

**FACTORS THAT IMPEDE WOMEN'S PARTICIPATION AND HEADSHIP OF
PRIMARY SCHOOLS IN UGANDA: A CASE OF ADJUMANI DISTRICT**

BY

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12/088/GMED/PE

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

DECEMBER 2015

DECLARATION

I Kareo Vicky hereby declare that this research report is my original work and it has never been presented to any institution for any award.

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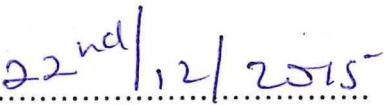
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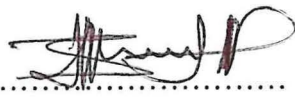
APPROVAL

This research report entitled Factors Impeding Women's Participation and Headship of Primary Schools in Uganda: A case of Adjumani District was supervised by us and it is ready for submission.

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DEDICATION

I dedicate this report to my beloved husband Mr. Biga Charles and my uncle Mr. Abuyang Andrew for their great support.

ACKNOWLEDGEMENT

I wish to extend my gratitude to my dear family for standing with me at this time. Sincere thanks goes to uncle, who supported me during my studies.

I am highly grateful to my supervisors Dr. Margaret K. Lubega and Rev. Dr. Lubaale Grace for their professional help, guidance, and precious time during the supervision of this research exercise.

Special thanks to God Almighty who allowed everything to go on very well as it was not easy but only because of His grace and mercy; I was able to accomplish my research report. Glory and honour be to His name.

My profound regards to my department head, lecturers and support staff.

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ACRONYM

BPA	Beijing Declaration and Platform For Action
CVI	Content Validity Index
DEO	District Education Officer
GEM	Girl Child Education Movement.
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organisation
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate the factors that impede women's participation and headship of primary schools in Adjumani District, Uganda. The research was based on three objectives: examine factors impeding women's participation in the headship of primary schools, establish the challenges women face in becoming leaders in primary school and examine strategies that may improve women's participation in the headship of primary schools. The researcher used cross sectional survey design. The design was used in describing the social cultural factors and strategies to improve on women participation in primary school headship. Cross sectional survey was also employed in choosing the respondents from where data was collected within few days and research questions were answered. The study revealed that several factors contribute to participation of women to headship positions. Some of these factors include lack support from family, to national level, women being undervalued gender stereotype, split between work and family. The study recommended that establish and strengthen mentorship systems for the young female teachers aspiring to headship; there should be more gender sensitive courses in schools and finally, prospective women heads should be supported as they get socialized into the headship posts.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

This chapter introduces the background, statement of the problem, purpose, objectives, research questions, the significance of the study, scope, limitations of the study and definition of terms.

The 4th World Conference on Women held in Beijing (1995) called for governments worldwide to create a gender sensitive education system in order to ensure full and equal participation in educational administration and policy and decision making (Beijing Declaration and Platform for Action (BPA, 1995). The BPA Mission Statement asserts that equality between women and men is not only a matter of human rights and a condition for social justice, but also a condition for 'people-centered sustainable development (BPA, 1995). Women have both a right and an obligation to active participation in headship. Researchers from different parts of the world (Cubillo & Brown 2003; Fitzgerald 2003; Madsen 2007; Sherman 2005; Adams & Hambright 2004; Sperandio & Kagoda 2010) have given attention to the issues in educational headship positions at various levels of the education ladder. Most of these studies have concluded that women are under-represented in educational headship, and that they face various challenges in their aspirations to attain and maintain these positions. The BPA Commission (1992) recommends that "coeducational schools, either the head or deputy head should be a woman in order to give adequate attention to the special needs of girls. This recommendation was accepted in the Government White Paper on Education (1992). Despite the above

recommendations, women are still not progressing in headship positions in primary schools in Uganda. Women face barriers that prevent them from being considered in headship positions.

Although the education service commission says there is no deliberate policy to sideline women from occupying positions in schools, the education statistical abstract (2012) indicates that females constitute only 24% of 16,893 head teachers running both primary and secondary schools in the country. The abstract shows that out of a total of the 15,039 head teachers at the primary level, only 23% (3486) are females (New Vision March, 15.2014).

In Uganda, the government has encouraged women to access headship in all institutions by putting in place various gender equality policies as a commitment to redressing the disparities that characterize the provision of education for girls. In education for example, girls who qualify to gain admission to universities are accorded 1.5 points (Sperandio & Kagoda, 2005). Similar opportunities are accorded to women in political parties and headship. In addition, protective laws against gender bias in the opportunities of employment have been enacted (Wakholi, 2006). For example in Kenya affirmative action is applied in admission criteria to University education whereby female students are admitted two points lower than their male counterparts.

Despite these progressive policies on gender equality, women are still concentrated in low income and low status positions like deputy head teachers and classroom teachers (The Republic of the Government of Uganda, 2013). Despite the fact that the constitution of Uganda (1995), stipulates equality for all citizens, women are still few in number in headship in Government Aided secondary schools (The Republic of the Government of Uganda, 2013). As observed by Kiamba (2008), traditionally and culturally men have been favored to access management jobs including headship of Government Grant- Aided secondary schools. On that note, the common

assertion, that women teach and men manage in schools, still holds despite a multitude of strategies to rectify the gender imbalance in educational management (Chabaya et al, 2009). It was therefore necessary to investigate the factors that hinder women from accessing headship in secondary schools in Government Grant-Aided secondary schools in Uganda.

The number of women in headship positions in secondary schools in Uganda is very small compared to that of men (Sperandio & Kagoda 2005). For example out of the 1,536 Headteachers of Government Grant-Aided secondary schools in Uganda, only 277 are women (12%). This same trend is also applicable to privately owned secondary schools which have only 238 (10%) female headteachers as opposed to 1,780 male headteachers (Ministry of Education and Sports, 2014).

1.1 Problem Statement

Empowerment is such a major concern that it is the focus of the Millennium Development Goal number 3, which seeks to "...promote gender equality and empower women." Education Service Commission says there is no deliberate policy to sideline women from occupying positions in schools, the education statistical abstract 2012 indicates that females constitute only 24% of 16,893 headteachers running both primary and secondary schools in Uganda.

However, pattern of representation into headship positions among female teachers in Adjumani District reveals under-representation. Studies by Girl-Child Education Movement (GEM) show that for the 87 primary schools in the District, there are only twelve (12) female headteachers and seventy five (75) male head teachers. This represents 13.8% for female and 86.2% male headteacher respectively. This study is set to find out why female teachers are not into headship

positions in the district. The question specifically here is why are few women heading primary schools in Adjumani?

1.2 The Purpose of the Study

The purpose of the study was to investigate the factors that impede women's participation and headship of primary schools in Adjumani District.

1.3 Objectives of the Study

The objectives of the study were to:

- i. Examine factors impeding women's participation in the headship of primary schools in Adjumani District.
- ii. Establish the challenges women face in becoming heads in primary school setup in Adjumani District.
- iii. Examine strategies that may improve women's participation in the headship of primary schools.

1.4 Research Questions

The research questions were:

- i. What are the socio-cultural factors that impede the participation of women and headship of primary schools in Adjumani District?
- ii. What are the challenges women face in becoming heads in primary school setup in Adjumani District?

- iii. What are the strategies that may improve women's participation in the headship of primary schools?

1.5.0 Scope of the Study

1.5.1 Subject Scope

The study looked at women's headship in primary schools in Adjumani District. Since gender is a multidimensional phenomenon, the study concentrated on women. The Focus was on factors that impede women's participation and headship of primary schools.

1.5.2 Geographical Scope

The study covered primary schools in all the 10 Sub-counties in Adjumani District which are Pachara, Adjumani Town Council, Adropi, Ofua, Pakele, Djaipi, Itirikwa, Arinyapi, Ciforo and Ukusijoni. The study was conducted in the schools that have existed in Adjumani District for more than five years. This was done purposively so as to give a clear picture of administrative trends in the District.

1.5.3 Time Scope

The study focused on material facts about factors that impede women's participation and headship of primary schools which will cover a period of 3 years, that is from 2012-2015 but Period of body of knowledge will be longitudinal in nature from 2010-2015. Therefore, this research will be conducted from January 2015 to August 2015.

1.6 Significance of the Study

The findings of the study will be useful to many stakeholders if they consult the research findings. Some of the stakeholders will be education policy makers and implementers in the various fields of education.

The study will shed light on the existing women representation in headship of primary schools.

Similarly, this study will be useful to authorities who appoint and deploy school head teachers as well as those who monitor the human resources issues at schools like the civil societies that fight for women emancipation.

The study is expected to help organisations and other institutions engaged in women rights to sensitize women about their roles and rights in-line with their participation in the headship of primary schools in Uganda.

The study is expected to be used by those involved in support supervision and monitoring of schools, where special emphasis will be placed on the factors, which influence the headship of primary schools. The political leaders in the MoES may also benefit from the study, because the findings may guide them in prioritizing the allocation of resources.

The study is also expected to act as a reference point and add knowledge to the pool for future researchers and academicians.

1.7 Assumptions and Limitations

The major limitations of this study were the willingness of the respondents to disclose the information. This was a common phenomenon in the research studies where information is

deemed to be sensitive that the respondents may choose to be evasive and give inadequate response, (Amin, 2005). In addition, the study will be limited to only one District of Adjumani.

1.8 Definition of Operational Terms

Headship: the position of chief authority or headship.

School management committee: this is a team of school stakeholders that help in running and making some management and development decision.

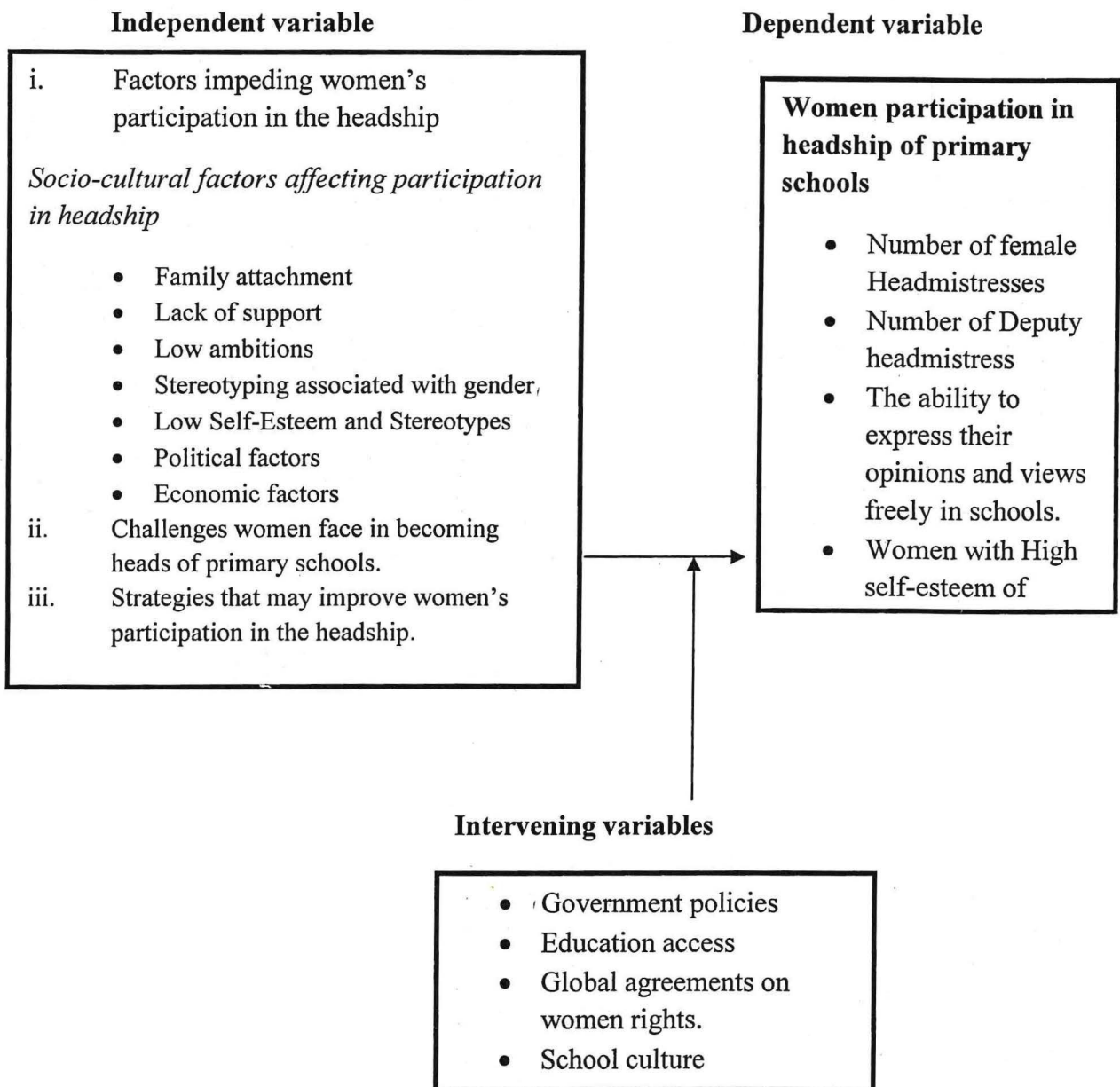
Head teachers: the chief authority person at school.

Participation: is the engagement of everyone in doing something.

Socio-cultural: A set of beliefs, customs, practices and behaviour that exists within a population.

Self-efficacy: refers to one's belief in one's ability and capacity to succeed in specific situations, accomplish a task or deals with the challenges of life.

1.9 Conceptual Framework



The conceptual framework was based on the Agassy's (2013) concept of gender equality. The conceptual framework postulates that socio-cultural factors do hinder women's access to management positions in headship of primary schools in Uganda and world over. This is due to the fact that women in society are considered to be inferior to men. The literature review

supports this fact. However, the effect of these factors is moderated by intervening variables such as government policies, education access, global agreements on women rights and school culture. Studies by Onyango et al (2011) in Kenya established that socio-cultural factors do hinder women participation in educational management. These factors were discouragement by spouses, domestic chores, lack of interest, gender bias, lack of motivation, inferiority complex, religion and political interference.

The socio-cultural factors such as family attachment, lack of support, low ambitions, stereotyping associated with gender, low self-esteem and stereotypes, are other individual factors among others that hinder women participation in headship of primary school. The impact of such factors is however moderated by intervening variables such as government policies, education access, global agreements on women rights and school culture. The other independent factors do influence in women's access to headship position in primary schools in different aspects. There is also a relationship between the intervening variables and independent variables which hinder women's access to headship positions in primary schools.

The conceptual framework helped to focus on the variables of the study. The study established that the conceptualized socio-cultural factors hindered women's participation to headship positions in primary schools in various aspects.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature about the factors affecting women's participation in the headship of primary education.

2.2 Theoretical Framework

The social cognitive theory is important in understanding women and headship. This theory, as proposed by Albert Bandura (1998), states that behavior, the environment and personality/cognitive factors are important in understanding personality (Santrock 2000). Personal factors (beliefs, expectations, attitudes and knowledge), the physical and social environment (resources, consequences of actions, and other people and physical settings) and behavior (individual actions, choices and verbal statements) all influence and are influenced by one another. Bandura calls this *reciprocal determinism* (Wolfolk, 2007). Although Wolfolk uses this theory to explain factors that affect learning, these same factors are likely to affect women in their choices to become or not to become heads in primary schools. Women's attitudes and their perceptions of themselves, societal expectations and interaction with the environment are all factors that can influence women's aspirations to headship positions.

Personal or internal factors begin with cognition. The cognitive perspective focuses on understanding the mental processes by which people gain knowledge about themselves and the world around them. People with a high sense of efficacy in a given area will set high goals, be less afraid of failure and find new strategies when old ones fail (Wolfolk 2007). Conversely, low

levels of self-efficacy can affect a leader's ability to deal with job-related stress. This can have a direct effect on their workload, and may lead to burn-out and a lack of creativity, of innovation and of problem-solving abilities (Santovec 2010). Effective leaders are likely to possess a high sense of self-efficacy or belief in their own personal effectiveness.

Other internal factors include attitudes and self-expectations. Madsen (2007) refers to the *growth task model* of human development, which proposes that individuals develop because of imagination, self-motivation, inquisition and curiosity- common attributes in those who enjoy continuous learning and growth. Ten women university presidents interviewed by Madsen (2007) described themselves as always having been obedient, respectful, reflective, smart, self-directed, helpful, with a sense of competency, and they were usually highly confident. All ten loved learning, education and development. These women's driving internal desires for growth and development had propelled and prepared them for headship.

Often women, lack internal drive. Their reluctance to put themselves forward for promotion is attributed to a lack of ambition, among other factors (Kyriokoussis & Saiti 2006). Internal barriers such as lack of confidence, of competitiveness, and fear of failure. They assert that fear of the unknown is hardly surprising, given women's exclusion from the male-dominated world of education management for so long. But they continue to say that this fear is greatly reduced once women are aware of the 'rules of the game'.

It is necessary to change the mindset, to empower them with the knowledge that they have the capabilities, and to instill in them the confidence to attain headship positions (Kiamba 2008). With gender equity policies in place in many countries, it is important for women to see themselves as leaders. Lange (2006) observed that for females to see themselves as leaders, it is

suggested that they read about the role women have played in history. This information can become a foundational platform upon which to construct their future knowledge.

It is important to assess how cultural settings and societal expectations shape women's rise to headship. Gage, Mumma and Fritz (2004) refer to the Social Role Theory, which explains how each gender becomes focused on whatever roles are available to them, based on the expectations of the society. Most cultures assign roles to gender. Although this may differ in different cultures and settings, it would help explain how individuals take information from the environment through the socialization process which they internalize, and which later informs their choices to take up headship positions.

Hopfl and Matilal (2007) noted that women are traditionally excluded from headship jobs because they are judged as less serious and less highly motivated than their fellow male employees. They are seen to indicate low organizational commitment because they do not assign their jobs precedence over all other life areas, may leave their jobs to have children, and demonstrate less company loyalty than do their male colleagues.

Syed and Murray (2008), however, argued that women have specific attributes, characteristics and skills that are beneficial to organizations and teams. The work place structures need to value the feminine attributes of nurturance and collaboration. Women have to prove themselves over and over again before they are recognized, and consequently great psychological strength, confidence and commitment is required from them to cope with the pressure (Mitroussi & Mitroussi 2009).

In advancing the social cognitive theory in the study and headship, it is important to learn how the socialization process and societal expectations shape women's choices in entering headship

positions, and their experiences once they attain these positions. It is also important to find out how women's perceptions of themselves and their perceived roles guide their aspirations to headship.

2.3 Factors That Impede the Participation of Women and Headship of Primary Schools

2.3.1 The Social Cultural Factors and Women Participation in Headship

Society expects men to be natural leaders and challenging this stereotype is an uphill task. There is discrimination and marginalization of women in all forms of headship. There are few role models and mentors of women leaders. With this kind of domestic life women fear additional responsibilities that will increase the pressure on them. Gabona (2011) argues that "A new kind of academic headship is needed; one that recognizes the changed environment of higher education;- in today's environment, senior administrators need to be both seasoned academics and entrepreneurs able to raise funds, not only from government but also from donors, business community and ordinary citizens. This requires a keen understanding of finance, an outgoing and engaging personality, the gift of persuasion, patience and at the same time a keen understanding of the academic process, teaching, research needs and human relationships. Not all this can be taught, but much of it can be learned through training and special courses for senior administrators" (Gabona, 2011). Very few women with the right qualifications are inspired to take up such responsibilities.

Brunner and Kim (2010) who reported that some barriers that women thought were significant include school boards prejudices against women administrators, school board members'

perception that women are not strong managers and their perception that women are unqualified to handle budgeting issues and finances.

Moya, Zamorano, Juan, Perez and Ge (2010) and Kiamba (2008) observed the same as women's barrier to headship. For instance, girls are trained to become good mothers, while boys are prepared for white-collar jobs like administrators. On the other hand, most of the respondents did not second the idea that men should lead and women follow. The training of women should start at an early age at family level, school level and at societal level to empower them for their future careers as managers or leaders. This with time will remove the cultural biasness of men towards women, and also for girls to build confidence that they can manage the management responsibility.

Smith's (2010) view that women face patriarchal system where decision making powers are in the hands of males is evident. The study found that the interviewing panels are mostly dominated by men and that at other times the interviewing panel comprises only men. Colonialism and neocolonialism were cited as drawbacks to gender relations in Africa. In the precolonial political system, women were not considered subordinates but they had complimentary participation roles. The social hierarchy in traditional Africa was not based on body-type (males or females). No amount of stereotyping existed against women (Taiwo, 2010). Colonialism disrupted the harmonious complementary role women played and the relegated them to the background. Agbalajobi (2010) contention is not that there was no element of gender inequality in precolonial Africa but that colonialism made gender discrimination more pronounced. Colonialists replaced the traditional political system of accountability and the system where women's organizations

were recognized at every level of the political system with one that violated their democratic rights.

2.3.2 Political factors

Political freedom can also have an impact on women's participation in positions of headship. Political factors can influence female participation as much as social, cultural, and economic factors (Lincove, 2008; Sen, 1996). Noneconomic obstacles to female participation vary with political institutions (Smock, 1981; Youssef, 1974). Countries that are politically free benefit from open political competition, respect for civil liberties, an independent media, low levels of corruption, a strong rule of law, and a lack of ethnic and religious strife (Puddington, 2008). Women will have higher levels of participation in headship in countries where citizens can be instinctive and take advantage of opportunities in areas outside the control of the government and participate in political institutional processes that affect them (Freedom house, 2008). The institution of political freedom facilitates women's participation in headship through respect for their civil liberties and their right to engage in the political process and engage in business relationships which act as catalyst for women empowerment.

2.3.3 Economic Factors

In the past decade, the number of people living in poverty has been reduced, the gender gap in education has narrowed, women have become more involved in political arenas, and women are a growing force in the economic labor market. However, inequalities remain and women are still a disappointing minority in education, parliament and in headship in particular, and are more likely to work in the lower paid, lower status, less reliable informal sector, and then get left

behind with the progress of economic growth and trade liberalization (M. Chen, Vanek, Lund, Heintz, Jhabvala, & Bonner, 2005).

According to Eagly and Carli (2004) women's lesser occupancy of high-level headship positions in the United States results from the fact that women make less of an investment in human capital, although not necessarily in terms of education or work experience but Because of women's greater involvement in domestic work, their attention is often diverted from training and efforts made toward paid work, causing them to experience interruptions in their work history, more than men.

2.4 Challenges women face in becoming heads of primary schools.

Gender disparity in educational management has been widely analysed by scholars in industrialised economies (Bruner, 2008). However, relatively little is known regarding the barriers that women teachers face when aspiring to and applying for career promotion and their experiences in the role of headship in developing economies (Oplatka, 2006). Research has shown that, globally, women tend to dominate the teaching profession across most sectors of schooling, but when it comes to positions of management they are generally still the minority (Sperandio & Kagoda, 2010).

According to Chabaya et al. (2009) women teachers felt that discrimination was implicit in the organisational structure and in the attitudes of those in authority. Cortina (1989), in her study of the subordination of women in the teaching profession in Mexico, found that, in addition to family constraints, most teachers were trapped between the elites of the ministry of education and the national teachers' union and had little say about their working conditions. In this respect, the terms 'glass ceiling' and 'glass walls' represent the unequal structures existing within

educational organisations though, as Cubillo and Brown (2003) suggest, the horizontal and vertical barriers are neither consistent across cultures, nor homogenous within each culture.

For instance, Addi-Racah and Ayalon's (2002) findings show that in the Jewish state sector the glass ceiling effect was located at the top administrative position, whereas in the religious state sector and in the Arab sector it was located at the middle and in the lowest rank, respectively, of the schools' administrative positions. Addi-Racah and Ayalon (2002) provide a further example of the 'glass ceiling', as the mobility chances of men increase as the percentage of women in the occupation rises. Similarly, in a study exploring school-based gender inequalities in central south-eastern Europe and the former Soviet Union, Magno and Silova (2007) found that the percentage of female teachers has increased during the transition period across the region due to the declining status of teaching as a profession and the decrease in teacher salaries. Despite this, men are more likely than women to be promoted to school headship posts with higher salaries. Women in female-dominated occupations such as teaching have not converted their numerical dominance into power. A further barrier within organisational structures occurs when women leaders are recognised and placed as token, rather than real and influential, leaders within their schools. The practice of minimum effort is found in many different contexts (Marcano, 1997; Cortina, 1989).

On the other hand, according to Kerr, Miller, and Reid (2002) the term 'glass wall' refers to occupational segregation, that is, barriers that restrict women's access to certain types of jobs or roles. Glass walls are likely to persist when the skills necessary to perform jobs in a given agency are not highly valued outside the agency. Women's frequent confinement to pastoral, 'caring' roles is a common example of a glass wall in education.

2.5 Strategies to Improve on Women Participation in Primary School Headship

Various strategies have been formulated to increase the participation of women in education, decision-making and development activities in general. Makerere University, the largest university has adopted affirmative action policies from the 1989/90 academic year. These policies have raised women student's enrolment from an average of about 25 percent at the start of the policy to about half of the entire student population in 10 years (Makerere University, 2009). In its January 2010 graduation, the university presented graduates where women outnumbered for the first time (Mugagga, 2010).

The increase in female admissions was an outcome of an affirmative action policy. Admissions have exhibited sensitivity to gender imbalance and a desire to address disparities in access that exist throughout the education system. This policy is also important as it supports a pool of educated women to enter the Public Service and other professions. As the Public Service is expected to be merit-based, equal access to higher education is an important long-term requirement.

With 35 percent of members of parliament being women, the Inter-Parliamentary Union (IPU) ranked Uganda at number 16 worldwide on the proportion of women in national legislatures ahead of many developing and developed countries – as of 31 October 2011 (IPU, 2011). A provision in the LGA (1997) has ensured that one third of all local government councillors are women. With the transition to a multiparty system, more political opportunity has been provided in general and specifically for women. Some of the major political parties provide for 40 percent inclusion of women in party structures. (UNDP 2011).

Forum for Women in Democracy (FOWODE) gender-responsive budget analyses that commenced in 1988 and was later adopted by MFPED. This initiative currently requires that government agencies indicate in their budgets how gender and equity issues are addressed. 56 Some of the analysis has included looking at budget allocation to public administration against service delivery and making suggestions on how reallocations could support gender equality. Whilst there is not much evidence yet to point to significant changes in budget allocations, analysing budgets could be a key entry point in identifying resources for financing initiatives aiming at improved gender balance in public sector staffing in Uganda (ibid).

2.6 Summary of the Finding in the Literature Review

All in all, there are several factors that have been affecting women participation in headship of primary schools and challenges faced both locally and globally. A number of strategies of remedy have also been proposed. As such, the present research becomes duly important as it investigates and throws light on whether any of the interventions has been put to use.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, population and sample size and sampling techniques, data collection methods and instruments, measures used to ensure validity and reliability of the instruments, research procedures, methods of data analysis and ethical considerations.

3.2 Research Design

The researcher adopted a cross sectional survey design for this study. The researcher employed a cross sectional survey design because the findings needed to be generalized over a large population. A survey design provides quantitative and numeric description of some part of population. Both qualitative and quantitative approaches were used. Qualitative methods raised methodological and ethical issues pertaining to the influence of the researcher on the data collected and the informants, the quantitative approach was limited to highly structured data extraction technique which often, as Creswell (Sesanga, 2004) suggests, does not accommodate maneuvering during the problem investigation phase. To avert the inherent weaknesses of each method, the research design adopted a combination of quantitative and qualitative approaches.

3.3 Population of the Study and Sample Size

3.3.1 Population

The study population comprised 111 respondents and In order to choose a manageable number

for the study the target population of the study was 5 school head teachers (2 male and 3 female), 10 teachers (2 male and 8 female), 5 School Management Committee (SMC) 3 male and 2 female and 1 male District Education Officer (DEO) from Adjumani. Headteachers were selected because they understand the headship of schools. Teachers were selected for the study because they have different perceptions regarding the headship and what it takes to become one.

3.3.2 Sample size selection and sampling techniques

From the target population, a sample of 21 respondents were randomly and purposely chosen for the study. Krejcie and Morgan's (1970) table was used to determine the sample size for research (see **Appendix 4**). From the 21 respondents, purposeful and random sampling was used to select 2 male and 3 female head teachers, 2 male and 8 female teachers, 3 male and 2 female chairperson of School Management Committee (SMC) and the District Education Officer. Purposive sampling was used to select primary schools from each of the 2 sub counties, in each school selected, the head teacher, 2 teachers were selected. One school management committee member was selected. Since the research is in a District, there is only one District education officer whom I selected. Purposive sampling was used because the researcher felt that the officials from the headteachers, teachers, School Management Committee and District Education Officer were vital respondents whose ideas could not be overlooked.

Teachers, headteachers and chairperson School Management Committee were selected using purposive sampling method. This was because they were the ones who were well versed with the subject being investigated. From each school a male and a female teacher, headteacher and chairperson School Management Committee were selected for the study.

Table 3.0.1: Sample Size

Respondents	Male	Female	Number
Headteacher	2	3	5
Teachers	2	8	10
School Management Committee	3	2	5
District Education Officer	1		1
Total	8	13	21

Source: Field Data, March 2015

3.3.3 Gender distribution

The researcher collected the list of all the primary schools from the District Education Officer (DEO) Adjumani District. First purposively 3 female-headed schools and 1 deputy headteachers were picked then 1 male head school. The researcher then picked randomly 2 female teachers from each school identified schools. Finally, the researcher picked the 3 male and 2 female school management committee chairpersons from the very schools.

3.4 Data collection

Source of data

This involved both secondary and primary data. According to Jackson (1994) the value of a research is related to its data collection methods and importantly whether or not it includes both secondary and primary data. As Creswell (2003) states, secondary data which is an unobtrusive data collection method, depends on the location of pertinent and verifiable previously published academic studies and theories. The data collection method used interviews and questionnaires, because they allowed the researcher to collect large volume of information on a limited budget

and in a short time and also because they allowed freedom to express feelings and thoughts, especially when complex issues are being studied (Sarantakos, 2005).

3.4.1 Instrumentation

The researcher used questionnaires. Questionnaires allow in-depth research, to gain firsthand information and more experience over a short period of time (Kothari, C.R. 2008; Amin, 2005; Creswell (2003)). It was suitable for the study because of the literate population and time limit (Oso & Onen, 2008). The researcher also used interviews because interviews were intended to obtain information from respondents that could not be easily got using questionnaires and to gain control over the line of questioning (Oso & Onen, 2008).

3.4.2 Research procedure

An introductory letter was obtained from the Dean of faculty, Kyambogo University that was taken to District Education Officer and also given to the respondents (headteachers, teachers and School Management Committee) requesting for their cooperation. It was also to motivate them to participate and answer the questions, and to ensure anonymity and confidentiality (Sarantakos, 2005).

3.5 Quality control

3.5.1 Validity

Validity refers to the accuracy of instrument used in research to correct meaningful and right (Amini 2005). Content validity literally means the amount of substance in the study (Enon, 2002). The instruments had adequate traits due to consultations with the supervisor, colleagues and a research expert. The research expert helped in strengthening the validity of the research

instruments and calculation of content validity, CVI. The test of content validity was established through inter judge with two research consultants. The formula was;

$$CVI = \frac{n}{N}$$

Where; n = number of items rated as relevant and N= Total number of items in the instrument
The CVI for the interview guide and questionnaire to be regarded as valid was accepted at above 0.70. This is because Amin (2005), suggest that in a survey, the least CVI recommended in a survey study should be 0.70 (or 70%). Some adjustments were made to make the questions more valid.

3.5.2 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 involving the researcher working with colleagues to examine the instruments and giving their views about their correctness. With prolonged engagement, the researcher spends sufficient time in the field to learn or understand the social setting while audit trials involve a thorough collection of information regarding all aspects of the research. 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 (Alpha – coefficient) using SPSS 17.0. The instruments were found valid at α (Alpha) above 0.7. A reliability of 0.70 indicates

70% consistency in the scores that are produced by the instrument (Siegle, 2002). The use of SPSS was because of its being easy to apply and fitting a two or more point rating scale.

3.6 Data Analysis

The data from interview guides was qualitatively analyzed using a systematic procedure of analysis that involved identification of themes, clustering those themes into categories, forming the categories into patterns and making explanations from what the patterns suggest just as explained by Charles (1998). This approach to analysis supported Creswell, (1994) who argued that qualitative data analysis primarily entails classifying things, persons, events and the properties which characterize them. The recorded data was replayed, transcribed and written to fit in the themes formed. According to Kane (1995) analysis of qualitative data involves getting the information, reducing it, organizing it in various ways to help the researcher observe patterns and relationships, drawing conclusions, and satisfying yourself and others with the conclusions made. Finally data from questionnaires were sorted out and coded. It was analyzed using SPSS to generated statistical data that were interpreted basing on the objectives of the study and came up with the research thesis.

3.7 Ethical considerations

The major ethical problem in this study was privacy and confidentiality of respondents. A cover letter was attached to the questionnaires explaining the main purpose of the study, as purely for academic purposes leading to an award of a Master Degree of Education in Policy Planning and Education Management of Kyambogo University. It was agreed that any information obtained from the participants will remain confidential between the two parties. The purpose of this was to ensure that anonymity and confidentiality was strictly adhered to.

During the time of data collection, analysis was safeguarded, as data was locked up in the researcher's office on the computer by using data protection passwords. The purpose of this was to make sure that nobody had an access to it.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of findings of this study. The findings were based on the demographic characteristics and the objectives of the study.

4.2: Demographic Characteristics of Respondents

It was important to analyze the background characteristics of the various respondents of the study; that is the head teachers, teachers, School Management Committee and District Education Officer who participated in this study. Their characteristics have a strong bearing on the study's findings.

4.2.1: Age of respondents

The age of respondents was analyzed. The findings revealed that more than half of the respondents (85.7%) who participated in the study were between the ages of 25 and 34 years, while the remaining percentage of (14.3%) were between the ages of 25 and 30 years. It is important to note that no respondent was above 50 years of age. The summary of the above analysis is clearly indicated in table below;

Table 4.0.1: Results of the Age of the Respondents

Age	Frequency	Percent
25-34	18	85.7
35-44	3	14.3
Total	21	100.0

Source: Field Data, March 2015

4.2.2: Gender of the Respondents

From the table below, 52.4% of the respondents were female while 47.6% were male. This indicates that most of the respondents were female because the researcher was interested in understanding the factors hindering women from participating in primary school headship.

Table 4.0.2: Results of the Gender of the Respondents

Gender	Frequency	Percent
Female	11	52.4
Male	10	47.6
Total	21	100.0

Source: Field Data, March 2015

4.2.3: Education level

In table below, the result shows that; those with Diploma contributed to more than half (57.1%) of the total respondents, Degree holders (bachelor's) formed (23.8%) of the total respondents, those with certificate grade III contributed to (14.3%) of the total respondents and the respondents with master's degree formed (4.8%) of the total respondents. This is an indication

that the majority of the respondents were diploma grade V holders and these were mainly the teachers.

Table 4.0.3: Results showing Education Level

Education level	Frequency	Percent
Certificate Grade III	3	14.3
Diploma grade V	12	57.1
Degree	5	23.8
Masters	1	4.8
Total	21	100.0

Source: Field Data, March 2015

4.2.4: Marital status

From the table below, 61.9% of the respondents were single while 38.1% were married. This indicates that most of the respondents are single because the stereotype factors that look at an educated woman as stubborn hence shunned by men.

Table 4.0.4 : Results showing Marital Status of the Respondents

Status	Frequency	Percent
Single	13	61.9
Married	8	38.1
Total	21	100.0

Source: Field Data, March 2015

4.2.5: Years of Service

The study included the identification of the respondents' years of teaching experience. The table below indicates that more than half of the respondents (52.4%) had 5 to 9 years of

teaching experience, followed by 33.3% who had 10 to 14 years' experience while a smaller percentage of (14.3%) had 15 and above years of experience.

Table 4.0.5: Results showing years of service

Years	Frequency	Percent
5-9	11	52.4
10-14	7	33.3
15 and above	3	14.3
Total	21	100.0

Source: Field Data, March 2015

4.2.6: Designation

Information in the table below shows that; 47.6% of the respondents sampled were teachers. Headteachers and School Management Committee members formed 23% respectively of the total respondents sampled and District Education Officer contributed to 1% of the total respondents sampled. This is an indication that the majority of the respondents sampled were the teaching staff where all of them were female and this was done purposively because the researcher considered them to be best source of the information for this study considering the study topic and objectives of the study.

Table 4.0.6: Results Showing Designation of Respondents

Designation	Frequency	Percent
Teacher	10	47.6
Head teacher	5	23.8
SMC	5	23.8
DEO	1	4.8
Total	21	100.0

Source: Field Data, March 2015

4.3: The Social Cultural Factors That Affect Women Participation in Primary School

Headship.

In regards to the social cultural factors that affect women participation in primary school headship, the following were the views of various respondents on factors mentioned in the tables below.

4.3.1: Family Roles and Stereotypes

Table 4.0.7: Results on Family Roles and Stereotypes

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	The issue of children and/or family is one that deters many women when they have to make the decision to take up a headship position.	8	38.1	5	23.8	7	33.3				
2	Lack of the willingness to relocate is a barrier to the attainment of headship positions for women, as it involves separating them from their families.	7	33.3	9	42.9	1	4.8			3	14.3
3	The split between work and family obligation adversely affect women`s promotion.			11	52.4			6	28.6	3	14.3
4	Gender stereotype leads people to perceive women as more communal and less agentic, thus perceiving them as less qualified for headship positions	5	23.8	5	23.8	4	19			6	28.6
5	Women avoid working far away from their families fearing that their spouses may be tempted to go for other women during their absence.	13	61.9	5	23.8			3	14.3		

Source: Field Data, March 2015

Regarding to the issue of children and/or family is one that deters many women when they have to make the decision to take up a headship position; 8 (38.1%) of the respondents strongly agreed to this, 7 (33.3%) of the respondents were neutral. However, 5 (23%) of the respondents agreed while there was no response to one question. There was no any respondent though who disagreed with this statement. This shows that children and family plays a role in women participation in headship of primary school.

Lack of the willingness to relocate is a barrier to the attainment of headship positions for women, as it involves separating them from their families. From the table above the findings show that 9 (42.9%) of the respondents agreed, 7 (33.3%) of them strongly agreed, 3 (14.3%) strongly disagreed, while 1 (4.8%) of them were neutral. The respondents felt that promotions in most cases come with transfers from the school you are in to another one. The majority of the women and men thought moving away from home was likely to cause conflict at home, and this makes many women shy away from applying for school headship. The observation that geographical mobility mattered when women considered entering headship positions, tallied with the study of Wickham (2007:29) who identified a lack of the willingness to relocate as one of the barriers to the attainment of headship positions for women, as it involves separating them from their families, or sometimes relocating the entire family.

The respondents were also asked to indicate whether the split between work and family obligation adversely affect women's promotion. It was noted that 11 (52.4%) of the respondents agreed to this statement, 6 (28.6%) disagreed while 3 (14.3%) strongly disagreed. The respondents agreed to this fact that as more responsibilities are acquired as one assumes headship

role it's difficult to balance the role for a wife and mother to those time consuming administrative ones of school headship.

When they were further asked if Gender stereotype leads people to perceive women as more communal and less agentic, thus perceiving them as less qualified for headship positions. It was noted that 6 (28.6%) of the respondents strongly disagreed to this statement, 5 (23.8%) of them both strongly agreed and agreed respectively, while 4(19%) of them were neutral. This shows how strong stereotypes have been internalized in women to the extent that it affects their participation in headship positions.

The respondents were asked whether women avoid working far away from their families fearing that their spouses may be tempted to go for other women during their absence. From responses received 13 (61.9%) of the respondents strongly agreed, 5(23.8%) of them agreed while 3(14.3%) were neutral. Infidelity is a common feature in African societies and despite the danger of HIV/AIDS men have remained prone to promiscuity.

4.3.2: Lack of Support and Stereotypes

Table 4.0.8: Results on Lack of Support and Stereotypes

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Male heads tend not to be more supportive, approachable, sensitive, understanding, nurturing and receptive than their female counterparts	7	33.3	9	42.9			5	23.8		
2	Women demonstrate a self-less desire to both serve and prepare others.	3	14.3	9	42.9			4	19.0	5	23.8
3	When women leaders successfully demonstrate favourable headship characteristics, they are perceived less favourable, because it is inconsistent with expectations of desired female behaviour.	5	23.8	12	57.1			4	19		
4	Women in decision-making committees are given equal hearing and participation opportunities by their male counterparts	4	19	8	38.1	1	4.8	8	38.1		
5	Women lack support from family to national level	3	14.3			3	14.3	13	61.9	2	9.5
6	Female teachers are undervalued because of African culture	1	4.8			7	33.3	6	28.6	7	33.3
7	women are discriminated against in all realms of society	9	42.9	3	14.3	4	19.0	2	9.5	3	14.3
8	Sexual harassment is a reality for some women especially those in low ranks. Affected women are frequently intimidated to the extent that they often fail to assert themselves when aspiring for promotion.	8	38.1	10	47.6	3	14.3				

Source: Field Data, March 2015

From the findings, when respondents were asked on whether male heads tend not to be supportive, approachable, sensitive, understanding, nurturing and receptive than their female

counterparts; 42.9% of them agreed, 33.3% of them strongly agreed while 23.8% disagreed to this statement. When the respondents were asked whether women demonstrate a self-less desire to both serve and prepare others; 42.9% agreed to the statement, 23.8% strongly disagreed with it, 19.0% disagreed with the statement while 14.3% strongly agreed to the statement.

The respondents were further asked whether women heads successfully demonstrate favourable headship characteristics, they are perceived less favourable, because it is inconsistent with expectations of desired female behaviour; more than a half of the respondents 57.1% agreed to this, 23.8% agreed to the statement while 19% of the respondents disagreed to the statement.

When asked whether Women in decision-making committees are given equal hearing and participation opportunities by their male counterparts. 38.1%, of the respondents both agreed and equally disagreed, 19% of them strongly agreed while 4.8% of the respondents were neutral over the issue.

From the findings, when asked whether women lack support from family to national level. It was noted that of the total respondents, 61.9% of them disagreed, 14.3% agreed and neutral to the statement while 9.5% strongly disagreed to this. When asked whether female teachers are undervalued because of African culture, 33.3% respondents were both neutral and strongly disagreed respectively to this statement, 28.6% disagreed while 4.8% strongly agreed to this.

Other women had remained single to avoid the difficulties, as reported in the interview with Florence M:

With a husband I was going to be unable to study, because the husband can give you sometimes, lots of trouble. Sometimes they are depending on you a hundred per cent. You must cook for him, prepare for him, and then, ...eh prepare his clothes, see to it that

before you get to work, you must, you must do everything for him. So without a husband, if I don't want to cook, I don't cook.

Yet, in spite of the difficulties which are not generally faced by men, the women had managed to become heads in primary schools.

The respondents were further asked to indicate whether or not women are discriminated against in all realms of society. 42.9% of the respondents strongly agreed, 19.0% were neutral on the issue, 14.3% agreed and strongly disagreed, while 9.5% disagreed with the statement.

Finally the respondents were asked whether sexual harassment is a reality for some women especially those in low ranks. Affected women are frequently intimidated to the extent that they often fail to assert themselves when aspiring for promotion. 38.1% of the respondents strongly agreed, 47.6 agreed while 14.3% were neutral. Sexual harassment is another barrier to access of women to headship positions. In an interview with Dipio, (pseudonym) she observed that sexual harassment by male supervisors is another barrier for women to access management positions in primary schools. She said.

“Male supervisors ask for sex advances from the female teachers before recommending them for headship.

4.4.3: Low Self-Esteem and Stereotypes

Table 4.0.9: Results on Low Self-Esteem and Stereotypes

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	Women teachers simply do not perceive themselves as potential headship candidates	2	9.5	4	19.0			8	38.1	7	33.3
2.	The visibility of female role-models is particularly effective for those who are attempting to determine their potential for future achievement	6	28.6	10	47.6					3	14.3
3.	The think-leader-think-male stereotype can also have deleterious effects on women leaders' self-perceptions	3	14.3	1	4.8	7	33.3	7	33.3		
4.	Women in higher education typically have a low self-worth, often being perceived as nervous, and prefer to maintain a low profile.	3	14.3	8	38.1			4	19.0	4	19.0
6.	Male head teachers are better administrators than female head teachers are.	11	52.4					1	4.8	7	33.3
7	Female teachers lacked mentors in headship position to emulate from	7	33.3	4	19.0			4	19.0	4	19.0

Source: Field Data, March 2015

The respondents were asked whether women teachers simply do not perceive themselves as potential headship candidates. It was noted that 8 (38.1%) of the respondents disagreed, 7 (33.3%) of them strongly disagreed, 4 (19.0%) of the respondents were neutral while a small number of 2 (9.5%) agreed to this. Women see themselves as having the potential to head schools but other factors hinder them.

When they were asked whether the visibility of female role-models is particularly effective for those who are attempting to determine their potential for future achievement. The results were 10 (47.6%) of the respondents agreed, 6 (28.6%) of the respondents strongly agreed while 3(14.3%) strongly disagreed. Noticeable female role models influence the participation of the women in headship limitation of this affects their participation.

The researcher further asked the respondents if the think-leader-think-male stereotype can also have deleterious effects on women leaders' self-perceptions. The results showed that 7 (33.3%) of the respondents disagreed and were neutral respectively, 3 (14.3%) of them strongly agreed while 1 (4.8%) agreed to this statement. This shows there is change in women's perception on their capability through increase affirmative action and advocacy from won their participation incapability as heads. The study did not concur with (Hoyt 2005:3) who found that think-leader-think-male stereotype can also have deleterious effects on women leaders' self-perceptions, as it is associated with decreased performance and a most menacing outcome of stereotype activation on the targets of the stereotype, in that it may have the potential to contribute to women's disengagement from headship roles.

When the respondents were asked whether women in higher education typically have a low self-worth, often being perceived as nervous, and prefer to maintain a low profile. It was noted that 8(38.1%) of the respondents agree, 4(19.0%) of the respondents both of them disagree and strongly disagree respectively while 3(14.3%) agreed. This indicates that women attain higher educational level in society but are not ready to take up headship positions.

The respondents were further asked to state whether male headteachers were better administrators than female head teachers were. Of the respondents, 11 (52.4%) them strongly

agreed with the statement, 7(33.3%) strongly disagreed with it while 1(4.8%) disagreed. There was a divide view on this even though majority agreed to it. This can be attributed to the great women emancipation drive that has taking place in the country and the world at large. The findings imply that it takes women almost their entire teaching career to advance to school headship. The women attributed their sluggish advancement to the blatant androcentric behaviors of school managements and male head teachers. This finding is consistent with previous research (Coleman, 2002; Shakeshaft et al., 2007) which illuminated that comparably it takes women longer to access headship. Hence, this compels the need to review and clearly articulate the role of school managements in the appointment of head teachers. Traditional mindsets compounded with outdated policy and practices impede the advancement of women teachers to school headship.

The respondents were further asked to state whether female teachers lacked mentors in headship position to emulate from. There were divided feelings among the respondents on this issue: 7 (33.3%) strongly agreed while 4(19.0%) each agreed, disagreed and strongly disagreed respectively. Majority felt lack of mentorship in headship positions affected negatively their participation in headship positions. The lack of mentoring was a concern raised by the majority of them, in terms of grooming and preparing them for school headship. Several of them felt that the presence of very few women in school headship at the time they had started their careers made it a very foreign idea to them then. Bayoa, who works in the same area where she grew up and started her career, says she always imagined that primary school headship was a man's job. She elaborated,

'During the time I went to school as well as the time I started my career, I had only known of one woman primary school head teacher. She headed a town school and she

came from another district. Even most of the lady teachers in my primary school taught the lower classes. There was no role-model for us girls. When I went to secondary school, I found a woman principal but then I thought that, because it was a girl's school, it had to have a woman as principal'.

The existence of role-models and mentors were specifically mentioned as a factor that would help other women to have interest in school headship. Grace and Alice felt that if the women who were already heading schools, and those found at all levels of the education headship ladder, mentored aspiring women leaders well, the increase in women in school headship would be realized. This notion finds support in the work by Lockwood (2006:39) who asserted that the visibility of female role-models is particularly effective for those who are attempting to determine their potential for future achievement, and also because females are more inspired by female role-models.

4.4: Strategies to Improve on Women Participation in Primary Schools Headship

Table 4.10: Results on strategies to improve on women participation in the headship of primary schools

		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	Women should have the same access to power and resources as men.	8	38.1	13	61.9						
2.	It is important to create opportunities that will enable women to occupy positions of influence, both headship and economically, in order to enhance decision-making.	13	61.9	5	23.8					3	14.3
3.	Formal mentoring and headship development is one way of promoting and uniting women in education administration.	7	33.3	12	57.1			2	9.5		
4.	Participating in preparatory administrative training, through informal in-services or through formal university graduate programmes, may increase women's chances of achieving their desired positions	12	57.1	6	28.6			3	14.3		
5.	The affirmative action policies in place should be monitored more seriously, both in the headship positions and in programmes that prepare women for headship roles	17	81.0	4	19						

Source: Field Data, March 2015

The respondents were asked on whether women should have the same access to power and resources as men all of them were in agreement with this statement. It was noted that 13(61.9) of them agreed while 8 (38.1%) strongly agreed to this statement. This can be attributed to increased campaign on the equality. Many women and men alike have been educated on the girl child and affirmative action policies.

Further, the respondents were asked whether it is important to create opportunities that will enable women to occupy positions of influence, both headship and economically, in order to enhance decision-making. The results noted that 13 (61.9%) of the respondents strongly agreed, 5 (23.8%) of them agreed while 3 (14.3%) strongly disagreed to this. Those who disagreed felt that this would create gender favouritism yet they wanted to compete equally with male counterparts. For those who agreed felt that by creating these opportunities women boosted their quest for headship positions and economic empowerment.

When the respondents were asked if formal mentoring and headship development is one way of promoting and uniting women in education administration, the results indicated that 12(57.1%) of the respondents agreed, 7 (33.3%) of them strongly agree while 2(9.5%) disagreed to this statement. A structured mentorship program would go a long way in developing their confidence and evaluation of their headship capabilities.

The respondents were further asked whether participating in preparatory administrative training, through informal in-services or through formal university graduate programmes, may increase women's chances of achieving their desired positions. It was noted that 12 (57.1%) of the respondents strongly agreed, 6 (28.6%) of them agreed while 3(14.3%) disagreed to this.

Training has an intrinsic value to a person in terms of imparting headship traits and management styles.

Finally when the respondents were asked whether The affirmative action policies in place should be monitored more seriously, both in the headship positions and in programmes that prepare women for headship roles, 17(81.0%) of them strongly agreed, while 4(19%) agreed to this statement. This showed that monitoring and evaluation of the implementation of affirmative action would contribute on identifying the gaps and trying to recommend solutions.

Although none of the women reported facing any obstacles at the point of their entry into headship, a lack of motivation to participate in school headship was evident, according to most of their responses. It emerged that none of the women had started their careers dreaming of a future in which they would be school head teachers. This was confirmed by the fact that eight of the women in the study had not applied for the position of head teacher. They did not follow the procedure set out in the Education Service Commission Policy on the Appointment and Deployment of Administrators of Primary Institutions, which states that one has to indicate interest by applying for the position. They waited for the positions to be offered to them. It is important, however, to note that some of the head teachers were appointed before the policy was put in place. Most of the participants were aware of the advertised posts but did not apply. Ironically, several of them had applied for the post of deputy head teacher earlier in their careers, but they found themselves taking up their positions of headteacher for various reasons. *'I found myself in this position after my head teacher had passed away'* (respondent1). *'The divisional education officer (who was a woman) encouraged me to take up the position saying women were so few in school headship and she thought I was capable'* (respondent 2)

For most of these women, the suggestion for their promotion had come from other people, mostly officers in the education headship hierarchy. This finding corresponds with an observation made in a study by Eddy (2008) that some women may not consider upper level positions on their own, and thus there existed the increased importance of well-placed suggestions by mentors. Interestingly, none of the participants in this study resisted taking up the posts when they were offered to them. Respondents 3, 4 and 5, attributed their promotion to headship to their presence as deputy head teachers in their respective schools. They would contentedly have remained second in command, if it had not been for their headteachers being transferred to other schools. They had worked in an acting capacity for some time before they were confirmed and given letters of appointment. Jessica elaborates:

'I did not apply for this post. My former head teacher went on transfer and I naturally took over the running of the school, having worked as a deputy headteacher in the school for four years. When I was offered his position, my family and close friends encouraged me to take it up. Looking back, I think all I needed was a slight push'

Respondents 6, 7 and 8 all got the opportunities for headships at new schools that were being started in the districts, in an attempt to take services closer to the people and to ease the congestion in the existing schools after the introduction of free primary education. For these women it was an opportunity to start their headship in a totally new place.

'I would never have taken the position in my school. The teachers were too familiar with me to take me seriously'. (respondent 6)

Three of the participants had applied for headship. These women seemed to have gained confidence and started believing in their headship capabilities during the years they had worked

as deputy head teachers. A common motivation among them was their knowledge of administrative duties at a higher level. Two of them said their headteachers were away from school most of the time. They found themselves handling the headteacher's duties, and this motivated them to showcase their capabilities.

The most striking similarity among all the women in their entry into headship was their perception of themselves as the unofficial leaders, yet most of them did not apply for headship positions. Several of the women had shown headship qualities elsewhere, mostly in church. They also believed in their headship capabilities as deputy headteachers. It is no wonder then that none of them had resisted when someone else pointed them out as being suitable for the position of head teacher. Another similarity is the relative degree of ease with which they had entered school headship, as none of the women reported having experienced obstacles on their path to headship.

This data revealed that in most cases the women's path to headship was, in a way, unplanned. The majority of the participants in this study did not declare any intent to lead in the early years of their career. It can be concluded that the women did not make themselves visible for consideration of promotion by applying for headship positions. Their visibility was accidental (head teacher being transferred, headteacher passing away, a new school being opened). This indicates how the women perceived themselves as leaders. Personal factors such as beliefs, self-perception and expectations, referred to in the Social Cognitive Theory (Wolfolk 2007 and Santrock (2000) may explain the reason why most of the women in this study took a relatively long time in their careers before entering headship. They did not.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.

This chapter discusses the study findings, draws conclusions, suggests recommendations and proposes some areas for further study.

5.1 Discussion of the Findings

The discussions of the finding are based on the objectives on of this study.

5.1.0: The social cultural factors and women participation in primary school headship.

5.1.1: Family Roles and Stereotypes

Family attachment was found to be the major reason why women teachers did not apply for school headship positions. The issue of children and/or family is one that deters many women when they have to make the decision to take up a headship position; 8 (38.1%) of the respondents strongly agreed to this, 7 (33.3%) of the respondents were neutral. However, 5 (23%) of the respondents agreed while there was no response to one question. Lack of the willingness to relocate is a barrier to the attainment of headship positions for women, as it involves separating them from their families. 9 (42.9%) of the respondents agreed, 7 (33.3%) of them strongly agreed, 3 (14.3%) strongly disagreed, while 1 (4.8%) of them were neutral. Women were found not to be prepared to take up positions away from their husbands and children. In fact, given a choice between career advancement in places away from the family and staying with ones' family, most women appeared to prefer the latter. As Dorsey (1996) explains; "from an early age, daughters are groomed for their marriage roles of wife, mother and food

provider and they are conditioned from an early age to believe that a woman is inferior to a man and that her place is in the home.

The split between work and family obligation adversely affect women's promotion. It was noted that 11 (52.4%) of the respondents agreed to this statement, 6 (28.6%) disagreed while 3 (14.3%) strongly disagreed. The respondents agreed to the fact that as more responsibilities are acquired as one assumes headship role therefore it's difficult to balance the role for a wife and mother to those time consuming administrative duties of school headship. One interview participant said the following about family attachment:

"Most women do not want to apply for the posts saying perhaps I will be posted somewhere far away from my family. That is the major reason why I talked to some female teachers who are now qualified to be heads and they were saying they are not eager to take the posts because of the location of the schools."

The above response suggests that preference for staying with one's family discouraged some women teachers from applying for school headship posts

Gender stereotype leads people to perceive women as more communal and less agentic, thus perceiving them as less qualified for headship positions. It was noted that 6 (28.6%) of the respondents strongly disagreed to this statement, 5 (23.8%) of them both strongly agreed and agreed respectively, while 4(19%) of them were neutral. This shows how strong stereotypes play a role in women's participation in headship positions. According to Jones and Montenegro (1982), many women have internalized the traditional gender stereotype to such an extent that they feel inferior and suffer guilt and shame when they have society's belief in male led organization and stereotype contributes to the gender imbalance in school headship. Likewise

According to Dipboye (1978), the deeply entrenched stereotype view has accumulated throughout history. Further, women are considered weak, passive, emotional dependent, fearful, unsure about themselves, manipulative and talk too much. These gender stereotypes form an intrinsic part of society's heritage and paradigm as well as it affects and determine women's positions.

Women avoided working far away from their families fearing that their spouses may be tempted to go for other women during their absence. From responses received more than half agreed to the statement 13 (61.9%) of the respondents strongly agreed, 5(23.8%) of them agreed while 3(14.3%) were neutral. they feared contracting of HIV & AIDS. In line with the idea that promotion is usually associated with mobility, Glass (2000:4) correctly pointed out that, "superintendents are not usually hired from within. This means the superintendent's family has to move after she has left the classroom. This mobility discourages some women from applying for the posts".

Like it is mentioned before, men's negative comments affect women's morale of taking up headship assignments. Accordingly, women headship needs to be appreciated, and supported by men and the Government as a whole. If this is put under consideration, it will avoid discrimination against women which is one of the leading factors to women's access to headship positions These findings concur with those of Onyango, Simatwa and Ondigi (2011) who found that men are assigned heavy tasks while women are assigned light work by superiors in organizations because management is stereotyped as masculine and a male domain. Onsongo (2004) also in a study reported that management is still viewed from a masculine perspective. In fact in Uganda it is an established fact that women are discouraged from participating in

headship by male colleagues and spouses due to social stereotypes and this makes women lack confidence in their abilities as managers thereby becoming ineffective (Onyango et al., 2011).

5.1.2: Lack of Support and Stereotypes

Lack of support from family members and the institutional context was found to be one of the factors that affect women participation in primary school headship. According to the results male heads tend not to be supportive, approachable, sensitive, understanding, nurturing and receptive than their female counterparts; 42.9% of them agreed, 33.3% of them strongly agreed while 23.8% disagreed to this statement. Male cultural domination has been observed to contribute to women's lack of support in seeking headship roles. Hansot and Tyack (1981:41) explained this point: "... it is because the world is defined and run by men, and women attempt to operate in it as such". Accordingly, such an ideology renders women inferior and society seeks to perpetuate this hierarchy.

At the same time, women demonstrate a self-less desire to both serve and prepare others; 42.9% agreed to the statement, 23.8% strongly disagreed with it, 19.0% disagreed with the statement while 14.3% strongly agreed to the statement. This has been attributed to the affirmative action policy by government, the Beijing declaration of 1995 and the increased advocacy groups that are geared towards improving status in society.

Women leaders successfully demonstrate favourable headship characteristics, they are perceived less favourable, because it is inconsistent with expectations of desired female behaviour; as evidenced in the findings 57.1% agreed to this, 23.8% agreed to the statement while 19% of the respondents disagreed to the statement. Women in decision-making committees are never given equal hearing and participation opportunities by their male counterparts. From the results, we

saw that 38.1%, of the respondents both agreed and equally disagreed, 19% of them strongly agreed while 4.8% of the respondents were neutral over the issue. Shakeshaft (1989:17) referred to the ideology of androcentricism as “the elevation of the masculine to the level of the universal and ideal and the honouring of men and the male principle above women and the female” prevails. Accordingly, such an ideology renders women inferior and society seeks to perpetuate this hierarchy. Once labelled inferior, women would not be considered for headship roles by men and worse still, by other women.

Women lack support from family to national level. It was noted that of the total respondents, 61.9% of them disagreed, 14.3% agreed and neutral to the statement while 9.5% strongly disagreed to this. This does not go line with Friedman et al. (2004), who stated that gender roles that are created in childhood permeate throughout life and help to structure parenting and marriage, especially in relation to work in and outside the home. Following are the participants’ remarks relating to the above aspect:

“Husbands do not want to release their wives to be heads. At times it is not said but it is felt that their wives will get into affairs if they go to head schools far away from them.”

It also surfaced in the focus groups that women had problems in applying for headship posts because they needed to consult their husbands before applying. If a husband does not approve, then she will not apply. For example, in one focus group discussion it was said that, *“they (women teachers) consult husbands first if they agree ok, if not, they abandon the application”*. Clearly, the above participants attributed lack of support from the family as one of the factors that contributing to the participation in school headship positions.

Female teachers are undervalued because of African culture, 33.3% respondents were both neutral and strongly disagreed respectively to this statement, 28.6% disagreed while 4.8% strongly agreed to this. This shows a big shift from the patriarchal society in the past. It is noted that things have started to change not as According to Lipman-Blumen (1984), who stated women are followers, good in carrying out decisions and following others initiative. Further, Tamale (2000) agreed that domesticity ideology is historically and culturally constructed and is closely linked to patriarchy that is gender/power relation and the public private divide. This same ideology of patriarchy has drawn an artificial wall to separate domestic private from public spheres with latter representing masculinity locus of valued activities, politics and economy whereas the private represent femininity, society and culture where women are trapped, ruled over by men.

Women are discriminated against in all realms of society. 42.9% of the respondents strongly agreed, 19.0% were neutral on the issue, 14.3% agreed and strongly disagreed, while 9.5% disagreed with the statement. Women felt that discrimination was implicit in the organizational structure or in the attitudes of those in authority. This confirms observations made by Wallin (1999) in Canada when she pointed out that the greatest cause of under-representation in educational management was due to sex discrimination in recruitment and promotion. "If hiring committees preserve and promote sexist attitudes towards women, it is almost impossible for women to break the 'glass ceiling' which exists within educational administration" (Wallin, 1999:8).

5.1.3: Low Self-Esteem and Stereotypes

Women teachers simply do not perceive themselves as potential headship candidates. It was noted that 8 (38.1%) of the respondents disagreed, 7 (33.3%) of them strongly disagreed, 4 (19.0%) of the respondents were neutral while a small number of 2 (9.5%) agreed to this. Women see themselves as having the potential to head schools but other factors hinder them. Men are assuming the role of "care giver" more and more in today's society. Education plays a major factor in this. The more education a male or female attains, the less likely they are to hold roles within the house distinctly based on one's sex. This is also reflected in the perception of headship in women.

The visibility of female role-models is particularly effective for those who are attempting to determine their potential for future achievement. The results were 10 (47.6%) of the respondents agreed, 6 (28.6%) of the respondents strongly agreed while 3 (14.3%) strongly disagreed. Noticeable female role models influence the participation of the women in headship limitation of this affects their participation. According to Gupton and Slick (1996) women lack both professional mentor and professional support which contributes to the under-representation in the headship position. Glasscock (1997) supports this statement, arguing that women seem to have a less developed mentoring system as compared to men.

The think-leader-think-male stereotype can also have deleterious effects on women leaders' self-perceptions. The results showed that 7 (33.3%) of the respondents disagreed and were neutral respectively, 3 (14.3%) of them strongly agreed while 1 (4.8%) agreed to this statement. This shows there is a change in women's perception on their capability through increase affirmative action and advocacy from women's participation incapability as heads. According to The

Beijing Platform for Action (BPFA, 2005) identifies education as a human right and essential tool for achieving the goals of equality development and peace.

Women in higher education typically have a low self-worth, often being perceived as nervous, and prefer to maintain a low profile. It was noted that 8(38.1%) of the respondents agree, 4(19.0%) of the respondents both of them disagree and strongly disagree respectively while 3(14.3%) agreed. This indicates that women attain higher educational level in society but are not ready to take up headship positions.

Male head teachers were better administrators than female head teachers were. It was noted that 11 (52.4%) of them strongly agreed with the statement, 7(33.3%) strongly disagreed with it while 1(4.8%) disagreed. According to Shakeshaft (1989), the under- representation of qualified women in headship positions has created a gender gap that exists not only in education but also in many areas of the workplace. Society has determined that only the male make good leaders; therefore, it continues to deny easy access for women seeking headship roles because they do not fit the norm. Women who seek headship positions face barriers and many times give up because they become overwhelmed in dealing with obvious barriers.

Female teachers lacked mentors in headship position to emulate from. There were divided feelings among the respondents on this issue: 7 (33.3%) strongly agreed while 4(19.0%) each agreed, disagreed and strongly disagreed respectively. Majority felt lack of mentorship in headship positions affected negatively their participation in headship positions. This is in line with Gupton and Slick (1996), who stated that women lack both professional mentors and professional support; which contributes to the low participation in the headship position. At the same time congers with a report by Glassock (1997) which observed that women seem to have a

less developed mentoring system compared to men. Mentors provide in-District mobility opportunities for women aspiring headship positions. Mentoring and networking are systems that women leaders must have in place to be a successful leader.

Generally, the findings corresponded with the study by (Mukaranga & Koda, 1997), that few women tend to aspire to headship positions due to family obligation hence they dominate lower levels of management despite being qualified and this situation is more pronounced at the top positions in most organizations. It also conformed with Friedman et al. (2004), gender roles that are created in childhood permeate throughout life and help to structure parenting and marriage, especially in relation to work in and outside the home. The development therefore is intertwined with the inferior political, social and cultural position in which they find themselves (Staudt, 1981).

It also conformed with Sadie's (2005) and Smith's (2010) view that women face patriarchal system where decision making powers are in the hands of males is evident. The same view was held by African culture expects women to be submissive to men, and also to take charge of domestic and family responsibilities as cited by Kiamba (2008). The study established the same challenge as women's barrier to headship positions. The results further show that Stereotype that men have over women is a barrier to women's access to headship positions in primary schools which according to Kiamba (2008) are associated to customs. African customs favour men. According to Emmett (2001), socialization of the girl child in many societies is to blame. In other words, limits are put on girls as opposed to boys. To overcome this anomaly, there is need to sensitize societies and communities on the potentials God has bestowed into women, therefore they should not be underrated and discriminated on terms of being women.

5.2: Strategies to Improve on Women Participation in Primary School Headship

Women should have the same access to power and resources as men all of them were in agreement with this statement. It was noted that 13(61.9) of them agreed while 8 (38.1%) strongly agreed to this statement. This can be attributed to increased campaign on the equality. Many women and men alike have been educated on the girls child and affirmative action policies.

Creation of opportunities that will enable women to occupy positions of influence, both headship and economically, in order to enhance decision-making was viewed as another was of improving women participation in headship. The results noted that 13(61.9%) of the respondents strongly agreed, 5(23.8%) of them agreed while 3 (14.3%) strongly disagreed to this. Those who disagreed felt that this would create gender favouritism yet they wanted to compete equally with male counter parts. For those who agreed felt that by creating these opportunities women boosted their quest for headship positions and economic empowerment.

Establishment of formal mentoring and headship development is one way of promoting and uniting women in education administration. The results indicated that 12(57.1%) of the respondents agreed, 7 (33.3%) of them strongly agree while 2(9.5%) disagreed to this statement. A structured mentorship program would go a long way in developing their confidence and evaluation of their headship capabilities. Mentors provide in-District mobility opportunities for women aspiring headship positions. Mentoring and networking are systems that women leaders must have in place to be a successful leader.

Participating in preparatory administrative training, through informal in-services or through formal university graduate programmes, may increase women's chances of achieving their

desired positions. It was noted that 12 (57.1%) of the respondents strongly agreed, 6 (28.6%) of them agreed while 3(14.3%) disagreed to this. Training has an intrinsic value to a person in terms of imparting headship traits and management styles. Cunanan (1994:6) states that “participating in preparatory administrative training, through informal in-services or through formal university graduate programmes, may increase women’s chances of achieving their desired positions”. Indeed, communities look to universities for headship.

Finally, the affirmative action policies in place should be monitored more seriously, both in the headship positions and in programmes that prepare women for headship roles, 17(81.0%) of them strongly agreed, while 4(19%) agreed to this statement. This showed that monitoring and evaluation of the implementation of affirmative action would contribute on identifying the gaps and trying to recommend solutions.

Government Policies: The study also found out that there are some policies on Gender balance but they are never monitored and implemented at all levels. There is need to fully implement the gender equality policies at all levels and also formulate policies that give women equal access to headship. Affirmative action policy for instance if adhered to, to the letter has high influence on effective participation of women in educational management as it can increase effective access to headship. That is, the policy in schools and colleges would result in more headship positions in education and hence increase the participation of women in education management thereby increasing the role models. In Uganda, the government introduced affirmation action policy that requires that one third of all positions of management in education be held by women (Republic of Uganda, 1997). This has been achieved to a large extent. These findings concur with those of Wirth (2004) who reported that can increase the participation of women in educational management.

Political factors: It was also noted that Area politicians to a certain extent interfere with the headship of schools. This may cover from Local Government up to highest levels like Member of Parliament. For example the headship of the school is sometimes believed to be supportive by the area politician. Usually men are substituted for women as men are thought to be more party supporters than women. In addition, the respondents argued that it is not that women are poor communicators that they fail to access headship positions in Government Grant primary schools as some people think. This argument was carried through/across the respondents. Instead, women attribute the barriers to other reasons of which limited support from staff and government rank the highest. The few women who are in headship positions in Government Aided primary schools express that they are not given support by their staff members, both male and female, and that the government deliberately or through her policies has shown minimum support to female head teachers.

Besides the above, interference by other structures such as religion, culture, and politics play a big role on women's access to headship in Government Grant Aided primary schools. In an interview with respondent 2 confirms that if the panel which interviewed her had Muslim men, they would not have appointed her a headteacher. This is what she said,

“Muslim religion does not allow women to head them, so if the panel has

Muslim men they won't give a lady headship”

Discrimination against women in Government Aided senior primary schools in Uganda is another barrier to their access to headship positions. In an interview with Leah (pseudonym), she attributes women's failure to access headship positions in Government Aided primary schools to the assumption that societies have about women. Cultural values and religious values like

women being submissive also affect women's access to headship positions. However, some women fear headship responsibilities as stated by Maureen during the interview with her.

Religious Barriers: Women are believed to being a cause of bad headship. For example Islam quotes Eve to have misled her husband Adam. Accordingly, they generalize that women should not be in the lead instead men should always lead, while women follow. Some Christians quote Paul (1 Corinthians 14:34) that women should be silent in meetings. This also indirectly pushes the women to the back benches. Agnes observed that women are naturally disadvantaged in a way that they are not allowed to lead. She quotes, "that if women attend an interview and the interviewing panel has more Muslims than members of any other religion; they will never appoint a woman to be headteacher."

5.3 Conclusion

From the study, it was concluded that several factors contribute to participation of women to headship positions and some of these factors include lack support from family, to national level, women being undervalued because of African culture, gender stereotype, split between work and family. From the findings, this is not only common in Adjumani, but a general trend in most Ugandan schools. The dual role in families as mothers and wives contributes greatly towards their career progression. Women are principally responsible for work associated with production and maintenance of the family like childcare and control other assets in the family.

Despite the increase in women in the labour force since the mid-1900s, women are still responsible for the majority of the domestic chores and childcare. While women are splitting their time between work and care of the home, men are pressured into being the primary economic supporter of the home. Most respondents argued that headship responsibility requires

time which is limited to them because of the role they play in the family hence marriage and motherhood has been seen to slow down the process of career advancement among them. A variety of factors included, emphasis on domestic chores, influence of patriarchy, inaccessibility to education and task assigned to them by the norms and custom of the society.

That low participation of female teachers to headship positions is attributed to lack of support starting from the family to national level and other factors reinforcing each other like dual role, being undervalued as a result of African culture, societal perception, educational and political interference had all contributed in one way or another towards low career progression .

5.4 Recommendation

It is recommended that women administrators should establish and strengthen mentorship systems for the young female teachers aspiring to headship in future. Mentors provide in-District mobility opportunities for women aspiring headship positions. Mentoring and networking are systems that women leaders must have in place to be a successful leader.

The achievement of employment equity in primary school headship will require a variety of strategies targeting gender stereotyping by individuals, institutions and policies. There should be more gender sensitive courses in schools. Since stereotypes impede the achievement of gender equity in school headship, there is a need to re-socialize individuals into a new order where gender equality is the norm.

In addition, prospective women heads should be supported as they get socialized into the headship posts. Support must be given to all who look to school headship as their next career step. Administrators at national, regional, district and school levels should be aware that their

encouragement and support may be the spark which moves a potential leader to apply for an administrative position.

5.5 Areas of Further Research Study

The issue for further investigation is related to the policy of rotation of head teachers around schools. Additional exploration and a holistic approach is needed to investigate the consequences of rotation policy in schools.

It would also be interesting to explore how those teachers respond to a new head teacher in their schools. Another area for research that this study emphasizes is the investigation of how and in which ways successful heads influence students' outcomes.

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APPENDICES

APPENDIX 1: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Dear respondents, I am Kareo Vicky a student of Kyambogo University conducting research on influence of socio cultural factors on women participation in headship of primary schools in Uganda, a case study of Adjumani District as part of the requirement for the award of the masters in degree of education policy, planning and management of Kyambogo University. You are kindly requested to participate in this study by answering the questions. The information given will be restricted for academic purpose and will be treated with the highest level of confidentiality.

Your sincere answers are highly encouraged to ensure that the purpose of this study is achieved

Preparation for headship

- 1) How long had you taught, since leaving college, before you became a head teacher?
- 2) For how long have you been a head teacher in your current school?
- 3) What factors motivated you to become a school head teacher.
- 4) What reaction did you get from other people (*e.g.* family, colleagues), when you showed interest in headship.
- 5) What was the selection process like?
- 6) What preparation (in terms of training, mentoring) did you receive to prepare you for headship?

Work experience

- 7) Please share briefly your experiences as a female leader in your work:
 - a) with the learners
 - b) with the teachers
 - c) With parents, and other stakeholders

- 8) Please share some of the major challenges in the course of your work:
 - a) personal challenges
 - b) administrative challenges

- 9) What are your future aspirations in headship?

Concerns

- 10) What, in your opinion, is the perception of the society towards female head teachers?
- 11) What would you say are the stumbling blocks that hinder women from participating in primary school headship in schools?
- 12) What would improve women's participation in primary school headship?
- 13) Is there anything else you would like to add?

Thank you for talking to me.

APPENDIX 2: INTERVIEW SCHEDULE FOR FEMALE HEAD TEACHERS

Dear respondents, I am Kareo Vicky a student of Kyambogo University conducting research on influence of socio cultural factors on women participation in headship of primary schools in Uganda, a case study of Adjumani District as part of the requirement for the award of the masters in degree of education policy, planning and management of Kyambogo University. You are kindly requested to participate in this study by answering the questions. The information given will be restricted for academic purpose and will be treated with the highest level of confidentiality. Your sincere answers are highly encouraged to ensure that the purpose of this study is achieved.

1. How long have you been working at this school? And how long have you been holding your position?
2. Please tell me how you got this position. What did you think when you decided to take this role?
3. What do you do in your job? What are your responsibilities?
4. What advantages and disadvantages have you experienced as a women leader?
5. What do you think is the biggest challenge you have to face in order to be successful in your job? What have you done to overcome it?
6. Whose support have you got to fulfill your role?
7. In your opinion, what are the qualities of a good leader? What is important to you in your headship?
8. It is said that headship is more suitable for men in our culture. What is your point of view about this perception?

9. What do you think about the proportion leaders at our District? In your opinion, what are the factors that affect this proportion?
10. How do you find your journey to the current position if now looking back at it?
11. What is your future plan in terms of your career advancement?
12. If necessary, there may be a follow up interview for the purposes of clarifying responses and asking for further details.

**APPENDIX 3: QUESTIONNAIRE FOR HEAD TEACHERS, TEACHERS, DISTRICT
EDUCATION OFFICER AND SCHOOL MANAGEMENT COMMITTEE.**

Dear respondents, I am Kareo Vicky a student of Kyambogo University conducting research on influence of socio cultural factors on women participation in headship of primary schools in Uganda, a case study of Adjumani District as part of the requirement for the award of the masters in degree of education policy, planning and management of Kyambogo University. You are kindly requested to participate in this study by answering the questions. The information given will be restricted for academic purpose and will be treated with the highest level of confidentiality. Your sincere answers are highly encouraged to ensure that the aim of this study is achieved.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age of respondents

- a) 25-34 b) 35-44 c) 45 and above

2. Gender

- a) Male b) Female

3. Education level

- a) Certificate (Grade III) b) Diploma Grade V c) Degree
d) Masters

4. Marital status

- a) Single b) Married c) Divorced

5. Years of service

- a) 5-9 b) 10-14 c) 15 and above

6. Your designation

- a) Teacher b) deputy head teacher c) Head teacher
 d) SMC e) DEO

SECTION B: The social cultural factors that affect women participation in primary school headship.

In this section, a Likert scale has been used of strongly agree, agree, neutral, disagree and strongly disagree therefore tick in the box that you feel is right

i. Family roles and stereotypes

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The issue of children and/or family is one that deters many women when they have to make the decision to take up a headship position.					
2	Lack of the willingness to relocate is a barrier to the attainment of headship positions for women, as it involves separating them from their families.					
3	The split between work and family obligation adversely affect women's promotion.					
4	Gender stereotype leads people to perceive women as more communal and less agentic, thus perceiving them as less qualified for headship positions					
5	Women avoid working far away from their families fearing that their spouses may be tempted to go for other women during their absence.					

NB: Agentic qualities refers to assertiveness, controlling, aggressiveness and independence

ii. Lack of support and stereotypes

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Male heads tend not to be more supportive, approachable, sensitive, understanding, nurturing and receptive than their female counterparts					
2	Women demonstrate a self-less desire to both serve and prepare others.					
3	When women leaders successfully demonstrate favourable headship characteristics, they are perceived less favourable, because it is inconsistent with expectations of desired female behaviour.					
4	Women in decision-making committees are given equal hearing and participation opportunities by their male counterparts					
5	Women lack support from family to national level					
6	Female teachers are undervalued because of African culture					

7	Women are discriminated against in all realms of society					
8	Sexual harassment is a reality for some women especially those in low ranks. Affected women are frequently intimidated to the extent that they often fail to assert themselves when aspiring for promotion.					

iii. Low self-esteem and stereotypes

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Women teachers simply do not perceive themselves as potential headship candidates					
2.	The visibility of female role-models is particularly effective for those who are attempting to determine their potential for future achievement					
3.	The think-leader-think-male stereotype can also have deleterious effects on women leaders' self-perceptions					
4.	Women in higher education typically have a low self-worth, often being perceived as nervous, and prefer to maintain a low profile.					
6.	Male headteachers are better administrators than female head teachers are.					
7	Female teachers lacked mentors in headship position to emulate from					

SECTION B: STRATEGIES TO IMPROVE ON WOMEN PARTICIPATION IN THE HEADSHIP OF PRIMARY SCHOOLS

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Women should have the same access to power and resources as men.					
2.	It is important to create opportunities that will enable women to occupy positions of influence, both headship and economically, in order to enhance decision-making.					
3.	Formal mentoring and headship development is one way of promoting and uniting women in education administration.					
4.	Participating in preparatory administrative training, through informal in-services or through formal university graduate programmes, may increase women's chances of achieving their desired positions					
5.	The affirmative action policies in place should be monitored more seriously, both in the headship positions and in programmes that prepare women for headship roles					

APPENDIX 4: TABLES

Table 4.1 Theoretical sample sizes (S) for definite population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Airasian (2003:113)

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Department of Educational Planning Management

Date: 15th February 2015

TO WHOM IT MAY CONCERN

Dear Sir

RE: KAREO VICKY, REG. No. 2012/U/HD/088/MEDPPM

This is to certify that **Kareo Vicky, Reg. No. 2012/U/HD/088/MEDPPM** is a student in our department pursuing a Master's Degree 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:

Factors that impede Women's participation and Headship of Primary Schools in Uganda: A case of Adjumani District.

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

Thank you.

A handwritten signature in black ink, appearing to read 'Leticia Komba', is written over a faint circular stamp.

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT