (Patricia, 2010). Institutional structures, including qualifications and required work experience, promotion procedures and job descriptions may help or hinder women's progress to leadership (Sperandio, 2010). A study conducted by USAID-IQPEP (2012) also indicated that lack of political commitment is the major problem for inadequate number of educational leaders. Besides, less attention is being given to women's specific needs and concerns imbedded in the multiples of household and office based responsibilities.

Morgan (2009) defines discrimination as the behavior of treating a person or group of people in an unfavorable or unfair way. He further noted that naturally, prejudice often leads to discrimination. But prejudiced people sometimes do not behave in accordance to their attitudes either because they have no opportunity to or because they are afraid to do so. Women are perhaps the most likely not to react when discriminated against for fear of being harmed or further victimized. Similarly, Ouston (1993) says that men are still the prime barrier to women in management. Despite some progress, old fashioned sexist attitudes are still common and represent a real barrier to the progress of women.

Meanwhile, Lange (2011) revealed that women had been sexually harassed by a higher status male and that sexual bribery by higher status male co-workers was a problem. Silence as a form of sexism was represented in personal silence about gender issues while in the superintendence and the feelings of not being heard. Similarly, scholars like Howard (2009), Wellins (2009) point out that the way an organization makes decisions about hiring, promotions and paying women leaders is strongly influenced by its culture and the gender

stereotypes that underlie it. They further contend that these assumptions and biases can result in employers overlooking talented candidates and limiting their access to the talent pool and unequal opportunities for women in the work place. In addition, Palemo (2005) states that hurdle to women's advancement in leadership are encountered in recruitment and hiring processes, and in job assignment, training and promotion activities in unjustified assumptions. He further says these assumptions include viewing women as having less career ambition and diminished loyalty to their employers because of their more significant caring and household responsibilities.

Rhode (2002) argues that lack of recognition is due to women's lack of mentors and access to informal networks of advice and contacts. In a similar view, Ehrich (2011) reported that Women in a variety of professions such as management, academic, and education continue to experience a lack of mentoring opportunities. With regard to women seeking principal positions in primary schools. Powel (2012) describes the role of recruiting and hiring committee on selection panels as one of gatekeepers to leadership. Other impediments to women accessibility to leadership positions include discriminatory hiring practices, lack of networks and lack of role models (Cooper, 2012) as well as family responsibilities (Shakeshaft, 1985; Kamler, 1999). The researcher acknowledges that women advancement to school leadership positions is not fully realized. The policies and guide lines with their implementation procedures could practically stand for inclusive leadership that enhances female teacher's involvement in educational leadership and management. This study puts emphasis on understanding female participation in school leadership and management positions in Mukono municipality.

Usually the social notion of motherhood and domestic life, lack of psychological readiness and the outlook of the society affect women leadership choices, and ultimately lead to avoidance of leadership positions. Women leaders and aspiring ones are confronted with



negative attitude by the school community and the surrounding in their leadership exercises. Usually male colleagues demonstrate their discontent by refusing instructions and avoiding collegial support to female bosses (FAWE: 2007).

According to Growe and Montgomery (2000), women are more or less persecuted for seeking an executive position. This is largely due to society's attitude toward appropriate male and female roles. Women face barriers in leadership positions compared to men, women receive little or no encouragement to seek leadership positions.

According to Karl Perera the reason why self-confidence and self-esteem are connected is because if you have no self-belief and you doubt yourself and your capabilities you will not challenge yourself and you will stick with things which are safe. (<http://www.more-selfesteem.com/test.htm>). And this was authenticated by the study conducted in Turkey showed that women do not apply to be principals, even when they are as well qualified as the male applicants, at least **in part**, because they have negative self-perceptions and lack confidence in their qualifications and experience (Turan and Ebiclioglu, 2002; Cited by Oplatka, 2006). This fear of being a leader is still even the educated female has the notion of masculine. Moreover Morris (1993:347); strengthens this "The perception of management as masculine prevents women from applying for promotion positions, because they believe they do not have the qualities to be managers as cited by Commbs, (2004:2).

Attitude can be negative or positive hence, the importance of curriculum designers to portray images that create in girls and boys, positive attitudes towards taking different responsibilities, including leadership and management in schools.

Women also lack commitment and they do not empower themselves. Morris, (1993:344) Cited by Commbs (2004) defines commitment as "competence or as doing the job well" and not as continuity of a career. As women move to each level of empowerment towards control,

they have increasing confidence and decision-making power over their lives. When we talk about equality of women, we have to see if women are empowered and have full control of their lives. As they develop their confidence and know their capacity to perform duties like of their counterparts there is no reason to increase their interest on the work.

Women educators from both developed and developing countries share some common obstacles to advancement and similar leadership styles and career experiences, they differ a great deal in many respects. The cultural and social structure in which they live and work, coupled with many parents' propensity not to send their daughters to secondary education, makes it almost impossible for women to access professional or managerial positions. Even if after passing so many challenges and assigned as school principal they face problems from their work colleagues. Trinidad and Tobago (Morris,1999), in Turkey (Celestin, 2005) female principals reported having difficulty facing from their staff, particularly the most serious difficulty they faced in their jobs was the reluctance of women teachers to work for women principals (Cited by Oplatka, 2006).

In most developing countries women's high level of responsibilities for housekeeping in the patriarchal society, as well as their low representation in teaching 34

Positions and one may gain insights into the particular barriers to career advancement confront women educators from developing countries

According to Coleman (1996:322) it is not the lack of qualifications, but specializing in the 'wrong' subject that causes a barrier when applying for promotion post. As we compare men and women, the numbers of individuals who are able to qualify themselves are men. This could be another barrier for women who are seeking the highest ladder of leadership position in Mukono Municipality.

The CEDAW, 1993; affirms that women's least participation in engaging themselves in self-development program which could improve their promotional opportunities is domestic responsibility of their role as housewives and mother is a problem in Ethiopia.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This section presents methodological approaches that were used to address the study objectives. It deals with the research design, target population, sample size, and sampling techniques, instruments that will be used for data collection, data presentation and analysis, validity and reliability of instruments, and procedure for data collection.

#### **3.1 Research Design**

This study used a cross-sectional survey research design to examine stakeholders' perceptions and women participation in school leadership. This design was specifically chosen for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2005). The researcher used both qualitative and quantitative strategies in the study in order to serve for the mutual validation of data as well as findings for the production of more coherent and complete picture of the investigated domain than one method of research can yield (Udo, 2006).

#### **3.2 Target Population**

The target population included 10 head teachers, 100 teachers, and 10 school management committee (SMC) members. The teachers and head teachers were vital in this study because they possess the first hand information regarding this study. The SMC members were included because they had vast information about the problem under investigation.

### 3.3 Sample Size

A sample is a part of the targeted population that is systematically selected to represent the whole population.

**Table 1: Target population and sample size**

S/N	Category	Target population	Sample size	Sampling Technique
1	Head teachers	35	10	Purposive sampling
2	SMC members	45	10	Purposive sampling
3	Teachers	240	100	Simple random sampling
	Total	150	120	

This sample provided relevant data adequate for the study. The formula for selecting the sample size is determined by the use of Krejcie and Morgan (1970). Head teachers and SMC members were selected by purposive sampling because they had the information need for the study while teachers were selected by simple random sampling so that each teacher has equal chance to participate in the study. The two sampling techniques were considered appropriate for the study due to the fact that simple random sampling is a technique where a sample is selected in such a way that all the elements in the sample population have the same probability of being selected thus reducing bias in the selecting of respondents (Oso and Onen, 2005). On the other hand, the purposive sampling is a technique where the researcher selects a sample basing on personal knowledge and experience of the group that is sampled.

This is based on the assumption that the respondents have the information one requires on school leadership practices and female participation in management (Amin, 2005).

### **3.4 Research Instruments**

The researcher used questionnaires, interviews and observation guide. These tools were preferred because they are considered appropriate in getting comprehensive data about a social phenomenon under investigation (Oso and Onen, 2000).

#### **3.4.1 Questionnaires**

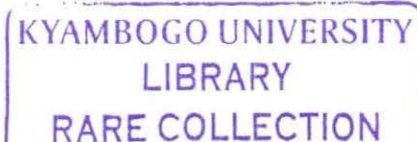
Semi structured questionnaires were constructed with close and open ended questions to generate the expected responses for both quantitative and qualitative results. The instrument was used to collect information from SMC members and teachers. This instrument is considered appropriate for this study due to the fact that it is a tool for data collection which is less expensive to administer (Amin, 2005). In addition, the instrument is more reliable for collecting information from respondents who are scattered in a vast area (Ghosh, 2000). The instrument was also convenient for literate respondents who are able to answer questions objectively and within a short time.

#### **3.4.2 Interview Guide**

Semi-structured interview guide were used to collect data from the head teachers of Mukono Municipality Primary schools and the SMC members within Mukono municipality were. The items in the interview guide were used to close the gaps left in the questionnaires.

#### **3.4.3 Observation**

Observation was used to obtain additional and vital information which would probably not have been accessed through self-administered questionnaires and interviews. The study was



guided by an observation check list to include information on the number of male and female leaders within the selected schools in the municipality. During this process, the researcher acted as a passive observer as she recorded the information which was later used for analysis and to strengthen of the inferences. This technique helped to avoid bias from individuals, overcoming language barrier, so as to obtain first-hand information.

### **3.5 Research Procedures**

The researcher obtained a letter of introduction from the Head of Education Planning and Management Department which was introduced the researcher to the respondents in view of carrying out the study. The researcher administered the questionnaires and conducted interviews and then an observation checklist regarding school leadership and female participation in management of primary schools will be filled. Then the data was coded and summarized for analysis.

### **3.6 Data Quality Control of instrument**

#### **3.6.1 Validity**

Validity refers to the accuracy of the instruments used in research to collect meaningful and right information, Amin (2005). The two research experts helped in strengthening the validity of the research instruments by rating the relevance of items and calculations of content validity index. The test of content validity index 0.78 was established through inter-judge ratings of items according to their relevance. The content validity index to be regarded as valid is accepted if it is above 0.7 according to Amin (2005).

### 3.6.2 Reliability

Reliability refers to the degree of consistency in which a measuring instrument yields results when the entity being measured has not changed (Leedy & Ormond, 2001). Reliability refers to how consistent a research procedure or instrument is (Ahuja, 2005). The strategies that were used to obtain reliability are: peer debriefing, prolonged engagement and audit trails. Peer debriefing involved the researcher working with colleagues to examine the instruments and giving their views about their correctness. With prolonged engagement, the researcher spent sufficient time in the field to learn or understand the social setting while audit trails involve a thorough collection of information regarding all aspects of the research. Through the pilot study data was systematically checked, focus maintained and there was identification and correcting errors (Morse et al, 2003). This helped to ensure establishment of accuracy of data collected. Reliability for quantitative data was obtained by carrying out a test of reliability analysis scale. The instruments were found to have a reliability coefficient (Alpha) as 0.82. A reliability of 0.7 indicates 70% consistency in the scores that are produced by the instruments (Siege, 2002). The use of SPSS was because of its being easy to apply and fitting a two or more point rating scale. Results of Cronbach are presented in table 2.

**Table 2: Reliability and content Validity index**

Items	Content validity index	Cronbach alpha value
Academic performance	0.80	0.791
Ability to monitor and supervise utilization of resources	0.80	0.782
Decision making	0.78	0.755
Involvement in financial management and control	0.81	0.792



### **3.7 Data Analysis**

Quantitative data was analysed at three levels, namely univariate, bivariate and multivariate level. The data analysis at univariate level was carried out using descriptive statistics that were the frequencies, percentages and the mean. At bivariate level, the dependent variable women leadership was compared with the background characteristics with the help of statistical programme for social scientists.

Qualitative data was analysed according to themes and strength of responses. With thematic analysis, clusters of text with similar meaning were presented together (Madill & Grouch, 2008). Then patterns and connections within and between categories of data collected were identified and data were presented in form of notes, word- for -word transcripts, single words, brief phrases and full paragraphs (Powell & Renner, 2003).

### **3.8 Ethical Considerations**

To be ethical is to conform to accepted professional practices (Webster's Dictionary, 1968). Before interviews and administration of questionnaires the researcher fully explained the objectives of the study to all the respondents. In addition, their consent was sought and their right to confidentiality assured before interviewing and distributing questionnaires. Furthermore, the researcher fully observed their right to privacy and anonymity by not asking them to write or mention their names and names of the schools. The researcher also thanked the respondents for their participation in the study.

### **3.9 Limitation of the Study**

Some of the targeted population was not co-operative as they hesitated to respond to the questionnaires. However, efforts were made to convince the respondents that the information was only for study purposes. The study was limited to Mukono Municipality primary schools

which are urban schools and findings from rural areas in Mukono District were not included in the study, therefore, the study results cannot be generalized in all primary schools.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the presentation, analysis and interpretation findings of the study according to the objectives of the study. The findings were presented in tables. The study was centered on the responses to the three research questions; the findings were presented in tables.

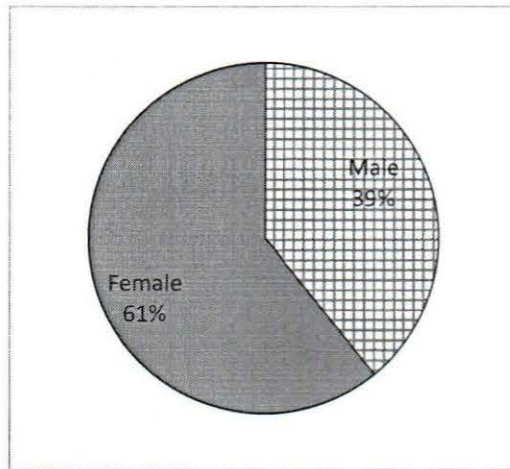
#### 4.1 Response Rate

Interviews were conducted with 10 head teachers and 10 SMC members. A total of 100 questionnaires were administered to teachers. Out of the 150 targeted populations, a sample of 120 responded and was from 10 primary schools.

#### 4.2 Background information of respondents

The background information included the respondents' age, gender and working experience

#### 4.2.1 Gender Distribution of Respondents



**Figure 2: Gender Distribution of Respondents**

Figure 2 shows that the majority of respondents 61% were female while 39% were male. This number is attributed to the higher recruitment of women in primary teaching. There is also gender sensitivity since the opinions of both sex were captured.

#### 4.2.2 Age Distribution of Respondents

**Table 3: Age distribution of all respondents**

Age	21-30	31-40	41 and above	Total
Number	19	58	43	120
Percentage	16%	48%	28%	100%

Table 3 indicates that most respondents were between ages of 31-40 years (48%) followed by 28% who were 41 years and above while a few (16%) were between 21-30 years of age. This implies that most respondents were old enough to give reliable information and were able to take leadership in the schools and community.

#### 4.2.3 Distribution of Respondents by Working Experience

**Table 4: Distribution of Respondents by Working Experience**

Experience	1-7 year	8-15	16 and above	Total
Number	09	65	46	120
Percentage	08%	54%	38%	100%

Table 4 shows the working experience of teachers, head teachers and SMC members in years. It shows that most respondents 54% had working experience of 8-15 years. This was followed by the most experienced group of 16 years and above (38%) and only 8% had experience of 1-7 years. This was attributed to the delayed recruitment process of new teacher in government aided primary schools.

#### 4.3 Presentation of Findings

This section presents data from the two instruments used, i.e. questionnaires and interviews. The data presented corresponds to research objectives and research questions.

##### 4.3.1 Results of Research Question one

Objective one was to examine stakeholders' perceptions regarding women participation in school leadership positions in Primary schools in Mukono Municipality.

The researcher administered 100 questionnaires to teachers; Interviews were also conducted with 10 Head teachers and 10 SMC chairpersons. The responses were summarized according to the categories of respondents as summarised in Table 5.

**Table 5: Teachers' perceptions regarding women participation in school leadership positions in primary schools in Mukono municipality**

	Stakeholders' perceptions regarding female participation in school leadership:	SA		A		SD		D	
		F	%	F	%	F	%	F	%
1	I like female leaders at this school	15	15	50	50	6	6	29	29
2	Women leaders are good at team work building	19	19	40	40	14	14	17	17
	Women leaders are good time managers	25	25	39	39	36	36	-	-
3	They are considerate to their subordinates.	55	55	16	16	11	11	18	18
5	Some women think leadership is for men.	42	42	12	12	16	16	30	30
7	Female leaders lack leadership skills	25	25	25	25	20	20	35	35
8	Women leaders are always under rated	14	14	12	12	35	35	39	39
9	Many women think that leadership is for men	32	32	22	22	20	20	26	26
11	Women don't deserve to rule over men.	14	14	2	2	32	32	40	40
12	Females are committed leaders	26	26	41	41	2	2	25	25

The results in Table 5 show perceptions of stakeholders regarding women involvement in school leadership and management in Mukono Municipality primary schools. The respondents were sampled on whether they liked female leaders at their schools, 65% of the respondents agreed while 35% disagreed, this gives the implication that majority of the female leaders are liked at their schools. From the interviews, majority of the respondents concurred with the questionnaire findings and one of interviewees is quoted to have said,

'Ever since we received a head mistress, the school performance improved. Our school now takes part in co-curricular activities and UNEB results for students are better'

The results from 59% of the respondents did indicate that women teachers are good at team work building in their respective schools as this was opposed to 41% who disagreed meaning that women leaders need to improve. From the open questionnaire it was revealed that women do participate in school leadership through collective daily school activities of guiding learners, headship of departments amongst others.

The study findings from 71% of the respondents did reveal that women leaders are considerate to their subordinates as this was opposed to 29% who disagreed. The results from 64% of the respondents indicated that women leaders are good time managers while 36% did not agree meaning that stake holders perceive women as good time managers. The interviews indicated that majority of the women are always on time for school activities.

On the perception that Women are only meant to play a traditional role of home makers, 15% agreed while 75% disagreed, which means that the respondents perceived women not only as home makers but also ~~the~~ their involvement in school leadership. From the open questionnaire, the respondents argued and reported that women can do any other jobs other than home making.

The results from 47% of the respondents established that female leaders exhibit good leadership skills with subordinates while 53% opposed, meaning that women leaders need to improve on their leadership skills towards their involvement in school administration.

An interviewee said,

‘That the problem with our head teacher is she decides on school issues alone, without consulting others and this has set back on the performance of the school. Instead of calling for meetings she does everything alone, ’said one teacher. It was as well reported that some school staff underrate Women leaders. Further findings on whether many women think that

leadership is for men 54% agreed while 46% disagreed, meaning that some women still think that leadership is for men.

The results from 28% of the respondents agreed that women leaders don't deserve to rule over men as 72% disagreed. This means that majority of the respondents agree that women leaders should rule over men as long as they have qualifications.

The study disclosed from 67% that women are committed leaders as this was opposed to 27% who dissented, indicating that women are committed to their work.

'The performance of science as a subject at this school had declined given the fact that it was headed by a male teacher but ever since a woman teacher was appointed to head the department, there has been some improvement,' said another teacher.

This shows levels of commitment. This view surely covers women as well. Equality, and not discrimination, rests on strong democratic beliefs, beliefs that are further based and supported by such compelling views.

Generally, both the questionnaire and interview findings did not differ, they all produced similar results on women participation in school leadership that reflected that women are committed and hardworking leaders as perceived by stakeholders.

#### **4.3.2 Results of Question two**

Question two stated: "To what extent are women involved in school leadership positions in Mukono municipality primary schools?"



**Table 6: Teachers awareness of the extent to which women are involved in school leadership positions in Mukono municipality primary schools**

	To find out to what extent are women involved in school leadership positions in Mukono municipality primary schools	SA		A		SD		D	
		F	%	F	%	F	%	F	%
1	Women are involved in heading departments at their schools	20	20	25	25	22	22	33	33
2	They are considerate to their subordinates.	14	14	45	45	30	30	11	11
3	Female teachers at this school do conduct/attend school meetings	48	48	30	30	20	20	2	2
4	Female teachers are involved in formulating and implementing school rules and regulations	56	56	24	24	16	16	4	4
	Female teachers do set and evaluate students assignments	32	32	39	39	9	9	10	10
6	School administrations involve women in supervision and monitoring of school activities	38	38	34	34	12	12	16	16
7	Women leaders are involved in school financial management.	24	24	26	26	17	17	33	33
8	Female teachers are always involved in co-curricular activities at their schools	24	24	29	29	34	34	15	15
9	Women leaders in this school Delegate duties to the subordinates	42	42	4	4	38	38	16	16

Table 6 shows the extent to which female teachers are involved in school leadership and management in Mukono municipality primary schools.

From the study it was discovered from 45% of the respondents that women were involved in heading departments at their schools while 55% disagreed meaning that there are still few women heading departments in their schools. The findings from 59% of the respondents

revealed that female teachers are considerate to their subordinates in terms of provision of instructional materials as 41% denied. This implies that women leaders do support their subordinates/ workmates at schools.

It was further revealed by 78% of the respondents that female leaders do attend meetings to discuss and plan school programs; this was denied by 22% of the respondents, which means that to some extent they are involved in school leadership. On whether Female teachers are involved in formulating and implementing school rules and regulations 80% agreed while 20% disagreed, which means that female teachers are involved in school leadership. In the interviews it was reported that female teachers participated in school meetings to formulate and implement school rules and regulations.

The study discovered from 68% of the respondents that Female teachers do help in guiding and counseling of pupils at school as 32% denied. The interviews reported that most of the women at different primary schools were involved in helping the girls. Many of them guided the girls when it came to monthly periods.

On counseling, 68% of the respondents reported that their schools offered counseling services to teachers with personal challenges while 32% disagreed, which brought out a meaning that generally schools tried to offer counseling services to their teachers but there was still room for improvement. In the interviews it was reported that Women leaders attended to student's needs.

The study disclosed from 66% of the respondents that Female teachers did spend their time to listen to students' challenges/ needs as 34% denied, meaning that majority of the women teachers cared for students.

72% of the respondents did reveal that Female teachers do supervise and monitor school activities at schools when allocated to them as 28% denied, meaning that female teachers are

involved in school leadership. The interviews reported that female teachers did monitor and supervised school programs which showed the extent of their involvement in school leadership.

The findings from 71% did reveal that Female teachers in their schools did set and mark students assignments while 29% disagreed, which brings out the implication that

The study found out from 54% of the respondents that female teachers are involved in School financial planning and budgeting while 46% opposed meaning that to a greater extent female teachers do take part in school financial management.

Findings from 67.5% of the respondents established that women initiated good working relationship with the male counterparts while 32.5% disagreed, which implies that there is good working relationship exhibited by women teachers.

From the interviews it was established that female leaders kept Staff Presence at school which improved on school performance. A respondent said that

‘ through strict monitoring and supervision of school activities, most of the staff is always at school and has enabled school staff to do multiple tasks at the same time,’ said a teacher.

This means that women leaders performed their tasks as expected at different schools.

The interview findings from the respondents reported that women did not encourage fundraising of resources for school development while 67% accepted, which reflects that women did encourage fundraising of resources towards school development, which enabled teachers stay comfortably at their stations.

The conclusion for objective two from all the instruments showed that when women were in charge of certain offices they were accountable, transparent, encouraged a good working relationship but with less professional development to fellow staff.

### 4.3.3 Results of Research Question Three

Question three stated: “what challenges hinder women participation in school leadership in primary schools in Mukono Municipality?” The question was intended to solicit data for objective four which stated, “To identify the major challenges that prevents females from actively participating in school leadership and management in Mukono municipality primary schools”

**Table 7: Shows teachers’ awareness on challenges that prevent women from actively participating in school leadership and management**

	challenges that prevent females from actively participating in school leadership and management	F	SA %	F	A %	F	SD %	F	D %
1	In this school, women leaders do balance domestic chores and office work.	21	21	22	22	45	45	12	12
2	Many women have leadership qualifications.	10	10	28	28	42	42	20	20
3	Many girls are given chance to access higher education.	30	30	19	19	30	30	21	21
5	Women have a lot of interest in leadership.	53	53	10	10	37	37	-	-
6	Some females have negative attitude towards leadership	44	44	16	16	35	35	5	5
	Female teachers have adequate education qualifications to run for school leadership	32	32	28	28	40	40	10	10
	Schools do provide female teachers with adequate instructional materials	40	40	13	13	34	34	13	13
7	The recruitment procedure always favors men	20	20	17	17	50	50	14	14
8	Women leaders and aspiring ones are confronted with negative attitude by the school community and the surrounding in their leadership exercises	48	48	10	10	22	22	20	20
9	women receive little or no encouragement to seek leadership positions at schools	30	30	22	22	23	23	25	25

The findings from question three in the table 7 showed that 43% of the respondents indicated that Women do balance domestic chores and office work which makes them better at work as opposed to 57% who disagreed. This brings out the implication that women participation in leadership is challenged by heavy loads of domestic work.

From the interviews one respondent had this to say,

‘Women are always busy attending to their sick children’ they have to balance between home and work.

On whether many women had adequate leadership qualifications 38% of the respondents agreed while 62% opposed, which means that many women lack adequate leadership qualifications.

From the open questionnaire a respondent said,

‘Many girls are not given chance to access higher education especially by the parents; girls are hindered by culture norms who believe that they are only meant to marry. Government has tried to sensitize the public but still in vain,’ said a teacher

The results from 34% of the respondents indicated Women leaders at school receive adequate financial budget in their respective departments while 66% disagreed, meaning that schools are running on a very small budget which affects its operations.

Many of the interviewees reported that women leadership at school is challenged by inadequate and untimely government grants. Sometimes schools begin without money and the head has to see that the school is operating; as a result, many of the subordinates are discouraged which affects their leadership in schools.

On whether women received workshops and seminars on leadership, 30% of the respondents agreed while 70% disagreed. This clearly means that a large percentage of women does not receive workshops on leadership in schools.

The above result concurred with interviews who agreed that women teachers rarely received leadership training. 'Majority of the women leaders depend on knowledge and training acquired from colleges,' said a respondent.

53% of the respondents established that women have interest in leadership as opposed to 47% who disagreed. This means that on average women have interest in leadership. However the results from the interviews showed that some females have negative attitude towards leadership.

Further findings from 48% of the respondents showed that many husbands support their wives to be leaders while 52% disagreed. This means that many husbands were opposed to their wives becoming women leaders in schools although some were supportive.

The findings from 51% of the respondents did indicate the recruitment procedure always favors men while 49% disagreed. This implies that the recruitment gives equal chance to both men and women. From the interviews it was established that because of the new policies to bring out women in leadership government is appointing more female leaders than men because of affirmative action. However women leadership is confronted by lack of qualifications and bad leadership styles women practice at school.

The findings further showed that 63% of the respondents disagreed that their schools did not offer medical health care to teachers at schools while 37% agreed, which means that many schools were susceptible to losing teachers to schools with better social amenities.

The findings from 69% of the questionnaire respondents revealed that Women leaders and aspiring ones are confronted with negative attitude by the school community and the surrounding in their leadership exercises as opposed to 31% who disagreed. This implies that majority of the public still believe that women can never be good leaders but to be led.

From the interviewees, a respondent had this to say

‘Women receive little or no encouragement to seek leadership positions’ and that many women leaders are harassed by a higher status male besides sexual bribery by higher status male co-workers was a problem,’ said a respondent.

All in all the findings for objective three from all instruments did not differ they all revealed that, negative attitude, illiteracy, inadequate leadership skills and education qualification was affecting women participation in school leadership.

From the observation, this check-list was used:

Number of women in positions of leadership.

Head teacher	0
Deputy Head teacher	1
DOS	0
Class teacher	6

Leader in position	Men	Women
Head teacher	10	0
Deputy	8	2
DOS	10	0
Class teacher	22	102
Total	50	104

From the observation checklist shown, it is clearly evident that majority of women are not actively involved in top managerial positions, except being class teachers .very few are seen as head teachers, deputies, and Directors of studies.



## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.0 Introduction

In this chapter, the findings of the study were discussed after which the conclusions and recommendations were drawn. For clarity and chronology, it was arranged by these contents and then by the three research objectives that the study sought to find out. Thus the chapter was divided into subsections namely, discussion which is related to the theoretical frame work and the literature review, conclusions and suggestions.

#### 5.1 Discussion of study findings

The discussion was arranged according to the three objectives of the study. The discussed findings were empirically got from the field using a self-administered questionnaire and interview guide. The section was subdivided into the following subsections to examine stakeholders' perceptions regarding women participation in school leadership positions, to find out to what extent women are involved in school leadership positions and challenges that prevent females from actively participating in school leadership in Mukono municipality primary schools.

##### 5.1.1 Women participation in school leadership positions

Objective one of the study stated, "To examine stakeholders' perceptions regarding women participation in school leadership positions in primary schools in Mukono municipality.

And sought to solicit data on how women participate in school leadership, using question one, which stated, "What is the perception of stakeholders regarding women involvement in school leadership and management in Mukono municipality primary schools?"

The major finding of this question as mentioned in chapter four was that majority of the stakeholders perceived women as committed leaders but there were few educated women with adequate qualifications for higher offices. The study finding also revealed that women leaders were considerate to their subordinates. This finding was in line with Alliance for Education (2000) and Futerrnick (2007) states that women teachers couldn't do much when they encountered environments that lacked essential professional support and organization structures. The researcher accepts that many schools that had better facilities managed to stay longer with their women teachers in school leadership positions at different levels.

On the perception that Women were only meant to play a traditional role of home makers, the respondents perceived women not only as home makers but also very committed to different school activities. And schools that had women as top administrators; there was better performance than those that lacked women.

The respondents were sampled on whether they liked female leaders at their schools, 65% of the respondents agreed while 35% disagreed, this gives the implication that majority of the female leaders are liked at their schools. From the interviews, ' Majority of the respondents concurred with the questionnaire findings and one of interviewees is quoted to have said,

'Ever since we received a head mistress, the school performance improved. Our school now takes part in co-curricular activities and UNEB results for students are better, 'expressed a respondent.

The results from 59% of the respondents did indicate that Women teachers are good at team work building in their respective schools as this was opposed to 41% who disagreed meaning that women leaders need to improve. From the open questionnaire it was revealed that women do participate in school leadership through collective daily school activities of guiding learners, headship of departments amongst others.

The study findings from 71% of the respondents did reveal that women leaders are considerate to their subordinates as this was opposed to 29% who disagreed.

The results from 64% of the respondents indicated that Women leaders are good time managers while 36% disagreed meaning that stake holders perceive women as good time managers. The interviews indicated that majority of the women are always on time for school activities.

From the open questionnaire, the respondents argued and reported that women can do any other jobs other than home making. Our member of parliament is a woman and has always supported women to stand for leadership positions at any level provided they meet the qualifications.

The results from 47% of the respondents established that Female leaders exhibit good leadership skills with subordinates while 53% opposed. Meaning that women leaders need to improve on their leadership skills towards their involvement in school administration

An interviewee said,

‘That the problem with our head teacher is she decides on school issues alone, without consulting others and this has set back on the performance of the school. Instead of calling for say meetings she does everything alone’, said a respondent.

It was found out that where women and men had the same education qualifications, women competed better than men. The study found out that women did not think that leadership was for men. They believed in themselves and ruled over men where they were in leadership positions.

The study disclosed from 67% that women are committed leaders as this was opposed to 27% who disagreed. Indicating that women are committed at their work ‘The performance of

science subjects at this school had declined given the fact that our school had a male teacher who had taught the subject for long, but with poor performance. However, ever since I put a woman teacher to head the department, there has been some improvement,' one respondent said. The improvement referred to could largely have been a result of a woman's involvement in management although other factors could have been responsible.

Generally, both the questionnaire and interview findings on stakeholders perception of women participation in school leadership did not differ, they all produced similar results that reflected that women are committed and good school managers as discussed above but limited by inadequate qualifications and facilitation.

#### **5.1.2 Involvement of women in school leadership positions**

This objective sought to examine the extent to which women were involved in school leadership positions in Mukono municipality primary schools. This was raised because being aware and knowing what exactly their positions, roles and responsibilities and how they executed them. Active participation is usually a key to effectiveness in discharging responsibilities and contribution towards school leadership in Mukono.

The study found out that few women were involved in top school leadership positions in Mukono municipality most of the leadership positions were held by men. The majority of the women were classroom teachers and 55% were involved in heading departments in the primary schools. The male teachers generally outnumbered the female teachers in Mukono municipality schools which also limited them on few school leadership positions.

However, the study established that female teachers were considerate to their subordinates in terms of provision of instructional materials which they did perfectly, however majority of them participated through school meetings where they discussed and planned school

activities. Most of the women were mostly in lower classes, the upper classes were mainly guided by male teachers.

The study went on to reveal that women teachers were involved in positions like senior women teachers, heading departments, classroom teaching and setting and marking students assignments. The women teachers were very active in counseling learners especially the girls on life skills and monthly period management. Thus they helped in formulating and implementing school rules and regulations which saw them very committed to school leadership positions. This was in line with Trask (2009) while pointing out capabilities of women in school leadership, stated that women principals have a greater knowledge and concern for instructional supervision and that supervisors and teachers preferred women over men on students' academic performance. Trask further mentions that teachers' professional performance is rated higher under women principals than men principals, which some other studies have confirmed particularly regarding decision-making, problem-solving behaviors and in helping deviant pupils technical skills (Allen, 2009).

On involvement of Sports and games, only 13% of the female teachers were games teachers, however, the interviews reported that female teachers did monitor and supervised school programs which showed the extent of their involvement in school leadership. This concurred with Johannesen (2012), her studies on gender's impact on leadership practice were conducted on the distinction between task-oriented and interpersonally-oriented leadership styles, and the dimensions of democratic versus autocratic leadership styles particularly comparing men and women on task and interpersonal as well as democratic and autocratic styles. The researcher therefore agrees that in schools where women were in top leadership they helped in uplifting the quality of teachers this was seen mainly through trainings and facilitation.

The findings of the study established that female Teachers played the role of equipping learners with a holistic curriculum, preparing content, teaching aids and student evaluation. This was in line with Zeiger (2005) in the study. He observed that besides undertaking management roles, teachers played significant roles supervising and monitoring co-curricular activities,

On counseling, 68% of the respondents reported that female teachers at their respective schools offered counseling services to learners with personal challenges Women leaders attended to students' needs.

### **5.1.3 Challenges of women participation in school leadership and management**

Objective three of the study stated, "To identify the major challenges that prevent women from actively participating in school leadership and management in Mukono municipality primary schools" using question three, which stated, "What are the major challenges that prevent women from actively participating in school leadership and management positions in Mukono municipality primary schools?"

All in all the findings for objective three from all instruments did not differ, they all revealed that, negative attitude, illiteracy, lack of leadership skills and education qualification was affecting women participation in school leadership.

The major finding of this question as mentioned in chapter four was that majority of women suffered from inadequate education leadership qualifications. This means most of the women lacked leadership skills which affected their active participation and management in schools. This finding is in line with Brunner (1997) who found out that barriers experienced by women in administration were as a result of either directly or indirectly of an ando-centric society (Patricia, 2010). Institutional structures, including qualifications and required work experience, promotion procedures and job descriptions may help or hinder women's progress

to leadership (Sperandio, 2010). The researcher agrees with this position that majority of the women in schools lacked adequate education qualification which would see them in top leadership positions.

The study established that schools rarely offered leadership trainings in terms of workshops and seminars to improve on women participation and management in school leadership in Mukono Municipality. This finding confirms with Combs (2004) who found out that as women move to each level of empowerment towards control, they have increasing confidence and decision-making power over their lives if they are trained. When we talk about equality of women, we have to see if women are empowered and have full control of their lives. As they develop their confidence and know their capacity to perform duties like of their counterparts there is no reason to increase their interest on the work.

Women educators from both developed and developing countries share some common obstacles to advancement and similar leadership styles and career experiences, they differ a great deal in many respects. The cultural and social structure in which they live and work, coupled with many problems bars many to send their daughters to secondary education. This makes it almost impossible for women to access professional or managerial positions (Celikten, 2005). Female principals reported having difficulty faced from managing their staff, particularly the most serious difficulty they faced in their jobs was the reluctance of women teachers to work for women principals (Cited by Oplatka, 2006).

On whether women received workshops and seminars on leadership 30% of the respondents agreed while 70% disagreed. This clearly means that women rarely received workshops on leadership in schools.

The above result concurred with interviews who agreed that women teachers rarely received leadership training. *'Majority of the women leaders depended on the knowledge and training acquired from colleges' as this was Said* by an interviewee.

The study results established that schools suffered from inadequate finances to support school activities. This was a challenge to many female school employees from actively participating and managing well their activities. Women needed support from their employers which was very minimal. On the other note the study disclosed that some women neither received adequate support from schools or their husbands as majority of them were the main bread winners in their homes. This affected women from actively participating in school leadership in Mukono municipality.

This concurs with (Boyer and Gillepie, 2000) who found out that schools with low levels of teacher retention lacked material resources for teacher support. Much as material resources play an important role in a teacher's empowerment, the researcher agrees that schools in Mukono Municipality are not fully availed with enough instructional materials for women to effectively play their part effectively.

## **5.2 Conclusions**

The study was conducted to investigate perceptions on women participation in school leadership in Mukono municipality primary schools. In focus to objective one, it was found out that many stakeholders perceived women as committed and hardworking people who improved on school performance but were few in top offices. In objective two, it was established that the extent to which women were involved in school leadership was that majority of the women were mostly class teachers in primary schools in Mukono municipality, whereas in objective three, it was discovered that women lacked adequate



education qualifications, leadership skills and had less interest towards leadership in schools in Mukono municipality primary schools.

### **5.3 Recommendations**

The study made the following recommendations:

For objective one, Government, through Ministry of Education and Sports (MoES) should allocate more funds to trainwomen in leadership, and for objective two, there is need to create more awareness on teacher training courses, seminars and workshops and also recruit more women teachers in primary schools. There is need for MoES to allocate a special budget to the high schools to specifically cater for women and ensure close monitoring of the funds. This will improve on the number of women leaders in schools, as it will create checks and balances on the policy.

### **5.4 Areas of Further Research**

The following areas are suggested for further research:

- Gender impact on leadership practices towards school performance.
- Leadership styles employed by female leaders towards achievement of school objectives.
- Dimensions of democratic versus autocratic leadership styles.

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## APPENDICES

### APPENDIX 1: QUESTIONNAIRES FOR TEACHERS

I am Ajulong Dinah a student at Kyambogo University pursuing a course leading to the award of masters of education in policy, planning and management of Kyambogo University. You have been chosen to participate in the study titled "Stakeholders perceptions on women participation in school leadership in Mukono municipality. Your contribution towards this study will be highly appreciated. Information provided will be kept with strict confidentiality and for research purposes only. The information you give will be used for academic purpose. Please be free as you give your answers chosen from the alternatives provided that is to say Strongly Agreed (SA), Agree (A), Disagreed (D), Strongly Disagreed (SD),

Section: A Bio Data

Section A: Background information

(Please tick)

1. (a) What is your age bracket?

13-24  25-29  30-34  35-39  39 and above

(b) Gender: Male  Female

2. (a) How long have you worked at this school?

(i) 0-4  (ii) 5-9  (iii) 10-14  (iv) 14 and above

3. (a) What is your highest academic qualification?

Diploma  degree

(b) If any other please specify .....

Section B: What is stakeholders perceptions regarding female participation in school leadership?

	ITEM	SA	A	SD	D
1	I like female leaders at this school				
2	Women leaders are good at team work building				
	Women leaders are good time managers				
3	They are considerate to their subordinates.				
5	Some women think leadership is for men.				
7	Female leaders lack leadership skills				
8	Women leaders are always under rated				
9	Many women think that leadership is for men				
11	Female leaders don't deserve to rule over men.				
12	Females are committed leaders				

### Section C

To what extent are women involved in school leadership in Mukono municipality primary schools?

	Item	SA	A	SD	D
1	Women are involved in heading departments at their schools				
2	They are considerate to their subordinates.				
3	Female teachers at this school do conduct/attend school meetings				
4	Female teachers are involved in formulating and implementing school rules and regulations				

	Female teachers do set and evaluate students assignments				
6	School administrations involve women in supervision and monitoring of school activities				
7	Women leaders are involved in school financial management.				
8	Female teachers are always involved in co-curricular activities at their schools				
9	Women leaders in this school Delegate duties to the subordinates				

#### Section D

What challenges do prevent women from actively participating in primary school leadership and management in Mukono municipality?

	ITEMS	SA	A	SD	D
1	In this school, women leaders do balance domestic chores and office work.				
2	Many women have leadership qualifications.				
3	Many girls are given chance to access higher education.				
5	Women have a lot of interest in leadership.				
6	Some females have negative attitude towards leadership				
	Female teachers have adequate education qualifications to run for school leadership				



	Schools do provide female teachers with adequate instructional materials				
7	The recruitment procedure always favors men				
8	Women leaders and aspiring ones are confronted with negative attitude by the school community and the surrounding in their leadership exercises				
9	women receive little or no encouragement to seek leadership positions at schools				

## APPENDIX II: INTERVIEW GUIDE

Dear respondent, I am Ajulong Dinah a student of Master of Education in policy, planning and management of Kyambogo University. Currently, I am carrying out a research study on Stakeholders' perceptions regarding women participation in primary school leadership in Mukono Municipality. I kindly request you to sacrifice some time for me and answer the following questions in this questionnaire. The information obtained will be treated with due care, confidentiality and used only for academic purposes only. I do appreciate your assistance.

1. What is your highest Level of Education
2. How long have u worked at this school?
3. What is the perception of stakeholders regarding women involvement in school leadership and management in Mukono municipality primary schools?
4. To what extent are female teachers involved in school leadership and management in Mukono municipality primary schools?
5. What are the major challenges that prevent women from actively participating in school leadership and management positions in Mukono Municipality primary schools?

APPENDIX (III): KREJCIE AND MORGAN (1970) SAMPLE SIZE TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie and Morgan (1970) Note.-N - is population size, S- is sample

APPENDIX IV: INTRODUCTORY LETTER



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*Department of Educational Planning Management*

Date: 23<sup>rd</sup> August 2016

TO WHOM IT MAY CONCERN

Dear Sir

**RE: AJULONG DINAH, REG No. 13/U/1937/GMED/PE**

This is to certify that **Ajulong Dinah, Reg No. 13/U/1937/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

*Stakeholders; Perceptions and Women Participation in School Leadership in Mukono Municipality, Uganda*

Any assistance accorded to her is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

