Traditional Gender Roles and the Management Performance of Female Head teachers of Primary Schools in Gulu District

By

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Declaration

I, Margaret Amongi Adimola, do declare that this Dissertation is my original work, and has never been submitted to any other University / College/ Institution for award of any Degree/ Diploma.

Signed: .....

Margaret Amongi Adimola

Date: 24/10/2008



Approval

This dissertation entitled 'Traditional Gender Roles and the Management Performance of Female Headteachers of Primary Schools in Gulu District' has been submitted to Faculty of Education with my approval as an appointed University Supervisor.

Signed: .....

Florence Capuc Obong (Mrs)

Date: 24/07/08

Dedications

This work has been dedicated to my beloved mother for the commendable efforts she made towards my education. My children Eunice and Daniel who made infinite sacrifice whenever I needed

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Acknowledgement

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Abstract

This study that investigated traditional gender roles and management performance of female headteachers was conducted in Gulu District. Traditional gender roles are cultural and socially constructed and defined responsibilities for both men and women.

According to available data, the management performance of most female headteachers was low as in the general school management indicators ranging between 40–50 %. (Gulu Inspection Report 2004). What could have been the cause? In light of the above, there was need to investigate what affected the management performance of female headteachers of primary schools in the district.

Qualitative method was employed using a cross-sectional survey design to obtain information concerning traditional gender roles and the management performance of female headteachers of primary schools. A stratified sampling technique was used to select a more representative sample. The sample size comprised of 10 female headteachers who headed the schools, 10 male deputy headteachers purposely sampled from the sampled schools, and 30 heads of departments that comprised of male and female, 10 senior male and female teachers, 40 male and female members of school management and parent teachers' associations respectively making a total of 110 participants. Schools that had two deputes, the samples were randomly selected.

The researcher adopted interview approach, using open-ended interview to draw upon the experience and views of respondents at the different levels. The data was analyzed qualitatively. The data from interviews and focus group discussions were

tabulated and grouped into recurrent themes and analyzed. Quotations from interviews were also included to back up the findings.

There were various challenges and effects of traditional gender roles on management performance of female headteachers of primary schools. In light of the above, the researcher made the following recommendations;

The males, females and pressure groups should be mobilized and sensitized to support, promote, and encourage gender and development approach that is based on the understanding of gender roles and social relations of women and men.

Academic and research bodies should carry out gender oriented research involving the stakeholders at all levels in order to identify gender concerns.

Development partners should establish and disseminate research work and encourage documentation of experiences. This should involve the stakeholders as well.

The Ministry of Gender, Labour, and Social Development should establish gender monitoring and evaluation for gender development and women in development which can help in sensitizing the people about the different roles that the different genders play in the development of the society

Academic and Research bodies should conduct many more gender oriented researches to help in enlightening the public about the different issues that concern the different genders.

Chapter One

Introduction

Background to the Study

Traditional gender roles refer to the cultural and socially constructed and defined responsibilities for both men and women. The Uganda Strategic Country Gender Assessment. (World Bank 2005) reveals that women work considerably longer hours than men. Women bear the brunt of domestic tasks, in addition to agricultural and other productive work. Some cultural norms and values often condone gender discrimination as a result: abuse of rights continues and becomes socially "acceptable".

African women are victimised by discrimination and cultural stereotypes that render them outsiders from meaningful leadership despite having developed excellent organisational skills at the grassroots and community levels (The Human Development Report, 1995). The basic issue to note here is that Uganda is a patriarchal society where the lines of descent, inheritance and authority pass through the male line, with the male being regarded as the most important member of the kin unit, women's functions are to produce heirs to continue lineage and carry family heavy workload (Erny, 1972).

Like other women in sub-Saharan Africa, Uganda women carry a heavier workload than men. The anthropologist and poet Okot P'Bitek (1966) labelled the African woman as a cook, a sweeper, ayah, dishwasher, cultivator, storekeeper, builder, runner of errands, cart, lorry, and a donkey. Many other commentators have echoed this description, including President Museveni of Uganda who in 1986 referred to Ugandan women as

donkeys, tractors, water pipes, and factories. None of these terms were intended to be derogatory but to graphically depict women's multiple roles including the major roles of education. (Kwesiga, 2002).

Management performance includes managerial functions such as; planning, organising, leading, and controlling. These are done in a consciously coordinated social unit of more people that functions on a relatively continuous basis to achieve a common set of goals.

In education sector however, so many explanations have been given on the performance of women at the management level. Mutemba (1989) remarks 'the reason why women seem not to utilise their education for formal employment as complex and this is related to their domestic roles'. On the other hand, Klein (1984) observes that some women are dissatisfied with their marital and family life, seek satisfaction in their work and hence become more committed. And this is why Valerie Fol and Ayoyeri (1992) cited by Capuc, (2000) assert that 70 % of women who are in top positions have an average of three children with an average age of 15-20 years. Since they are grown up children, the problems are minimised and they can concentrate on their jobs. The other 30 % give culture and child bearing as factors that l mit their career development.

Despite the above explanation, Mpanga's (1998) findings reveal that women have been sensitised and now the society seems to accept that women can be good leaders. That is why there are a number of women coming up in the management and administration of schools. Apparently though, the attitudes and behaviours towards them at the work places have not changed much. Available data reveals that the number of

female headteachers in most districts in northern Uganda range between 20-30%, (Education statistical abstract 1997-2000). Gulu female headteachers comprise of 23% as compared to 77% of male headteachers (Gulu Education statistical record 2004).

Though the above findings reveal factors that constrain the performance of females for formal employment as complex and related to domestic roles, there are some contradictions basing on workload in families, attitudinal and behavioural changes towards female leaders in schools as a challenge, Mpanga (1998). Therefore, there was need for more investigation.

Statement of the Problem

The management performance of most female headteachers was low as in the general school management indicators ranging between 40–50 %. (Gulu Inspection Report 2004). What could have been the cause? In light of the above, there was need to investigate what affected the management performance of female headteachers of primary schools in the district.

Purpose of the Study

The purpose of the study was to investigate how the traditional gender roles affected the management performance of female headteachers of primary schools in Gulu district.

Objectives of the Study

The specific objectives were:

1. To find out the views of stakeholders on traditional gender roles and the management performance of female headteachers
2. To find out the challenges that traditional gender roles had on the management performance of female headteachers
3. To analyse the effects of gender roles on the management performance of female headteachers in primary schools.

Scope of the Study

The research was carried out in ten primary schools headed by female headteachers in the context of traditional gender roles as the independent variable. The researcher directed the investigation on the impact of traditional gender roles on management performance of female headteachers. The study was conducted between November 2005 and May 2006 in Gulu district primary schools especially in schools within the Municipality and those displaced into Municipality.

Significance of the Study

It was anticipated that this study would be useful to the following:

1. Policy-makers/ Education Managers

It was hoped that the findings would enable them to redress the impact of traditional gender roles on the management performance of female headteachers. This would form the basis for better strategies to the implementation of gender policy

2. School Management Committees (SMC)/ Parents Teachers' Association (PTA)

The findings would hopefully clarify the impact of traditional gender roles on the management performance of female headteachers, this would improve interpersonal relationship for quality management and leadership of the schools.

3. School Administrators/ School Teachers

The findings would enhance understanding of what was expected of the female head teachers. This was expected to lead to better commitment to their duties and that of the teachers for improved operational effectiveness and efficiency in education system at the school level

4. Female Headteachers

The findings would enable them to evaluate their performance, identify their strengths and weaknesses in order to achieve total quality management and overcome challenges of their management performance in schools.

5. Existing Body of Knowledge

The findings would make contributions for reference and stimulate more study on gender roles and performances.

Chapter Two

Literature Review

Introduction

In this study, literature was reviewed under four headings; patriarchal cultures, division of labour, gender stereotypes and management performance of female headteachers. This study was concerned with how patriarchal cultures, division of labour (gender roles) and gender stereotypes affected the management performance of female headteachers of primary schools.

Patriarchal Cultures

In most societies in the world, kinship status is dependent on a person's father. Property is inherited and descent is traced in the patrilineal line. Coontz and Henderson (1986) explain that matrilineal exists in a significant minority in societies in which descent and property pass in matrilineal line, but here again, power, in the sense of much of decision-making and control of access to resources is vested in men. It is therefore men in control by default whether present or absent from home. Where men move to work in cities, they leave their wives behind creating de facto if not de jure female-headed households, (Chapman and Prothero, 1985).

Resentment by men that women are spending time away from household duties or women's participation in public world threatens traditional male-dominated power structures. (Kusmir and Lagaespada. 1986), quoted by Lynne and Sylvia (1989). On the other hand. Hollnsteiner. (1982) cited by Lynne and Sylvia (1989) observes that husbands of female leaders face criticism on account of allowing their women to lead. There are evidences of divorce or men stopping their women from leadership.

Women are frequently treated as dependants of men rather than as persons in their own rights. (Klein. 1984). This is possibly why Rearson. (1988) asserts that women are inferior to men and have no legitimate claim to authority according to patriarchal culture.

The role of patriarchy as a concept explains the subordination of women or put more boldly. man's domination. This has undesirable impact on the value placed on women. Radical feminism category of gender theory stands for dismantling of patriarchal system that is seen as a fundamental barrier to women's advancement. (Kwesiga. 2002). The above studies have traced gender inequality from its origin and have shown the values placed on males. Further more. these studies depict the impact of patriarchy on management functions such as leading. controlling. planning. and organising. How are female headteachers performing the roles of males in schools as well as the roles spelt out for females by patriarchal culture? This study on gender roles and the management performance of female headteachers of primary schools was expected to answer this question.

Division of labour

According to Shakeshaft, (1987) men and women divide labour on the basis of sex. Male tasks are more valued than female ones. The roles of African women, spelt out by the anthropologist and poet Okot (1966) and President Museveni (1985) depict women's multiple roles. These assertions are not far from what Oppong and Abu (1985) conceptualise as the seven roles of women as distinct from those of men. They include parental roles, domestic roles, kin roles, conjugal roles, individual roles, community roles and occupational roles. Guyer's (1984) local studies in Africa confirm that the production of food, processing and domestic chores are women's work while men sit and drink.

Kwesiga's (2002) findings on a study of women, middle-level managers in Uganda Public Service show real conflict of roles between domestic and occupational roles. These findings support what Sentienza (2004) observes, that gender roles and responsibilities influence people's attitudes and behaviour towards occupational work, career development, low aspiration to promotions. These are aspects of management functions. This is confirmed by Capuc's (2000) findings during her study on administrators' roles and styles as challenges to female teachers in developing their career.

Capuc's (2000) findings further reveal that 68 % of female teachers find it difficult to carry out certain roles and adopt various styles in education management. Women may not seek realistic assessment of commitment on promotion through lack of aspiration, rather, because of not wanting to take on two jobs, this reflects an accurate assessment of the number of hours in a day and real limit for the human body (Shakehelf 1987).

These studies above were done on middle managers and secondary teachers. What are the findings on low level managers of primary schools? This study focused low-

level managers at educational foundation level; it was interesting to investigate whether the findings would be similar.

Gender Stereotypes

Gender stereotypes occur when men and women are regarded according to rigid thinking about social and cultural expectations of their gender rather than flexible consideration of their individual potential and capacity. Basing on what values cultures have muted concealed in us, cultures still continue to pressure us to conform to the gender stereotypes and also do what we are expected to do. The cultures' expectations become internalised as our own self-expectations (Cook, 1985).

As Williams (2000) put it, 'The old paradigm still shaping our thinking may keep us away from seeing what they are. This is why Friedan (1970) and Moser (1987), assert that there must be paradigm shift from the old focus on our status visa-a-vis men. The issue of breaking gender stereotypes and addressing women's strategic needs are of critical importance if development planning is to be gender aware and capable for fundamental change. This is in line with what Gray (1989) identifies as two paradigms that can be used as means of examining gender issues in schools.

Feminine paradigm as: caring, creative intuitive, aware of individual differences, non-competitive, tolerant, subjective and informal. Masculine paradigm as: highly regulated, conformist, normative, competitive objective and formal. However, there is need to be mutually inclusive, each person can recognise that they have qualities from

both lists. The better adjusted we are emotionally, the easer it is for us to accept this 'fully androgynous' quality.

The idea of women leaders' stereotypes that has made people to prefer male leaders is reflected and concluded that female and male managers are completely interchangeable. They are selected as managers because they meet specific set of attitudinal and behavioural criteria, (Gary &Powel 1993).

Despite all the above, Schumach (1986) contents that educational institutions have 'a gender out lay' that high school principles or employers will interact more with male than with female leaders. This is why Davidson and Cooper (1992) assert that it is still hard for men to cope with working women as equals, having been burdened with their conditional stereotypes of women being less valued and subordinate to men. And this is also why Navanethen, (1998) of Durban, asserts that we need to change the myths in legal systems: the fragile woman who is not fit to hold certain occupations, a woman as a weaker sex, traditional laws that protect men a against women. Women have in their lives known fear of humiliation and pain of suffering. It is wonderful if women can have a goal, vision and self-confidence to keep it up. Although these findings revealed situations in women's life, there was still need to find out the current views of stakeholders of primary schools towards the effects of patriarchal cultures, division of labour and gender stereotypes on the management performance of female headteachers.

The Management Performance of Female Headteachers

African women are renowned for their survival and management skills in the face of economic hardship, natural disaster and civil strife- and their ability to make ends meet in the most difficult circumstances. Despite these attributes, few African women are shouldering high-level responsibilities in many walks of life, (The Human Development Report, 1995).

Mpanga's (1998) research reveals no significant difference between the performance of both male and female headteachers of primary schools in Luwero District. However, her findings reveal that many of her respondents felt that male head teachers were more capable initiators than female headteachers due to the stereotyping attitudes in society. This finding is supported by Stephen, (2003) who asserts that studies show that female administrators score highly on almost every important dimension of leadership than their male counterparts. Women tend to use democratic leadership style, encourage participation, share power and information and attempt to enhance followers' self worth. This is supported by research findings that reveal that effectiveness of schools is linked with qualities such as empathy, warmth, genuineness, concreteness, (Murgatrayed &Grey, 1984). This is synonymous with females and is in line with what Valerie and Ayoyeri (1992) observed that 70 % of women in top positions have fewer, grown up children that minimise their family problems to enable them concentrate on their jobs. The above findings show not only some contradictions on real findings and what the society believe as a result of stereotyping attitudes, and possibility of other influencing factors too. Therefore, traditional gender roles under the specific headings,

patriarchal cultures, gender stereotypes and management performance of female headteachers. if investigated would provide more relevant information.

In conclusion, the related literature review threw light on inequality and the root causes based on kinship. The impact of inequality as rooted in patriarchal cultures; division of labour and gender stereotypes that have affected attitudes, behaviours and personalities of female headteachers of primary schools in performing management functions were studied. The findings revealed the perceptions of females, males and stakeholders in educational responsibilities in primary schools.

Research Questions

The preceding background and the related literature review have narrowed down the study to answering the following research questions:

1. What are the views of stakeholders concerning traditional gender roles and management performance of female headteachers?

2. What are the stakeholders' expectations of the management performance of female head teachers in respect to traditional gender roles?

3. What are the challenges that gender roles have on the management performance of female headteachers?

Chapter Three

Methodology

Introduction

This chapter looks at the methodology used in this study and covers research design, study site, sampling techniques, participants, instruments, administrative procedure, ethical considerations, extraneous variables and data analysis.

Research Design

In this study, qualitative method was employed using a cross sectional survey design to obtain information concerning traditional gender roles and the management performance of female head teachers of primary schools. This method was to enable the researcher directly or indirectly get information from a cross section of females, other school administrators, groups of deputies, heads of departments, subject teachers, groups of School Management Committee (SMC) and Parents Teachers Associations (PTA).

Study Site

This study was conducted in Gulu District. This area was chosen because the researcher would not meet a lot of constraints on cost of transport, meals and others, because most schools were displaced near town and within the Municipality.

Sampling Technique

Stratified sampling technique was used to select a more representative sample. This was done by classifying the sample into sub-groups according to common characteristics and selecting representatives of each group.

Their common characteristics were that they were all primary schools and headed by female head teachers. These were representative samples of schools that fell into the following categories:

1. Municipal Primary Schools
2. District Primary Schools
3. Grade 1Primary Schools
4. Grade 2 Primary Schools
5. Grade 4 Primary Schools

These categories selected were sample types of schools that met the set conditions.

Participants

The participants for study were purposely-selected female head teachers, male and female deputies, and groups of male and female heads of departments and randomly selected stakeholders (Chairperson, 3 committee members of SMC/ PTA) from the stratified sample schools. These were selected because they were at work and their perceptions of current situations would be investigated.

The demographic characteristics of selected head teachers included: sex, academic qualification, and age between 30 – 50 years old.

11 participants that comprised of, one head teacher, one deputy head teacher, three heads of departments, one senior woman/male teacher, chair persons School Management Committee and Parents Teachers' Association, and three committee members from School Management Committee of each of the stratified sample were selected from the 5 schools from municipal and 5 schools from district, making a total of 110 participants.

Instruments

The researcher adopted interview approach, using standardised open-ended interview to draw upon the experience and views of respondents at different levels. This approach was adopted for the purposes of triangulation (Burns, (1997), Maykut & Morehouse, 1994; Miles & Huberman, (1994). More questions were easily developed from respondents' responses. This provided a wider perspective to this study. The following techniques were used.

Open-ended interview. The researcher held face-to-face interview with female head teachers and deputy head teachers.

Focus group/ Open-ended interview. This was administered by the researcher to groups of heads of departments, subject teachers and purposely-selected stakeholders (two chairpersons SMC/PTA, three committee members of SMC) that belonged to the stratified sample.

Validity of instruments

The interview questions were formulated basing on the research questions. These were discussed with colleagues and formulated with the supervisor until they were proved valid to the research questions.

Reliability of Instruments

This study that was qualitative required paramount consistency and reliability of instrument since the researcher used the interview mode that yielded results according to independent research conducted by the researcher.

Administration procedure

The study was started by a preliminary visit by the researcher to the authorities for permission to undertake the study in the selected schools. A programme for the

administration of the instruments was drawn accordingly with the administrators of selected schools.

The researcher personally administered the interview to all participants. Face to face interview was held with head teachers, and deputies. Focus group discussions were administered to heads of departments, subject teachers and members of SMC/ PTA. To maximise quality of information, the researcher did not disclose the schools selected to others and the activities were carried out within a short period of time. The researcher recorded the findings for analysis.

Extraneous variables and how they were controlled

The extraneous variables that were controlled in this study included; sex, education level, marital status, economic background and school security. These were controlled by standardisation as a technique. This involved setting some conditions to hold extraneous variables constant as below:

1. The headteachers chosen were females. The rest of participants had balanced numbers of both male and female persons.

2. The researcher chose the female headteachers that had obtained (Grade v) teaching certificates and have been substantively appointed.

3. The female headteachers of schools in secure places (within or near Municipality, or near army detaches) were selected to participate.

Ethical Considerations

The major ethical issues of concern included; informed consent, privacy, confidentiality, anonymity and researcher's responsibility.

Informed consent. The researcher sought the consent of participants to participate based on adequate knowledge of the subject of study, procedures, purpose of the study, duration of study and expected significance of the study were provided by the researcher.

Privacy and confidentiality. The researcher assured the participants of complete control of information between them in agreement that limits others' access to information that would intrude in their lives.

Researcher's Responsibility. The researcher was sensitive to human dignity and meaning to her intentions.

Data Analysis

The data was analysed qualitatively. The data from interviews and focus discussions for research questions was tabulated accordingly, grouped into recurrent themes and analysed. Quotations from interviews were also included to back up the finding.

Chapter Four

Data Presentation, Analysis and Interpretation

Introduction

This chapter dealt with the presentation, analysis and interpretation of findings from the study conducted with the primary school stakeholders at five levels, namely; the female head teachers, the deputy head teachers, the groups of heads of departments, subject teachers, School Management Committee (SMC) and Parents Teachers' Association (PTA).

This study investigated how traditional gender roles like; patriarchal cultures, division of labour, and gender stereotypes affected the management performance of female headteachers of primary schools in Gulu. This was in light of the performance of female headteachers that was low as compared to the performance of their counter parts (male headteachers), evidenced by general school management indicators ranging between 40 – 50 % (Gulu Inspection Reports, 2004).

The results of the analysis were based on the findings at each level for each of the research question and objectives.

The levels of the respondents' views were determined using the rating scale shown be

low;

Rating	Levels (%)
Very High	Above 80
High	61 – 80
Moderate	41 –60
Low	21 – 40

The findings were represented basing it on each question, level by level.

The first objective of this study was to find out the stakeholders' views of traditional gender roles and the performance of female headteachers. To achieve this objective, the respondents answered the following research question.

Research Question One: What are your views as stakeholders of traditional gender roles and the management performance of female headteachers of primary schools?

Tables 1 – 5 show the views of stakeholders at different levels on the effects of traditional gender roles and the management performance of female headteachers.

Table 1. Female head teachers' views on traditional gender roles and the management performance of female head teachers

Effects of traditional gender roles on management performance of female headteachers	Frequency (f)	Percentage (%)
Very High	3	30
High	6	60
Moderate	1	10
Low	0	0
Total	10	100

From this table 30% of the interviewed head teachers had very high response, 60% had high views, 10% had moderate and none of 'hem had low opinion of the influence of gender roles on their management performance at school. The majority of head teachers that constituted of very high, 30 % and high, 60 % expressed extreme difficulty in balancing home and school responsibilities. One of them said 'I spent most of my time at school because I had a helper at home, but in most cases she did not follow instructions. I got criticism from my husband and his relatives'. The criticism was based on the culture that a married woman must render services to her husband and her relatives herself but not hired services of another. Culture restricts services of helpers to minor roles like baby sitting and washing dishes. Another headteacher lamented 'My husband married a second wife because he said I spent most of my energies on school activities. No matter what efforts rendered, running two jobs at the same time still remains a big challenge'. Her husband missed the services that culture dictates such as staying at home at all times and

giving her husband 100 % services just to mention a few. This was why he married a second wife to bridge the gap. The female headteachers were torn in between home responsibilities and school responsibilities.

These findings revealed the views of female headteachers that traditional gender roles affected the management performance of female headteachers in schools.

Table 2. The deputy head teachers' views on the effects of traditional gender roles and the headteachers' management performance at school

Effects of traditional gender roles On management performance	Frequency (f)	Percentage (%)
Very High	4	40
High	5	50
Moderate	1	10
Low	0	0
Total	10	100

From this table 40 % of the interviewed deputy headteachers had very high response, 50 % had high views, 10 % had moderate and none had low opinion of the affects of gender roles on the management performance of female head teachers. One of them said 'We were able to run the school effectively because of the policy that a female head teacher had a male deputy otherwise a female head teacher wouldn't manage both responsibilities at school and home at the end of each day'.

Culturally all women, female headteachers inclusive are expected to fulfill home responsibilities first regardless of other duties elsewhere. In fact as humans, they may fail on some days to meet the time expectations, hence getting delayed somewhere in between. This is why the deputy was a male to bridge the gap in school. In reality female headteachers rendered less than expected of them at school meanwhile their deputies did the rest. Meanwhile from home female headteachers relied on their helpers to do the needful while they were at school. This meant both the policy makers and the deputies are aware of this problem probably by default.

These findings clearly showed the views of the deputies that traditional gender roles affected the management performance of female headteachers at schools.

Table 3. The groups of heads of departments' views on the effects of traditional gender roles on the management performance of head teachers

Effects of traditional gender roles		
On management performance	Frequency (f)	Percentage (%)
Very High	30	60
High	12	24
Moderate	5	10
Low	3	6
Total	50	100

From this table 60 % of the interviewed heads of subjects had very high views, 24 % had high views. 10 % had moderate views and none had low views of the effects of traditional gender roles on the management performance of female head teachers.

One of the groups' observation was 'Our head teacher manages the school very effectively amidst the role conflict between home and school. She delegates duties to the deputy or deputies to bridge the gaps.' The fact here was, the deputy did most of the work, and hence the success relied on his efforts. The headteacher was commended on her mutual understanding and relationship with them. The truth here is, the talented headteacher knows her areas of weaknesses and tactfully delegates such responsibilities to her deputy who does better in most cases. The headteacher uses her administrative skills to delegate effectively. It's quite clear that these respondents were aware of this as a problem.

These findings show the views of the heads of departments that revealed that traditional gender roles affected the management performance of the female head teachers.

Table 4. The groups of subject teachers' views on traditional gender roles and the management performance of female headteachers

Effects of gender roles on management performance	Frequency (f)	Percentage (%)
Very High	38	76
High	4	8
Moderate	8	16
Low	0	0
Total	50	100

From this table, 76 % of the interviewed subject heads had very high views, 8 % had high views, 16 % had moderate views and none had low opinion on the effects of traditional gender roles on the management performance of female headteachers of primary schools. One of the groups said "We had a special leader who worked tirelessly with her deputies at her rescue especially when she had duties out of school. We admired the way she handled both school and home activities'. This meant the respondents highly commended her as an individual working in two places satisfactorily and earning good results in school in particular. The headteacher cooperated highly with her deputy at work and hence the deputy covered the work she couldn't do because of un-avoidable circumstances like going to attend to home responsibilities and others. The deputies obviously understood their bosses' problems and they coped with them well.

These findings reveal the views of the subject heads that revealed that traditional gender roles affected the management performance of female headteachers at schools.

Table 5: The groups of School Management Committee (SMC) and Parent Teachers Association (PTA) members' views on traditional gender roles and the management performance of female head teachers in schools.

Effects of traditional gender roles On management performance	Frequency (f)	Percentage (%)
Very High	20	40
High	22	44
Moderate	8	16
Low	0	0
Total	50	100

From this table, 40 % of the interviewed School Management Committee Members and Parent Teachers' Association members had very high views, 44 % had high, 16 % had moderate and none had low views that traditional gender roles affect the management performance of the primary school female headteachers. One of them said 'Every successful woman had a man behind. A man was behind a woman to do what a woman couldn not do. our headteachers were doing well in most cases" There they had deputies to do school activities while the heateachers fulfilled home commitments'. The fact here was that the successes of these headteachers relied on mutual cooperation in the school pivoted by the female headteachers as excellent leaders. Deputies rendered full support because they shared the same success through their mutual understanding of what happened to their leader's managerial roles in schools and other responsibilities at home. This comment was based on the cultural belief that men are better leaders than women. This also revealed the fact that they acknowledged female roles in both places.

These findings reveal the views of the school management and Teachers' Association members that supported that traditional gender roles affected management performance of female headteachers.

Challenges that gender roles had on the management performance of female head teachers

The third objective was to find out the challenges that gender roles had on the management performance of female headteachers. To achieve this objective, the respondents were asked the following research question;

Research Question Three: What are the challenges that traditional gender roles have on management performance of female headteachers?

From interviews held during the study, it was found out that the views of stakeholders at different levels had in common the following challenges, among others;

1. Dilemma in balancing roles
2. Negligence of duties
3. Late coming
4. Absenteeism
5. Lack of cooperation

The majority of respondents revealed dilemma in balancing roles as a big challenge that influenced the management performance of female headteachers of primary schools. They observed that the role conflict between home and school was the root cause to this challenge. One of the respondent said 'Some female headteachers seemed to get satisfaction from their home responsibilities- hence they spent more hours at their homes than at school. They associated themselves more with home successes than failures at schools'. One of the head teachers revealed that she lost interest in school activities before the death of her husband because of family conflict with her husband over concentrating more on school responsibilities. This explained why she did an excellent job as one of the leading female managers in the district.

The majority of respondents revealed negligence of duty as a challenge of gender roles on the management performance of female headteachers of primary schools. They

observed that most female headteachers failed to balance home and school responsibilities. They spent more hours at home fulfilling home demands at the expense of school responsibilities. One of the female headteachers said 'My husband has married a second wife who is not a working class to satisfy his needs at home fully. He has lost interest in me completely'. The term negligence arose here when she did not participate fully in the school and yet she was termed an excellent house wife at home instantly. These were two titles awarded to the same woman at the same time. This was the dilemma that the female headteacher faced in an attempt to perform two roles as a headteacher and a traditional housewife at the same time.

The majority of respondents revealed late coming as the most common challenge of gender roles on the management performance of female headteachers. They observed that most successful female headteachers assigned male deputies to handle early morning and late afternoon school responsibilities to cover up their weaknesses. The fact was the headteacher assigned the deputy to do her school roles as she performed home roles as traditional cultures dictate. Otherwise, the consequences would single her out of the society's norm.

The majority of respondents revealed absenteeism as one of the challenges of gender roles on the management performance of female headteachers. One of the focus group members narrated that 'We had to reschedule our Management Committee meeting because our headteacher had to take her child to the hospital. Her husband was busy drinking in the trading centre after a long disagreement over who should take the child to hospital. Her husband was not willing to take a woman's role'. This is practical of a real man according to culture. A true man never listened to or performed a woman's roles as

culture dictates. It is a woman's duty to care for all including her husband but she would be cared for by some other woman when she got sick but not her husband. He should strictly do what culture and the society accepted. The respondents understood this as a problem that was why the meeting was rescheduled.

The majority of respondents revealed lack of cooperation between young female teachers and the female headteachers as a challenge. They revealed that most young female teachers failed to balance home and school responsibilities. They conformed to what the society expected of a woman as a wife and a mother who was fully responsible for all home and society responsibilities. Most headteachers failed to handle such irresponsible behaviors against teachers' conditions of service especially when the teachers did not improve on their weak areas. This was true because the headteachers knew that they are victims of the same problems but for them they have deputies to cover them up and the female teachers have none. There were some controversies in dealing with such cases that always ended up in disagreements.

These findings revealed the views of respondents that challenges of gender roles to management performance included; loss of interest, negligence of duties, late coming, absenteeism and lack of cooperation. Therefore, the views of the stakeholders supported that these challenges of gender roles affected management performance of female headteachers in schools.

The effects of gender roles on management performance of female headteachers of primary schools

The third objective was to analyze the effect of gender roles on the management performance of female headteachers of primary schools. To achieve this, the respondents were asked the following research question;

Research Question three: What are the effects of traditional gender roles on management performance of female headteachers of primary schools?

From the interviews held, the views of stakeholders at different levels had in common the following effects, among others;

1. More burden and stress
2. Devaluation
3. Low esteem for career development
4. Low participation

The majority of respondents revealed more burden and stress as an effect of gender roles on the management performance of female headteachers of primary schools. They expressed that headteachers were over-loaded with both home and school responsibilities to an extent that most of them felt sick at the end of each day. One of the respondents said, 'The demands placed on women by both home and school gave complete over burden and stress. There was need to share roles by family members in order to give the female headteacher some time to handle administrative duties at school. Failure to achieve gave rise to stress and lack of confidence for career development'. This explained the health status of most female headteachers as being a matter of concern for further investigation. One of the headteachers said she took antidepressant tablets every night

except on week- ends. This was a clear evidence of stressful experience got during the week's activities in both home and school.

The majority of respondents revealed low social values placed on women's roles as a factor that affected the management performance of female head teachers. A society's views about women determined their roles, responsibilities, degree of independence, general status, and employment chances. The conviction of women's inferiority may be conceived in physical, psychological or intellectual terms and is used to justify restrictions placed on women. One of the respondents said, 'The management performance of female headteachers was rated according to the value that the society expects to see in them'. This meant, they based their judgment on cultural expectations of a woman. A woman, who met this criteria had high social value and vice-versa. Most women preferred to get role satisfaction from home than from school. This was why there were few females opting to head schools.

The majority of respondents revealed low esteem for career development as one of the effects of traditional gender roles on the management performance of female head teachers. They observed that multiple roles for women both at home and school left no time for career development. The burden and stress from gender roles left little time for relaxation and creative thinking. One of the female headteachers had this to say, 'I got so tired that I would not wish to go for further studies or getting promotion because even what I am doing now works me up completely. This was clear evidence of low esteem for career development.

The majority of respondents revealed that the low number of females in leadership comes as a result of multiple traditional gender roles that every woman must do. They observed that most female headteachers preferred to get role satisfaction from their homes and community where they live after retirement. One of the female head teachers said, 'I took up this leadership responsibilities after the death of my husband and when my children have grown up. My husband vowed to marry a second wife if I spent more time at school'. This meant most women were capable of meeting the basic traditional gender roles requirements from homes than from leadership. This was a big challenge to the females and all concerned bodies and organizations.

The majority of respondents revealed that traditional gender roles affected management performance of female head teachers of primary schools. They explained that this was why there is a policy that in every school if the head teacher is a female, the deputy must be a male and vise-versa. One of the female head teachers confessed, 'I delegated most early morning and late afternoon duties to my deputy and the teachers on duty because I knew that I would not do them effectively due to work overload'. This was clear evidence of low participation at school and is against teachers' conditions of service by Ministry of Education.

These findings revealed the views of respondents that the effect of traditional gender roles on the management performance of female headteachers were, among others; more burden and stress, low social values, low esteem for career development, low number of females in leadership and low participation at school. Therefore, these were factors of gender roles that affected management performance of female headteachers in schools.

Chapter Five

Discussion of Results, Conclusion and Recommendations

Introduction

The purpose of this study was to investigate how traditional gender roles affected the management performance of female headteachers. In this chapter, the discussion of the findings in line with the literature reviewed has been made, conclusions drawn and recommendations supported.

Discussion of results

The discussion was made according to the research objectives as below:

Research Objective One

The first objective was to find out the views of stakeholders concerning traditional gender roles and the performance of female headteachers. Data analysis and interpretation of responses from the target groups at different levels revealed the following major findings;

Female headteachers revealed that they had extreme difficulties in balancing home and school responsibilities. In most cases, female headteachers handled home responsibilities better than school ones. This is in line with Kwesiga's (2002) findings that show real conflict of roles between domestic and occupational roles. Sentienza (2004) observes that

gender roles and responsibilities influence attitudes and behaviors towards work. Mutemba (1984) remarks 'the reason why women seem not to utilize their education for formal employment as complex and this is related to their domestic roles'. These research findings are in support that traditional gender roles affect the management performance of female headteachers.

The male Deputy Headteachers revealed that female headteachers delegated most of their school responsibilities to them. This meant, male deputies did most of the school activities while the female headteachers were attending to home and other cultural activities. This is in line with Mutemba, (1986) remarks "the reason why women seem not to utilize their education for formal employment as complex and is related to their domestic roles.'

This research finding is contrary to Mpanga's (1998) research findings that reveal that both male and female headteachers perform equally well in primary schools. However, most of her respondents felt that men were better initiators due to stereotyping attitudes. These research findings supported that traditional gender roles affect management performance of female headteachers.

The views of the groups of subject teachers revealed that traditional gender roles affect the management performance of female headteachers. They expressed that most homes had family conflicts between female headteachers and their husbands as a result of dissatisfaction of their wives performances at home. This is supported by (Kusmir and Lagaespada,1986), quoted by Lynne and Sylvia (1989) who observes that resentment by

men that women are spending time a way from household duties and women's participation in public world threatens traditional male-dominated power structures.

On the other hand, Hollnsteiner (1982) observes that husbands of female leaders face criticism on account of allowing their women to lead. There are evidences of divorce or men stopping their women from leadership. Capuc's (2000) findings further reveal that 68% of female teachers find it difficult to carry out certain roles and adopt various styles in education management. Women may not seek realistic assessment of commitment on promotion through lack of aspiration, rather, because of not wanting to take on two jobs ... this reflects an accurate assessment of the number of hours in a day and real limit for human body (Shakehelf 1987). These findings support what Sentienza (2004) observes that gender roles and responsibilities influence people's attitudes and behaviors. Therefore, the findings supported that traditional gender roles affected management performance of female headteachers.

The groups of School Management Committee and Parents Teachers' Assciation's views revealed that traditional gender roles have a great effect on the management performance of female headteachers. They said the female headteachers relied on the male deputies to run the schools effectively. This is supported by Valerie and Ayoyeri (1992) who assert that 70% of women in top positions have fewer grown up children that minimize their family problems to enable them concentrate on their jobs. Their views supported the importance of males being behind females for successful management performance. This is supported by Mpanga's, (1998) findings that many of her respondents felt that males were more capable initiators than females due to the stereotyping attitudes in society. Despite all, Schumach (1986) contends that educational

institutions have 'a gender out lay' that high principals or employers will interact more with male than with female leaders due to conditional stereotypes, women being less valued and subordinate to men. These findings are evidence that traditional gender roles affect management performance of female headteachers.

Research Objective Two:

The third objective was to find out the challenges that gender roles have on the management performance of female headteachers

Data analysis and interpretation of respondents' responses revealed the following most common challenges amongst others: Dilemma in balancing roles, negligence of duties, late coming, absenteeism and lack of co-operation.

Respondents revealed that most headteachers failed to balance home and school responsibilities. Most of them spent more time home than at school. But for those who spent more time at school, they had either divorce or a co-wife that most of the headteachers did not opt to. This was also in line with Capuc's (2000) research findings of her study on administrators' roles and styles as a great challenge, 68% of female teachers find it difficult to carry out roles and adopt various styles in education management because of role conflict between the domestic roles and school roles. Women may not seek realistic assessment on promotion through lack of aspiration, rather, because of not wanting to take on two jobs (Shakeshelf 1987). These findings

supported that role conflict between home and school affected management performance of female headteachers.

The findings revealed that successful headteachers assigned deputies to do their duties as they stayed home and came to school at later hours or left school before time scheduled. This is supported by Kwesiga's (2002) findings that show real conflict of roles between domestic and occupational roles. These conflicts have a great influence that affects the attitudes and management performance of female headteachers. These findings supported that role conflict affected management performance of female headteachers in schools.

The findings revealed that female headteachers absent themselves from schools for home responsibilities that culture dictated on them. Males or their husbands never accepted to do the female roles. This is supported by Guyer (1984) local studies in Africa that confirm that the productions of food, processing, and domestic chores are women's work while men sit and drink. Kwesiga's (2002) findings show real conflict of roles between home and occupational roles. This finding is supported by what Sentienza (2004) observes that gender roles and responsibilities influence people's attitude and behaviour towards work. These findings supported that absenteeism affected management performance of female headteachers.

These findings reveal that young female teachers fail to balance home and school roles and develop irresponsible behaviors when guilty. The female headteachers found it difficult to handle the problems effectively because the female headteachers themselves

are victims of such problems too. Therefore, these findings revealed that traditional gender roles affected management performance of female headteachers.

Research Objective Three:

The third objective was to analyze the effects of Gender roles on the management performance of female headteachers.

Data analysis and interpretation revealed the following most common effects among others; More burden and stress, devaluation, low esteem for career development and low participation.

The findings revealed that female headteachers had burden and stress particularly on week days that most of them relied on pain killer tablets and sleeping pills. Failure to balance both home and school roles gave feelings of failure to achievements that influenced their confidence on career development. This is in line with Shakeshaf's (1987) findings that women may not seek realistic assessment of commitment on promotion through lack of aspiration, rather, because of not wanting to take on two jobs. This takes on accurate assessment of the number of hours in a day and real limit for human body. These findings supported that burden and stress affects management performance of female headteachers.

The majority of respondents revealed low values placed on women's roles as a factor that affected the management performance of female headteachers. A society's views determine their roles, responsibilities, degrees of independence, general status and

employment chances. This is supported by Kwesiga's (2002) findings that the role of patriarchy as a concept explains the subordination of women or put more boldly man's domination. the core of radical feminisms which has undesirable impact on the value placed on women. This finding supports that traditional gender roles affect management performance of female headteachers.

The majority of respondents revealed low esteem for career development as one of the effects of traditional gender roles on management performance of female headteachers. This is in line with what Sentienza (2004) observes that gender roles and responsibilities influence attitudes and behaviors towards work. These findings explain why there are few female headteachers and supports that traditional gender roles affect management performance of female headteachers.

The majority of respondents revealed low participation as one of the major challenges. Female headteachers managed schools through effective delegation of duties to deputies. teachers and prefects. This is probably why The Education Service Commission acknowledges that if the headteacher is female then the deputy should be a male and vise-versa. This finding was clear evidence of the effects of traditional gender roles to management performance of female headteachers.

Conclusions and Recommendations

This topic investigated traditional gender roles and the management performance of female headteachers of primary schools in Gulu district. It was intended to reveal how

traditional gender roles affect the management performance of female headteachers of primary schools. This was in relation to the data, that the management performance of female teachers was low as in the general school management indicators ranging between 40 - 50%. (Gulu Inspection Report 2004). What could be the cause? Is it traditional gender roles that affect the management performance of these female headteachers? In light of the above, there was need to investigate what affected the management performance of female headteachers of primary schools in Gulu district.

This study established that:

Traditional gender roles greatly affect the management performance of female headteachers.

The stakeholders' most common expectations of the female headteachers' management performance include, among others: quality leadership, dedication to duties, effective communication and high integrity.

The challenges of traditional gender roles to management performance of female headteachers included, among others; dilemma to balance roles, negligence of duties, late coming, absenteeism, and lack of cooperation.

The effects of traditional gender roles on management performance of female headteachers include, among others; burden and stress, low value to females, low esteem

for career development and low participation in schools. In view of these findings, the study concludes that;

Stakeholders are aware that traditional gender roles affect the management performance of female headteachers of primary schools.

There are various challenges of traditional gender roles to management performance of female headteachers of primary schools.

There are various negative effects of traditional gender roles on management performance of female headteachers of primary schools.

Recommendations

Basing generalizations on the findings of this study, the researcher recommends that;

Research Objective One

Ministries, NGOs, Private Sectors, Politicians, District Authorities and community/ society should mobilize and sensitize males and females, and pressure groups to support, promote, and encourage gender and development approach that is based on the understanding of gender roles and social relations of women and men. Provide appropriate education and creation of awareness to address the specific gender concerns.

Research Objective Two

Academic and research bodies should carry out gender oriented research involving stakeholders at all levels in order to identify gender concerns.

Research Objective Three

Development partners should encourage and disseminate research work and documentation of experiences. This should involve the stakeholders as well.

Ministry of Gender, Labour and Social Development could establish gender monitoring and evaluation for gender development and women in development. Identify, analyze and address the common gender issues.

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Appendices

Appendix A.

The standardised open-ended interview questions

Interview schedule for the female head teachers and deputy head teachers.

Question 1

What are your views of traditional gender roles and the management performance of female head teachers?

a. As a female administrator, how do you balance your home and school responsibilities?

b. Are you comfortable or not? Give reasons for or against.

Question 2

What are your expectations of your performance?

Question 3

What are the challenges of gender roles that you face during your management performance as a manager in your school?

Question 4

What are the effects of traditional gender roles on the management performance of female head teachers?

Specific research questions

1. How did you become an administrator?

2. In your opinion, does the present political system help females to climb the ladder to leadership?

3. How do the appointing bodies promote females seeking career development in administration?

4. How do you find work with the following categories; Politicians, Education Officers, School Management Committee and Parents' Teachers' Association?

5. What are your female teachers' personal challenges when balancing home and school responsibilities?

6. In your opinion, what strategies can be laid to motivate females to seek career development to leadership?

7. What traditional female roles do you wish to be shared between females and males?

8. How does the society look at you and your multiple responsibilities?

9. Do you have any personal challenges that you seek to be helped with?

Appendix B

Interview schedule for the groups of heads of departments and groups of subject teachers.

Question 1.

What are your views of traditional gender roles and the management performance of female teachers?

How do you consider traditional gender roles and your responsibilities at school?

Question 2

What are your expectations of the management performance of female head teachers?

Question 3

What are the challenges that females head teachers face when balancing traditional roles and their responsibilities at school?

Question 4

What are the effects of traditional gender roles on the management performance of female head teachers?

8. How does the society look at you and your multiple responsibilities?

9. Do you have any personal challenges that you seek to be helped with?

Appendix C

Interview schedule for groups of other stakeholders of the schools.

Question 1,

What are your views of traditional gender roles and the management performance of female headteachers?

What are your opinions on the female traditional roles and the headteacher's multiple responsibilities at school?

Question 2

What are your expectations from the management performance of the femalehead teacher of your school?

Question 3

What challenges do you observe in the performance of the female headteachers in your school?

Question 4

What are the effects of traditional gender roles on the management performance of female headteachers?

Specific research questions

1. Do you think traditional gender roles may constrain the performance of female headteachers? Give reasons for or against.

2. In your opinion, what strategies can be laid to motivate the female headteacher to perform effectively?

3. What plans are you aware the present government has put in place to promote females' career development and equality between men and women?

4. What strategies do you suggest should be implemented to motivate females to perfect their talents?

5. In your opinion is there any traditional gender roles that could be improved upon or changed?

Appendix D

Budget

This consisted of travel expenses, purchase of stationeries, subsistence services secretarial services, photocopying, printing and binding.

S/No	Items	Description	Estimated Amount
	Stationary	- 5 reams of photocopying papers	
		@ 8,000 =	40,000 =
		- 5 ruled papers @ 6,000 =	30,000 =
		- 2 packets of diskettes @ 10,000 =	20,000 =
	Secretarial services		
		- Hire of computer	300,000 =
		- Photocopying services	200,000 =
		- Binding proposal	20,000 =
		- Binding research	100,000 =
	Data collection		
		- Transport	200,000 =
		- Meals (respondents)	200,000 =
	Internet services		300,000 =
	Visit to other Libraries		500,000 =
	Miscellaneous		152,800 =
	Grand Total		2,062,800 =

Appendix E

Time Framework

Phases/ Activity	Time (Months)	Dates
Development of Proposal	3	June – August 2005
Development of Instrument	1	September 2005
Data collection	1	October 2005
Data Organisation, Analysis and Interpretation	3	November – January 2006
Typing/ Editing/ Report Writing/ Submission	3	February – July, 2006

Appendix F

List of schools

The Primary Schools that participated in this study are here below;

Ouidah Municipal Schools

Christ Church

Holy Rosary

Labour Line

Layibi Central

Pece Prison

Gulu District Schools

Awaiya

Atede

Pakwatomer

Paminano

St. Mattin Lokome

GULU UNIVERSITY

FACULTY OF SCIENCE EDUCATION

P. O. BOX 166, GULU

TEL: 0471 32922

19TH FEBRUARY 2005

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

This is to introduce **Ms Amongi Margaret Adimola (REG. No. 03/U/003/ME),** a student at Gulu University pursuing a post graduate programme leading to the award of a degree of Master of Education in Educational Planning, Management and Administration (M.Ed-PMA). She is currently undertaking the research component in preparation for writing her Masters Thesis.

The Faculty of Science Education will be very grateful for any form of assistance rendered that will enable her access the information she needs in her research endeavour.

Thank you.

Dr. Kaddu Mukasa Ferdinand
Dean, Faculty of Science Education, Gulu University