

**EXAMINING WOMENS' PARTICIPATION IN THE MANAGEMENT OF
GOVERNMENT AIDED MIXED SECONDARY SCHOOLS IN KABALE DISTRICT**

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ABSTRACT

The study was carried out in Kabale district using both qualitative and quantitative methods to examined women's performance in management of government aided secondary schools. Qualitatively, interviews were carried out with different selected individuals and quantitatively, information was obtained using questionnaires issued out to the selected individual samples. The study took on equal numbers of female and male participants. It covered four government aided secondary schools that included Kigezi High School, St.Mary's College Rushoroza, Bubaale Senior Secondary School and Nyaruhanga High School all in Kabale district.

This research found out that women participation in leadership of government aided secondary schools was low and several challenges were discovered to have influenced this which included the policy and procedures, commitment in domestic roles, cultural issues, male domination and lack of women role models amongst other factors. It was also found out that there were few women in leadership positions in government aided mixed secondary schools. All the women were found in the positions of dean of studies, class teacher but none in the head teacher positions apart from one woman who was once a deputy of Nyaruhanga High School.

Respondents showed the interest of having good perception on women attaining administration positions, although some respondents are still tied to traditional sentiments women are not fit to be in leadership position. The role of women is to produce children and take care of the home. On the other hand he observed that women are hardworking, excellent performers, can work under pressure, good administrators, transparent, accountable and committed to work especially when it comes to moral guidance and counseling to students. It was also found out that most of the church founded schools senior positions are influenced by the chairmen board of governors who in most cases were found out to be the current Bishops. This also remains a subject of contention.

In conclusion, several recommendations rose that included to revise the broad educational aims and goals with an intension of incorporating gender concerns in the curriculum, through sensitizing female teachers and administrators in the education system and lastly but not least, there is need to adjust on the policies to likewise include more women particularly in policy

formulation, monitoring and evaluation and thus encouraging them to have full participation in secondary school leadership and in especially government aided secondary schools in Uganda.