

APPENDICES

APPENDIX I

QUESTIONNAIRES FOR WOMEN ADMINISTRATORS: GENDER ISSUES

This questionnaire is designed to tap altitude towards gender issues. The researcher would like to find out how gender related issues affect the performance of female administrators in the education system in Uganda.

Please kindly tick the alternative which is applicable to you.

1. In what types of education institution are you working?

"A" level Boarding Mixed

"O" level Boarding Mixed

"A" level Boarding Boys

"O" level Boarding Boys

"A" level Boarding Girls

"O" level Boarding Girls

"A" level Day Mixed

"O" level Day Mixed

"A" level Day Boys

"O" level Day Boys

"A" level Day Girls

"O" Level Day Girls"

T.T.C.? University

Others (Specify) _____

2. This institution was founded by Catholics (CMS) Government Protestants (CMS)

Parents. Moslems.

3. What is your present position?

Headmistress

Warden

Deputy Headmistress

Principal

Deputy Principal

Others _____

4. What is qualification?

BA Dip Ed.

MSC

BSC Dip Ed.

MA/ED

Dip in Ed.

M.ED

Other (Specify) _____

5. How long have you served as an administrator in this institution.

Less than 2 years

2 - 5 years

6 – 9 years

10 – 12 years

Over 12 years

6. How long did you serve as a teacher/tutor before receiving your present promotion.

Less than 5 years

6 – 9 years

10 – 12 years

Over 12 years

7. Marital Status

Married

Divorced

Widowed

Single

Separated

8. Within what age bracket do you fall.

21 - 30 years

31 - 40 years

41 - 50 years

Over 50 years

9. How many children do you have (please indicate) _____

10. 10. What are the ages of these children _____

1 - 5

6 - 10

11 - 15

16 - 20

Over 20.

B GENDER ISSUES

In this section the degree of agreement or disagreement with the statements that follow is indicated as

1 Strongly disagree

2 Disagree

3 Neither agree nor disagree

4 Agree

5 Strongly agree

Please tick the number that corresponds to how you feel about the following statements.

1. Men and women should share both responsibilities and privileges of life equally.

1 2 3 4 5

2. Women should be the power behind the man and not the one "out in front".

1 2 3 4 5

3. Women should let the man believe he is the dominant one even if this is not true.

1 2 3 4 5

4. Women should always be honest when they are asked an opinion even if this opinion is in disagreement with a man.

1 2 3 4 5

5. There should always be a division of labour among the sexes as women and men have different abilities.

1 2 3 4 5

6. Women should be treated in the same way as men in the same position.

1 2 3 4 5

7. Men should make important decisions regarding policy and financial matters and women should make decisions regarding the home and children.

1 2 3 4 5

8. Women are expected to be slightly illogical.

1 2 3 4 5

9. Women should be helpless because this is flattering to men.

1 2 3 4 5

10. Women who are somewhat naive and easily impressed are especially feminine.

1 2 3 4 5

11. Men like women who use "feminine wiles" to accomplish their aims.

1 2 3 4 5

12. Men dislike women who act sexy in every situation.

1 2 3 4 5

13. The most important thing a woman can do to ensure a good marriage is to
subordinate her needs to those of her husband.

1 2 3 4 5

14. It is extremely important that a woman should be physically desirable in the eyes of
men.

1 2 3 4 5

15. Women should never let outside interests interfere with their domestic duties.

1 2 3 4 5

16. Women should always show their love for their families in such small things as
cooking favourite dishes for them, washing and ironing for them.

1 2 3 4 5

17. It is possible for women to handle both a name and an outside career and do justice to
both.

1 2 3 4 5

18. Women do not belong in business and professional life because they act in
appropriately for example they cry when things go wrong with men in some cases
and insist on their feminine prerogatives in others.

1 2 3 4 5

19. Women who engage in activities outside the home are more interesting than those
who do not.

1 2 3 4 5

20. Being a mother and having children is one of the most fulfilling experiences a woman
could have.

1 2 3 4 5

21. A woman place is in the home.

1 2 3 4 5

22. The modern woman is too competitive.

1 2 3 4 5

23. Women should follow whatever vocation or profession they wish even if it violates tradition.

1 2 3 4 5

24. Women should not compete with men for top positions in their profession/vocation.

1 2 3 4 5

25. Men do not want women to be highly successful in areas where their egos/deeply involved. are

1 2 3 4 5

26. Women can be competitive in all endeavours without appearing Masculine.

1 2 3 4 5

27. Women should not be put in position of authority over men even if they are qualified.

1 2 3 4 5

28. The relationship between husbands and wives can be good even if both are competing in the same area.

1 2 3 4 5

29. The intellectual capacity of men and women is equal but different.

1 2 3 4 5

30. It is more important for a truly feminine woman to be beautiful than be intelligent.

1 2 3 4 5

31. Women should be limited in friendship to other women only.

1 2 3 4 5

32. It is important for men to educate their daughters just as they educate their sons.

1 2 3 4 5

33. It is important for women to be articulate as well as verbally fluent.

1 2 3 4 5

34. It would be perfectly appropriate to have a woman President of Uganda if she were
qualified.

1 2 3 4 5

35. There are no genetically based differences in the way men and women think.

1 2 3 4 5

36. Please indicate below whatever problem, successes or failures you normally encounter in the course of executing your duties as and administrator in the education system which you feel are attributable to gender differences especially with your:

(a) Superiors

(b) Colleagues

(c) Subordinates

(d) The Public/Parents

37. How does your work as an administrator affect your family/private life?

Thank you for your co-operation.

APPENDIX II

SUBORDINATES' QUESTIONNAIRE: LEADERSHIP PERFORMANCE & BEHAVIOUR

This questionnaire is designed to measure performance of female Administrators in Educational Institutions in Uganda. Please kindly tick the alternative that is applicable to your head and Institution.

1. Sex

Male

Female

2. Qualification

BA Dip Ed.

BA MED

BSC Dip Ed.

BA MED

MSG Dip Ed.

Dip Ed.

MA Dip Ed.

Others specify _____

3. Age bracket within you fall

21 – 30

31 – 40

41 – 50

Over 50

4. Marital Status

Single, Married, divorced, widowed, separated.

5. Number of children

0 – 2 3 – 5 6 – 8 8 – 10 Over 10

6. Ages of the children

7. How long have you served in this institution?

Less than 2 years

2 - 5 years

6 – 9 years

10 – 12 years

Over 12 years

In this section the response to the characteristics of Institution and leader is graded as

A = always B = often C = Occasionally

D = Seldom E = Never

8. The head works hard to maintain the Institution.

A B C D E

9. She encourages members to work overtime.

A B C D E

10. She drives people hard whenever there is work to be done.

A B C D E

11. She makes sure that the group is working to full capacity.

A B C D E

12. The Head is helpful and sympathetic to subordinates in difficulties.

A B C D E

13. She is approachable and friendly.

A B C D E

14. She is fair and open-minded in dealing with subordinates problems.

A B C D E

15. She settles conflicts within the groups without bias.

A B C D E

16. People who want to go for further studies or in service training are greatly assisted here.

A B C D E

17. Hard work is really recognised and rewarded here.

A B C D E

18. Personality and status are considered more important than competence here.

A B C D E

19. Laziness and inefficiency in subordinates get punished here.

A B C D E

20. [unprinted]

A B C D E

21. Members here are permitted to use their own judgement in solving problems.

A B C D E

22. Members here are encouraged to have initiative.

A B C D E

23. Here the head sets tasks and lets other members handle them.

A B C D E

24. She always plans and organises Institutional programmes alone.

A B C D E

25. The head is reluctant to allow any degree of freedom to members.

A B C D E

26. How often are you involved in making decisions related to your work.

A B C D E

27. How often is your opinion sought in making major decisions involving the Institution as a whole.

A B C D E

28. How often is the head aware of problems at the lower levels in the hierarchy?

A B C D E

29. How often are decisions made based on accurate information?

A B C D E

30. The head gets confused when there are too many demands on her.

A B C D E

31. She handles complex demands efficiently.

A B C D E

32. She is firm and decisive in the face of emergencies.

A B C D E

33. She worries too much when uncertain.

A B C D E

34. She fails to take necessary unpleasant action.

A B C D E

35. She is hesitant to take initiative in the group.

A B C D E

36. She is a leader only in name.

A B C D E

37. She lets members take advantage of her.

A B C D E

38. She lets members have authority which she should have.

A B C D E

39. She gets along well with the people above her.

A B C D E

40. Her words carry weight with the Superiors.

A B C D E

41. She speaks for the subordinates when visitors are around.

A B C D E

42. She gets the Superiors to act favourably for the subordinates.

A B C D E

43. She enjoys the privilege of her position.

A B C D E

44. Social events are enthusiastically supported here by the members.

A B C D E

45. New comers to the Institution find others eager and helpful to get them started.

A B C D E

46. Members here strive to keep a good image of the Institution.

A B C D E

47. Members here have commitment to their work and sense of belonging to the team.

A B C D E

48. She can inspire enthusiasm for a project.

A B C D E

49. She is not a very convincing speaker.

A B C D E

50. She is confident and speaks with a strong inner conviction.

A B C D E

51. She is too authoritative.

A B C D E

52. She is working hard for promotion.

A B C D E

53. She acts without consulting the group.

A B C D E

54. She keeps to herself.

A B C D E

55. She treats members as her equals.

A B C D E

Thank you very much for your co-operation.

APPENDIX III

The Product Moment Correlation for all dimensions were calculated from row scores using the formula:

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N} \right] \left[\sum y^2 - \frac{(\sum y)^2}{N} \right]}}$$

EXAMPLES

Gender Sensitivity & Production Emphasis.

Gender Scores	Production Scores			
X	Y	Y ²	X ²	XY
42	18	324	1764	756
55	16	256	3025	880
58	18	324	3364	1044
60	18	324	3600	1080
62	16	256	3844	992
64	14	196	4096	896

64	19	361	4096	1216
65	18	324	4225	1170
66	18	324	4356	1188
69	18	324	4761	1242
71	15	225	5041	1065
73	12	144	5329	876
73	15	225	5329	1095
74	15	225	5476	1110
74	15	225	5476	1110
75	17	289	5625	1275
75	15	225	5625	1125
76	14	196	2776	1064
76	13	169	5776	988
76	13	169	5776	988
77	17	289	5929	1309
78	13	169	6084	1014

82	14	196	6724	1148
83	18	324	6889	1494
84	16	256	7056	1344
85	14	196	7225	1190
87	15	225	7569	1305
88	13	169	7744	1144
88	14	196	7744	1232
93	16	256	8649	1488
93	10	100	8649	930
94	12	144	8836	1128
96	14	196	9216	1344
97	15	225	9409	1455
98	16	256	9604	1568
99	14	196	9801	1386
115	15	225	13225	1725
128	12	144	16384	1536

$\Sigma x=3013$	$\Sigma y=575$	$\Sigma y^2=8867$	$\Sigma x^2=249097$	$\Sigma xy=44900$
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Substituting:
$$r = \frac{44900 - \frac{(3013)(575)}{38}}{\sqrt{\left[249097 - \frac{(3013)^2}{38}\right] \left[8867 - \frac{(575)^2}{38}\right]}}$$

Therefore computed

$r = -0.53.$

Gender Sensitivity and Consideration

<u>Gender</u>	<u>Consideration</u>	<u>Gender</u>	<u>Consideration</u>
<u>Scores</u>	<u>Scores</u>	<u>Scores</u>	<u>Scores</u>
X	Y	X	Y
42	15	76	10
55	15	77	15
58	14	78	18
60	16	82	16
62	18	83	17
64	19	84	19
64	16	85	15
65	14	87	18
66	14	88	20
69	17	88	18
71	12	93	12
73	16	93	16

73	18	94	18
74	19	96	18
74	18	97	15
75	15	98	14
75	15	99	18
76	19	115	15
76	18	128	20

$r = 0.23$

Gender Sensitivity and Motivation

<u>Gender</u>	<u>Motivation</u>	<u>Gender</u>	<u>Motivation</u>
<u>Scores</u>	<u>Scores</u>	<u>Scores</u>	<u>Scores</u>
X	Y	X	Y
42	14	76	13
55	15	77	18
58	16	78	12
60	16	82	13

62	13	83	15
64	13	84	14
64	14	85	13
65	15	87	14
66	12	88	12
69	15	88	15
71	12	93	11
73	12	93	15
73	07	94	11
74	12	96	12
74	13	97	14
75	14	98	10
75	12	99	10
76	12	115	10
76	15	128	16

$r = -0.17$

Gender Sensitivity and Decision Making

<u>Gender</u>	<u>Decision</u>	<u>Gender</u>	<u>Decision</u>
<u>Scores</u>	<u>Making Scores</u>	<u>Scores</u>	<u>Making Scores</u>
X	Y	X	Y
42	13	76	14
55	16	77	15
58	14	78	14
60	16	82	14
62	15	83	14
64	16	84	15
64	14	85	13
65	14	87	12
66	13	88	13
69	18	88	15
71	12	93	14
73	16	93	12

73	14	94	14
74	12	96	15
74	12	97	13
75	13	98	12
75	15	99	13
76	12	115	16
76	12	128	12

$r = -0.23$

Gender Sensitivity and Tolerance Freedom

<u>Gender</u>	<u>Tolerance</u>	<u>Gender</u>	<u>Tolerance</u>
<u>Scores</u>	<u>Freedom Scores</u>	<u>Scores</u>	<u>Freedom Scores</u>
X	Y	X	Y
42	11	76	14
55	13	77	11
58	19	78	15
60	13	82	12
62	17	83	13
64	18	84	12
64	14	85	12
65	11	87	09
66	09	88	19
69	12	88	14
71	08	93	07
73	12	93	13

73	15	94	13
74	13	96	14
74	10	97	10
75	14	98	13
75	14	99	12
76	19	115	12
76	16	128	12

$r = 0.20$

Gender Sensitivity and Firmness

<u>Gender</u>	<u>Firmness</u>	<u>Gender</u>	<u>Firmness</u>
<u>Scores</u>	<u>Scores</u>	<u>Scores</u>	<u>Scores</u>
X	Y	X	Y
42	18	76	08
55	15	77	17
58	18	78	09
60	20	82	16
62	15	83	16
64	17	84	14
64	16	85	14
65	15	87	16
66	16	88	14
69	20	88	12
71	12	93	16
73	11	93	13

73	14	94	12
74	15	96	14
74	14	97	13
75	14	98	12
75	15	99	15
76	17	115	16
76	14	128	13

$r = -0.11$

Gender Sensitivity and Leadership Assumption

<u>Gender</u>	<u>Leadership</u>	<u>Gender</u>	<u>Leadership</u>
<u>Scores</u>	<u>Assumption Scores</u>	<u>Scores</u>	<u>Assumption Scores</u>
X	Y	X	Y
42	16	76	14
55	20	77	18
58	20	78	15
60	18	82	17
62	20	83	20
64	19	84	12
64	19	85	16
65	20	87	18
66	17	88	12
69	16	88	20
71	13	93	14
73	18	93	20

73	16	94	15
74	15	96	16
74	16	97	15
75	18	98	12
75	18	99	15
76	13	115	20
76	12	128	09

$r = -0.40$

Gender Sensitivity and Superior Orientation

<u>Gender</u>	<u>Superior Orientation</u>	<u>Gender</u>	<u>Superior Orientation</u>
<u>Scores</u>	<u>Scores</u>	<u>Scores</u>	<u>Scores</u>
X	Y	X	Y
42	17	76	18
55	16	77	16
58	15	78	17
60	18	82	14
62	17	83	15
64	18	84	15
64	18	85	14
65	16	87	16
66	15	88	16
69	15	88	12
71	14	93	15
73	14	93	16

73	14	94	16
74	17	96	15
74	17	97	13
75	16	98	14
75	14	99	16
76	20	115	15
76	13	128	15

$r = -0.40$

Gender Sensitivity and Teamwork

<u>Gender</u>	<u>Teamwork</u>	<u>Gender</u>	<u>Teamwork</u>
<u>Scores</u>	<u>Scores</u>	<u>Scores</u>	<u>Scores</u>
X	Y	X	Y
42	18	76	12
55	14	77	17
58	16	78	18
60	15	82	15

62	12	83	16
64	15	84	17
64	16	85	16
65	12	87	20
66	15	88	10
69	15	88	19
71	16	93	12
73	14	93	17
73	15	94	15
74	13	96	12
74	14	97	17
75	12	98	14
75	17	99	17
76	16	115	18
76	12	128	18

$r = 0.21$

Gender Sensitivity and Persuasion

<u>Gender</u>	<u>Persuasion</u>	<u>Gender</u>	<u>Persuasion</u>
<u>Scores</u>	<u>Scores</u>	<u>Scores</u>	<u>Scores</u>
X	Y	X	Y
42	17	76	13
55	17	77	16
58	14	78	13
60	16	82	15
62	15	83	16
64	16	84	09
64	18	85	15
65	17	87	16
66	15	88	14
69	18	88	12
71	13	93	13
73	15	93	10

73	14	94	16
74	15	96	16
74	15	97	13
75	15	98	14
75	12	99	14
76	11	115	15
76	13	128	15

$r = 0.27$

Gender Sensitivity and Social Distance

<u>Gender</u>	<u>Social</u>	<u>Gender</u>	<u>Social</u>
<u>Scores</u>	<u>Distance</u>	<u>Scores</u>	<u>Distance</u>
X	Y	X	Y
42	12	76	10
55	12	77	12
58	13	78	16
60	18	82	15
62	15	83	14
64	12	84	16
64	12	85	15
65	12	87	14
66	11	88	15
69	16	88	16
71	06	93	12
73	12	93	14

73	14	94	16
74	10	96	18
74	10	97	12
75	16	98	08
75	10	99	15
76	13	115	16
76	10	128	16

$r = 0.28$

Gender Sensitivity and Overall Performance

<u>Gender</u>	<u>Overall</u>	<u>Gender</u>	<u>Overall</u>
<u>Scores</u>	<u>Performance Scores</u>	<u>Scores</u>	<u>Performance Scores</u>
X	Y	X	Y
42	170	76	137
55	169	77	170
58	177	78	160
60	184	82	161
62	176	83	174
64	174	84	159
64	179	85	157
65	164	87	169
66	155	88	168
69	180	88	175
71	133	93	155
73	159	93	145

73	144	94	158
74	158	96	164
74	148	97	150
75	151	98	139
75	170	99	150
76	170	115	160
76	157	128	158

$r = -0.3$