

Women's Participation and Management of Primary Schools in Ibare Sub-County: Bushenyi District, Uganda.

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ABSTRACT

Globally, the education sector needs to improve its professional recruitment in promoting gender balance and women who can succeed in addressing current and future challenges. The aim of this study was to investigate the correlation between participation of women and management of primary school in Bushenyi district. This study employed the ex post facto/retrospective and descriptive survey designs (descriptive comparative and descriptive correlation). In this study, the respondents recapitulated information (ex post facto/retrospective) as asked in the questionnaires for woman participation and management. Further, the study described the characteristics of the respondents in terms of certain variables such as socio-demographic profile, and effect relationship between the independent variables (woman participation) and dependent variable (management). The study employed both quantitative and qualitative approaches. The results showed that women are top-notch managers and women disciplinary teachers have improved primary schools. Also the study implies that women have high emotional levels so they can be equally challenged in administration. In conclusion, women can act as head teachers of schools and head of departments at Ibare Sub-County.

Keywords: Women's participation, Management, Primary schools and Ibare Sub-County

INTRODUCTION

Globally, the education sector needs to improve its professional recruitment in promoting gender balance and women who can succeed in addressing current and future challenges. To achieve this, [1], the first female superintendent of Chicago Public Schools who predicted that more women than men would be at the helm of most twentieth century school systems (nowadays). Young's prediction emanated from a belief, held by other influential leaders of her time, that teaching was a woman's natural vocation, for it advanced a woman's maternal instincts of caretaking and nurturing. Unfortunately, in the very beginning of the twenty-first century, her prediction has not been fulfilled at primary and higher education levels, which may be attributed to their weak participation in management. Further, several obstacles that prevent women from advancing to senior management positions have been identified. [2], in [3], regards socio

cultural beliefs as the major barriers in this regard. These beliefs emphasize the superiority of men and the inferiority of women. They form an integral part of the socialization process and the gender education and training most men and women are exposed to from childhood [5, 6, 7, 8, 9, 10]. Based on the concept of role expectancy, an individual develops through the years his or her own set of internalized values, beliefs, attitudes, ideals and aspirations [11, 12, 13, 14]. Another barrier is the institutional framework guiding the gender division of labour, recruitment and upward mobility. [4], notes that since men dominate public decision-making bodies, it is the male values that are reflected in these decision-making bodies. In the African perception, although teaching has traditionally been viewed as the ideal profession for women, it is usually in the position of a class or subject educator and not in management. Much has been written about the role of

women in education and educational management during the past few decades. Most of the Educators in South Africa are Women [5]; [6] [7]. When looking at this, one makes the presumption that women

in promotion posts should have increased, but [5] states that there is an undeniable under-representation of female educators in promotion posts.

Aim of the study

The aim of this study was to investigate the correlation between participation of

women and management of primary school in Bushenyi district.

Research questions

- i. What is the extent of women participation in management of selected schools under study?
- ii. What are the levels of women’s management in selected schools under study?

- iii. What is the relationship between participation of women and Management of primary school under study?

METHODOLOGY

Research Design

This study employed the ex post facto/retrospective and descriptive survey designs (descriptive comparative and descriptive correlation). In this study, the respondents recapitulated information (ex post facto/retrospective) as asked in the questionnaires for woman participation and management. Further,

the study described the characteristics of the respondents in terms of certain variables such as socio-demographic profile, and effect relationship between the independent variables (woman participation) and dependent variable (management). The study employed both quantitative and qualitative approaches.

Sampling procedures

The researcher used purposive, stratified and simple random sampling. Purposive sampling was used to select respondents based on the following inclusion criteria: Either male or female in primary schools under study. Stratified random sampling was used to select different schools in Bushenyi from which respondents were selected. Simple random sampling will be used to select respondents from the

primary schools of Bushenyi district. In this regard, 36 primary Schools managers were selected to participate in the study. Those that participated were head teachers, deputy head teachers, directors of studies, head of departments from schools such as Kagari, Bumbaire, Rukundo, Bushenyi Town School and Katakuka primary schools.

Data gathering procedures

This include obtaining an introduction letter from Kampala International University the awarding institution which introduced the researcher to the institutions or organizations from where the research was conducted. The relevant

authorities and officers from Bushenyi district were fully briefed by the researcher and formal permission and clearances were received. The schools were identified and selected.

Data Analysis

Data on completed self-administered questionnaires were edited, categorized

or coded and entered in computer using excel.

Mean Range Response Mode Interpretation

3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

Ethical Considerations

To ensure confidentiality of information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher: The letter from the DPGSR were presented to the district authorities. The Permission were solicited from the concerned officials of the primary schools involved in the study. The participation in this study were voluntary. A consent form was designed in which respondents were signed to indicate their agreement to be involved in

the study. Respondents' names were not reflected in this study. The school where the respondent came from were not mentioned. The protection of rights and integrity of participants were granted. The researcher acknowledge the authors quoted in this study through citations and referencing. The researcher worked under the accepted norms of research. The researcher worked closely with his environment in order to attain the highest possible standards. The findings were presented in a generalized manner.

RESULTS

Profile Characteristics of the Respondents

The respondents in this study were described according to Age, Education qualification, Position held at work, Experience at work, marital status and Residence. In each case, the respondent was requested to disclose his or her profile information so as to enable the researcher to classify them accordingly.

The researcher used a closed ended self-administered questionnaire to solicit required information about the personal profiles of respondents. The results were analyzed using frequencies and percentages as summarized in tables 1 below:

Table 1: Profile characteristics of respondents by age group

Age of the respondents	Frequency	Percent (%)
25-34 years	06	16.7%
35-44 years	05	13.9%
45-54 years	10	27.8%
55-64 years	15	41.7%
Total	36	100 %

Source: Primary data

The table 1 above presents and interprets the profile characteristics about gender and age groups for respondents as below: The age of the respondents, those

between 25-34 years were 06 (16.7%) implying that were the majority and those ones between 55-64 were 15 (41.7%) of the respondents.

Table 2: Profile characteristics of respondents by qualifications

Qualifications of respondents	Frequency	Percent (%)
Certificate	6	16.7%
Diploma	10	27.8%
Bachelors	10	27.8%
Masters	10	27.8%
Total	36	100.0

Source: Primary data

The table 2. Above presents and interprets the profile characteristics about educational qualifications of respondents as below: Respondents with certificates qualifications were 6 (16.7%)

and those with diploma, bachelors and masters were only 10 (27.8 %). This implies that majority of the respondents were highly educated

Table 3: Profile characteristics of respondents by marital status

Marital status of respondents	Frequency	Percent (%)
Single	11	30.6 %
Married	16	44.4
Divorced	09	25
Total	36	100.

Source: Primary data

The table 3 above presents and interprets the profile characteristics about, marital status of respondents. Marital status inquired from respondents whether they were; single, married or divorced. In as

far as the marital status of respondents was concerned therefore, 9 (25 %) responded that they were divorced and 16 (44.4 %) married and were the majority

Table 4: Descriptive statistics of the women involvement in managerial affairs

women involvement in managerial affairs	Mean
They can act as head teachers of schools	4.83
They act as deputy head teachers of schools	4.66
They act as head of departments	4.43
They act as head of committees	4.11
They act as financial controllers	3.41
They head sports arenas	3.32
They head debates	3.19
They act as nursing officers	3.07
They act as security managers	2.45
Average mean	4.00

Source: Primary data

Mean range Response mode

3.26 - 4.00 strongly agree

2.51 - 3.25 agree

1.76 - 2.50 disagree

1.00 - 1.75 strongly disagree

The table 4 the item, they can act as head teachers of schools with highest mean of 4.83. This implies that they are involve in top most jobs and some of them act as a security managers is with the lowest

Interpretation

Very high

high

low

very low

mean of 2.45. This implies that men dominate in security issues. The average mean on women involvement in managerial affairs is 4.00 is very high.

Table 5: Descriptive statistics the of the level of management on side of women

The of the level of management	Mean
Women participate fully in the decision process	4.78
Women Supervision the systems	4.76
Women support management	4.63
Top management fail to meet their standards	4.41
There is increased self-esteem for women	3.41
Women train men	3.22
Women own projects	3.19
women are fair partners	3.17
Women work well in low levels of management	2.35
Average mean	3.37

Source: Primary data

Mean range Response mode Interpretation

3.26 - 4.00 strongly agree

2.51 - 3.25 agree

1.76 - 2.50 disagree

Very high

high

low

1.00 - 1.75 strongly disagree
The table 5 the item, women participate fully in the decision process with highest mean of 4.78. This implies that women are important partners and the item of; Women work well in low levels of

very low
management is with the lowest mean of 2.35. This implies that women can manage well even important positions. The average mean on the item on the level of management is 3.37 is very high.

Table 6: Descriptive statistics women involvement in managerial affairs and Management of primary schools

women involvement in managerial affairs and management of primary schools	Mean
Women head teachers have improved primary schools	3.78
Women head debates have improved primary schools	3.76
Women financial controllers have improved primary schools	3.63
Women sport heads have improved primary schools	3.41
Women that head committees have improved primary schools	3.31
Women nursing officers have improved primary schools	3.21
Women head teachers have improved primary schools	3.19
Women security officers have improved primary schools	3.18
Women disciplinary masters have improved primary schools	2.45
Average mean	3.32

Source: Primary data

Mean range Response mode

3.26 - 4.00 strongly agree

2.51 - 3.25 agree

1.76 - 2.50 disagree

1.00 - 1.75 strongly disagree

The table 4 the item, women head teachers have improved primary schools with highest mean of 3.78. This implies that women are top notch managers and the item of women disciplinary masters have improved primary schools is with

Interpretation

Very high

high

low

very low

the lowest mean of 2.45. This implies that women have high emotional levels so they may be challenged in administration. The average mean on women involvement in managerial affairs and management of primary schools is 3.32 is very high.

Profile characteristics of respondents

The age of the respondents, those between 55-64 years were 15 (41.7%) implying that were the majority and those ones between 25-34 were the minority having 06 (16%) of the respondents. Profile characteristics about educational qualifications of respondents as below: Respondents with bachelor's degree qualifications were 10(27.8%) were the majority and those with certificates were

the minority were only 6 (16.7%). This implies that majority of the respondents were educated. Marital status inquired from respondents whether they were; single, married or divorced. In as far as the marital status of respondents was concerned therefore, 9 (25 %) responded that they were single, 16 (44%) were the majority.

The average means of the research objectives

This study was basically guided by three research objectives to remind; the first objective was to determine the involvement of women in the management affairs of selected schools under study. , Under this study, using the SPSS's descriptive data analysis and a likert scale of 1, strongly disagree; 2,

disagree; 3, agree and 4, strongly agree, the average mean on women involvement in managerial affairs is 4.00. This study was basically guided by research objectives to remind; the second objective was to determine the levels of women's management in selected schools under study, using the SPSS's descriptive data

Kusingiza and Samanya analysis and a Likert scale of 1, strongly disagree; 2, disagree; 3, agree and 4, strongly agree, the respondents . The average mean on the item on the level of management is .3.37 This study was basically guided by three research objectives to remind; the third objective was The average mean on women

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involvement in managerial affairs and management of primary schools is 3.32. Under this study, using the SPSS's descriptive data analysis and a Likert scale of 1, strongly disagree; 2, disagree; 3, agree and 4, strongly agree, the respondents satisfactorily agreed with an average mean of 3.32 is very high

CONCLUSION

Women can act as head teachers of schools, head of departments of Ibare Sub-County. Women should continue to act as head teachers of schools of Ibare

Sub-County. Also women should continue act as head of departments in Ibare Sub-County.

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