

## CHAPTER FOUR DATA, PRESENTATION AND DISCUSSION

### INTRODUCTION

To find out whether sensitivity to gender roles had an effect on the way women administrators in the education system in Uganda performed and whether these women differed in their attitudes towards gender roles, two hypotheses were advanced and tested.

The first hypothesis which stated that there was no difference in gender sensitivity among female educational administrators in educational institutions in central Uganda, was tested using the Chi-Square ( $\chi^2$ ) analysis. This was done to test whether the distribution of women administrators in the education system in terms of their sensitivity to gender roles was statistically significant or not. The results would show whether promotion to administrative posts for women was dependent on the women's gender outlook or not. The Chi-Square ( $\chi^2_o$ ) was computed from the observed frequencies and compared with the critical value of ( $\chi^2_c$ ) at the 0.05 level of statistical significance (two tailed) and inferences made.

The second hypothesis which stated that gender sensitivity did not affect the performance of female administrators in educational institutions in Central Uganda was tested using the Pearson Product Moment Correlation Techniques (r).

### JUSTIFICATION FOR THE USE OF THE CHI-SQUARE ( $X^2$ ) ANALYSIS

The Chi-Square ( $\chi^2$ ) analysis was used for hypothesis 1 because the researcher had to categorize the female administrators as more or less feminine on the basis of their quantitative scores on gender issues. Since there were 36 items on the questionnaires given to the female administrators and 35

were scored on the Liker scale with a maximum score of five (5) points and a minimum of one (1) point per item, the maximum gender scores were  $(5 \times 35) = 175$  points corresponding to high femininity. The mid-point score between 35 and 175 was computed as 105. Women whose scores fell below the 105 mark were classified as less feminine and those whose score fell above the 105 mark were categorized as more feminine in their attitudes towards gender roles. Femininity increased with increase in scores above 105 and it progressively decreased with decrease in scores below 105. The more feminine a female administrator was, the more was her gender scores and vice versa.

### **JUSTIFICATION FOR THE USE OF THE PEARSON PRODUCT MOMENT CORRELATION (R)**

The Pearson Product Moment Correlation Technique was used because the scores on gender sensitivity of the female administrators tended to be continuous rather than discrete. Scatter grammes made showed the relationships to be linear rather than curvilinear. The Pearson Product Moment Correlation Technique ( $r$ ) was therefore viewed as more appropriate for this kind of data.

### **DISCUSSIONS ON BACKGROUND INFORMATION: GENDER AND PROMOTION OF FEMALE EDUCATIONAL ADMINISTRATORS**

Fifty (50) questionnaires were distributed to fifty (50) female respondents, but only thirty eight (38) were returned; showing 76% response.

The majority 25 of the female administrators who responded to these questionnaires were aged between 41 – 50 years. Of the remaining, 12 were aged between 31 - 40 years and 1 was over 50 years.

Of these women those heading secondary institutions were mostly married with 1 – 6 children.

Although the ages of the children varied, none had a child below one year of age.

Of the women from tertiary institutions 60% were in the group of singles, widowed or separated. They had even fewer children usually 1 – 4 in number and most of them were grown up children between the ages of 11 - 20 years.

All the women administrators were highly qualified in their fields. Most of those from tertiary institutions had at least two degrees and above, whereas over 90% of those in secondary institutions held at least a Degree and a Diploma. They were also highly experienced women as none of them had been promoted to her present post without prior long service of over 10 years in the education system.

These findings correspond with those of Cortina (1989) in Mexico and Swantz (1985) in Tanzania who reported that the majority of women in high level managerial positions were of the class of singles, widowed or divorced who have the necessary freedom of action and time. As leaders these women have to make implicit decisions that they will not be mothers or wives who come home regularly early. They have to work longer hours and therefore have less time with their families. This is a price that all women in management have to pay when they join the profession. Some capable young ladies would rather not pay this price therefore do not opt for leadership jobs.

As earlier stated the women who join leadership are all mature, qualified and experienced ones. Their commitments to domestic chores have been reduced by having smaller grown up families, paid help and husbands who take over some of the home responsibilities. These findings confirm Cortina's (1989) reports that heavy family commitments and responsibilities prevent aspiring women from taking

promotions even when offered. To save their jobs and marriages most women play the dual roles of home makers and managers but have their efficiency lowered both at home and in the work place. They therefore have to work extremely hard in order to justify their promotions and show quality service. This is taxing and most young women would rather not attempt it: hence few young married women in educational leadership. The singles, divorced or widowed however, have no choice but to work hard in order to support themselves and their families.

These background information do point to the fact that sensitivity to gender roles influence a woman's chances of early promotion to administrative positions in the educational system in Central Uganda.

## **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS ON HYPOTHESIS 1**

As quoted in the previous text the researcher distributed 50 questionnaires but only 38 were returned. Of these 36 women had gender scores below the 105 mark and 2 had scores above its These frequencies were analyzed using the Chi-Square ( $\chi^2$ ) test of Goodness of Fit. The following is the summary of the results.

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TABLE 1. OBSERVED AND EXPECTED FREQUENCY COUNTS FOR GENDER

SENSITIVITY

Frequency	More feminine	Less feminine	Total
O	2	36	38
E	19	19	38

The Chi-Square observed ( $\chi^2_o$ ) value was calculated and compared with the Chi-Square critical ( $\chi^2_c$ ) value from the table. The results were found to be statistically significant at the .05 level of statistical significance: ( $\chi^2 = 30.4$ ,  $df = 1$ ,  $P = .05$ )

The Null hypothesis ( $H_0$ ) was therefore rejected. Women administrators in educational institutions in Central Uganda differed significantly in their sensitivity to gender roles. Most of them tended to be less feminine in their outlook towards gender roles and issues.

These findings seem to further indicate that gender sensitivity does influence the promotion of women to high level administrative positions in the education system in Central Uganda. They tend to agree with the findings of Wheeler (1989) that as women moved to higher level decision making and policy formulating positions, they tended to be more masculine and less feminine.

Masculine traits as can be recalled, are more positively valued and entail ambition, confidence, and dominance among others. These are traits associated with successful leadership. Women education administrators who rated themselves less feminine seem to have developed confidence, assertiveness and high aspirations. They therefore have no reservations in applying for and assuming leadership roles whenever the opportunity for it is offered. At higher administrative levels in the education system, just

as elsewhere, more such women are found. More feminine women still adhere to the traditional roles of women in society. Consequently they may lack confidence and are unsure of themselves, they would not aspire for leadership positions because they are content to remain subordinates. With the attitude of women towards gender roles changing slowly, hopefully more will climb the ladder of leadership and management in future.

The researcher also noticed that women with the more traditional sex role attitudes and beliefs seemed to come mostly from religious founded and managed boarding girls institutions. These findings tend to substantiate an earlier statement that religions reinforce and maintain female submission and subordination: they encourage adherence to the more traditional roles of women in society.

However, the researcher also noticed that whether more or less feminine all the women educational administrators strongly agreed that that the most important and fulfilling roles for them were those involving home making and having children. These findings agree with those of Bamkarti (1989) earlier quoted that women in Japan reported that the most fulfilling experiences for them was associated with mothering indicating strong adherence to motherhood and child care. The women administrators studied also believed that they could justifiably handle both their homes and their careers without problems. These findings indicate that beliefs in certain gender roles are still deeply entrenched in women and will take time to change. They confirm what Nalwanga Sebina and Natukunda (1988) reported, that division of labour between gender is still very strong in rural Uganda although perceptions of gender roles are becoming more egalitarian. The study also confirms that even among the educated elite adherence to certain gender roles are still very strong. The fact that all the women administrators

carried out the double role of home makers and administrators much reduces their efficiency and indicates that they are quite obviously overworked.

## **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS ON HYPOTHESIS 2.**

### ***GENDER AND PERFORMANCE OF FEMALE EDUCATIONAL ADMINISTRATORS IN CENTRAL UGANDA.***

The second hypothesis which stated that gender sensitivity did not affect the performance of female administrators in educational institutions in Central Uganda, was tested using the Pearson Product Moment Correlation Techniques (r). Gender sensitivity scores of the women administrators which had been obtained for hypothesis (1) were correlated with their scores on the various dimensions of leadership roles.

Each leadership dimension had four major items on the questionnaire. The frequency with which each action was carried out by the woman administrator was ranked as Always = 5, Often = 4, Occasionally = 3; Seldom = 2 and Never = 1. The maximum score for each leadership dimension was therefore  $(4 \times 5) = 20$  points. The minimum was  $(1 \times 4) = 4$  points. In some cases the scores were reversed.

The more the score of an individual on a leadership dimension the better was the performance of the woman administrator on that dimension.

Finally, overall performance scores of each woman administrator was obtained by summing up all her scores on the various leadership dimensions. The overall scores were then correlated to their gender sensitivity scores. The following are the results showing the Pearson Product Moment (r) values.

TABLE 2. SUMMARY OF THE (R) VALUES ON GENDER SENSITIVITY AND THE VARIOUS LEADERSHIP DIMENSIONS

Leadership Dimensions	Correlation (r) Values
Production Emphasis	-0.53
Consideration	0.24
Motivation	0.17
Tolerance of Freedom	0.2
Decision Making	0.23
Firmness	-0.11
Leadership assumption	-0.4
Superior Orientation	-0.4
Persuasion	-0.27
Social distance	0.28
Team work	0.21
Overall Leadership Performance	-0.36

Statistical significance of the (r) values was obtained by comparing (r) observed with (r) critical values from the table at .05 level of statistical significance and degree of freedom of 36. Below is a summary of the results.

**TABLE 3. SUMMARY OF THE SIGNIFICANT (R) VALUES ON GENDER SENSITIVITY AND LEADERSHIP DIMENSIONS**

Leadership Dimensions	Correlation (r) Values
Production	-0.53
Leadership Assumption	-0.4
Superior Orientation	-0.4
Overall Performance	-0.36

df = 36 (P = .05 Two tailed)

## DISCUSSIONS

The Pearson Product Moment Correlation (r) which was used to correlate gender sensitivity scores and the various leadership dimension scores revealed some statistically significant results in some dimensions, proving that gender sensitivity did affect the performance of women administrators in the education system in Central Uganda. Subsequently the Null hypothesis ( $H_0$ ) was rejected. The leadership functions studied included: Production emphasis, Consideration concern, Motivational processes, Tolerance of Freedom, Decision making, Firmness in crisis, Leadership role assumption, Superior orientation, Team work, Persuasion, and social distance.

Of these statistically significant results were noted in Production emphasis, Leadership role assumption and Superior Orientation. The overall leadership performance scores which were also correlated to gender sensitivity showed statistically significant results as well.

From the results the less feminine women tended to perform significantly better than the more feminine ones in leadership positions. These results showed that the leadership competence of female educational administrators bore some relationship to their gender sensitivity. They supported the findings of Placente (1974) cited in Harari and Kaplan (1982) that women rated as less feminine were more competent than the more feminine ones.

The discussions on the various leadership dimensions are hereunder presented.

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#### (I) GENDER SENSITIVITY AND PRODUCTION EMPHASIS

The Pearson Product Moment Correlation ( $r$ ) for gender sensitivity and production emphasis dimensions was  $r = -0.53$ . This was a moderate statistically significant correlation which was negative. It indicated that the less feminine women administrators were significantly more concerned for production than the more feminine ones. They were more task or achievement oriented and made sure that their subordinates worked hard to achieve institutional goals for which they were responsible.

However, according to the Human Relations Movement initiated by Elton Mayo and his associates in the early 1930s, over emphasis on production alone, without due consideration to the human element of the institution, cause subordinates dissatisfactions and bring high subordinate turnover, absenteeism and grievances. The less feminine women leaders in this research showed concern for the consideration dimension as well. They could be both directive and considerate

depending on the situation. Consequently, the researcher viewed them as having effective leadership styles which according to Halpin (1959) were marked by high scores on both consideration and initiating structure.

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## (II) GENDER SENSITIVITY AND CONSIDERATION

The extent to which the women leaders treated their followers as human beings with complex sets of needs and interests all of which are important to the success of their work and their lives were correlated to their gender sensitivity scores. A Pearson Product Moment Correlation of  $r = 0.24$  was obtained. This was a low positive statistically insignificant correlation which could have been due to chance. The results showed that gender sensitivity did not significantly influence the women leaders' concern for consideration and that both types of women leaders tended to perform more or less the same on this dimension. The raw scores for all the women leaders on this dimension tended to be moderate. The results showed that both types of women leaders were quite concerned with the needs, interests and welfare of their subordinates. Most of them were reported to be conciliatory, friendly and approachable. They tended to be supportive leaders and had the trust and respect of their subordinates.

These findings show that both types of women leaders were quite good at encouraging interpersonal relationships. This is a very essential quality of leadership. A good leader is sensitive to the subordinates' needs, interests and welfare and ensures that they are catered for. According to Agyris (1978) adherence to humanistic values in an institution results in the development of trusting authentic relationships resulting in increased interpersonal competence, co-operation, flexibility, harmony and increased organisational productivity and effectiveness. The women leaders seemed quite able to adhere to these values irrespective of their sensitivity to gender roles. This findings could be explained by the

findings of Eagly and Crowley (1986) that female social roles foster helping that is nurturant and caring shown by most women.

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### (III) GENDER SENSITIVITY AND MOTIVATION

Motivation in this context was viewed in terms of the leader's recognition of subordinates' good work and her willingness to offer chances for further personal and professional advancement to her followers. The scores on this dimension were correlated to the women leaders' gender sensitivity scores. A Pearson Product Moment Correlation of  $r = -0.17$  was found. This was a negligible negative correlation which could have resulted due to chance. The results showed that gender sensitivity had no significant influence on the women leaders' ability to motivate their followers. Both types of women leaders tended to perform more or less the same on this dimension irrespective of their gender outlook.

The women's individual scores were however rather low on motivation. This indicated that both types of women leaders were rather poor at motivation. The majority of them were reported by their subordinates to show reluctance in allowing them (subordinates) opportunities for further advancement and failing to recognize their good works. They hardly ever encouraged subordinates who wanted professional advancement. But they also hardly ever used punitive measures on their lazy inefficient subordinates. The motivational forces they used mostly tapped the need for money.

Motivation of subordinates is an important leadership function. According to Maslow (1954) all people in society have a desire for safety, recognition, high self-esteem and evaluation. This means good subordinate performances need to be rewarded by giving merit increases and recognition in order to satisfy their needs and ensure their willingness to work as well as enhance their self-esteem.

Subordinates need to be induced to remain in the organization. Well motivated subordinates according to Herzberg (1966) want to work because they find the work satisfying, rewarding, and challenging and at the same time it offers them opportunities for achievement, recognition and personal fulfillment and advancement.

The poor motivational forces displayed by the women leaders studied bring low morale and job dissatisfaction to the subordinates: but it also reflects the poor organizational structure evident in Uganda's education system. The lack of promotional ladder in the system has contributed to the women's low performance in this dimension.

According to Anyaocha (1984) men and women perform the same in various administrative processes they indulge in. This study supported her findings but reflects the influence of situational factors in influencing leadership styles and effectiveness.

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#### (IV) GENDER SENSITIVITY AND TOLERANCE OF FREEDOM

This dimension dealt with the extent to which the woman leader allowed her subordinates the freedom to use their own initiatives in handling institutional problems. A low statistically insignificant positive correlation  $r = 0.20$  was obtained. This could have been due to chance. It showed that gender sensitivity had no significant influence on the women leaders' ability to tolerate their subordinates' use of their own initiatives in dealing with institutional affairs. The women leaders tended to score more or less the same on this dimension as well. The raw scores were comparatively low for each individual woman leader. This meant women leaders were reluctant to allow their subordinates the freedom to use

their own initiatives in the institutions. They tended to set tasks and supervise their subordinates closely in the way they accomplished these tasks.

According to Hersey and Blanchard (1982) objectives formulated through the full participation of each member of the institution gain more acceptance than those imposed by authority. Management by Objectives MBO is a powerful tool in gaining mutual subordinate commitment to high productivity. Likert (1958) reported that the general supervisor who is employee centered tend to have higher productivity than the close one who does not involve subordinates in formulation of objectives.

The women leaders in this study tended to be quite close supervisors thereby missing valuable subordinate innovations. This could be the result of inadequate self-confidence by the women and fear of losing their control over their subordinates; which result in strong need for power and control. Hersey and Blanchard (1982) cited Tenenbaum and Schmidt (1958) as suggesting that leadership style is influenced by the leaders value system, confidence in subordinates, leadership inclinations and feelings of security in uncertain situations: okayness. The feeling of okayness was defined by Harris (1969) as one's life position or assumption of self-worth. According to Hersey and Blanchard (1982) people without the okayness feeling about themselves are insecure hence show this feeling by having strong need for power and control. Belief in gender roles could enhance lack of okayness in women thus causing them to be close supervisors.

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#### (V) GENDER SENSITIVITY AND DECISION MAKING

The emphasis on this dimension was on participatory decision making based on accurate information flow. A low negative correlation  $r = -0.23$  was obtained. This was not statistically

significant and could have been the result of chance. It showed that gender sensitivity bore no significant relationship to the woman leader's ability to involve her subordinates in making some decisions. From the raw scores the women administrators tended to be moderate at encouraging participatory decision making with subordinates. They involved their subordinates quite often in their institutions especially those related to their work.

As is already stated participatory objective setting and decision making ensure subordinate commitment to goal achievements. It also provides better employee morale by giving them a sense of being useful and recognized in the institution. Efficiency tends to increase because of productive suggestions and criticisms from the participants.

However, according to Vroom and Yetton (1973) the success of participatory decision making depends on situational factors such as follower maturity, their need for independence, readiness to assume responsibility for the decision, their interest in the problem, and the importance of such problems, and their expectation to share in the decision making processes in the institution.

The women leaders tended to use consultative decision making processes consulting the relevant members of the groups in group meetings or on a one by one basis for certain problems that involved their work. However, broader institutional decisions were made by the leaders alone.

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#### (VI) GENDER SENSITIVITY AND FIRMNESS

This dimension tested the ability of the women leaders to stand firm and remain decisive in the face of emergencies and crisis and remain clear headed. A negligible negative Pearson Product Moment Correlation  $r = -0.11$  was obtained. This showed that the relationship could have been due to chance and

that gender sensitivity had no significant influence on the women leaders' ability to be firm and decisive in emergencies. The women leaders tended to perform more or less the same on this dimension. The raw scores showed that most of the women administrators tended to be moderately firm and decisive in crises.

According to Megargee (1973) an important aspect of leadership is the ability of the leader to concentrate, remain calm and accurately give directions under stress. Subordinates want to know that in the face of emergencies they have a leader on whom they can rely for decisive actions. Only then can they follow her willingly and comply with her demands. This requires that the leader be sensitive and adaptive to various leadership situations and roles. He or she should know the type of leadership style to be adopted in various leadership situations. This calls for a leader who is confident and self-assured.

The women leaders studied were reported to show these qualities irrespective of their gender outlook.

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#### (VII) GENDER SENSITIVITY AND LEADERSHIP ROLE ASSUMPTION

Under this dimension the relative ease with which the women leaders assumed leadership roles and their followers were scored and correlated to their gender sensitivity scores. A negative moderate correlation  $r = -0.40$  was obtained. This was statistically significant. It indicated that gender sensitivity did significantly influence the ability of women administrators to assume leadership roles. The less feminine women tended to actively exercise leadership roles more easily than the more feminine ones. They hardly ever surrendered them to others.

As can be recalled, according to Megargee (1973) potential leaders are dominant people. Stogdill (1974) and Yukl (1981) reported that leaders were ambitious and assertive people ready to take positions of power and prominence as well as meet leadership challenges. These include willingness to accept the consequences of one's decisions and actions, readiness to absorb interpersonal stress, tolerance of frustrations and delays, ability to influence other people's behaviour, persistence and strong-drives for responsibilities and exercise of initiative in social situations.

More gender sensitivity women adhere strongly to their social roles which necessitate the possession of feminine traits. These traits according to Hopner (1972) are inconsistent with the required leadership qualities. Such women for fear of losing their femininity revert to subordinate positions and tend to leave certain unpleasant leadership actions to be undertaken by others.

These findings tended to concur with those of Perlman (1969), Rudock (1969) and Early (1987) which reported that social roles strongly influence a person's behaviour, and Megargee (1973), that they inhibit women from assuming leadership roles. The less feminine women with the less feminine gender outlook could assume leadership roles easily.

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#### (VIII) GENDER SENSITIVITY AND SUPERIOR ORIENTATION

The extent to which the woman leader maintained cordial relations with, was favourably viewed by, respected, and listened to, and her words seriously taken by her superiors, was correlated with her gender sensitivity scores. A Pearson Product Moment Correlation  $r = -0.40$  was obtained. This showed a moderate negative statistically significant correlation. It indicated that gender sensitivity did

influence the alignment of a female administrator to her superiors significantly. The less feminine women leaders tended to be more superior oriented than the more feminine ones.

These findings tended to support the reports of Rogers (1983) that the few women in high level decision making positions have to become more masculine in outlook by rejecting female ideologies and adopting male ones in order to be accepted by their predominantly male superiors and colleagues. The less feminine women administrators tended to report less problems with their superiors than the more feminine ones. They reported being encouraged and respected by their superiors and colleagues an indication that such women had already satisfied their male superiors as capable and worthy of their acceptance and recognition by being masculine in outlook. It is also an indication that such women value their superiors' expectations because they are striving for higher status and are ambitious.

According to Guest (1956) high superior orientation is characteristic of managers intent on promotion and advancement in the organization. However, this is a good leadership quality if properly utilized. A superior oriented leader can present followers expectations to her superiors with successful results thus earning herself more respect in the eyes of her subordinates.

Although the less feminine women leaders had better superior orientation than the more feminine ones, many reported being patronized by their superiors and sometimes looked down upon until they had proved their capabilities.

In matters of policy making in the institutions many women still reported being kept out of important decision making meetings while others reported having their ideas ignored by their superiors

even when they were clear and sound. 13% of the women respondents reported that they just had to accept whatever decisions their superiors made for their institutions and follow them.

These findings seemed to support those of Richardson (1973) cited in Marland (1983) that women felt they were left out in matters of policy and decision making. It also seemed to support the conclusion of Cortina (1989) that although women were now in educational governance they still had little or no power to influence decisions and policies.

In Uganda where most of the superiors are men these findings indicate how little the women administrators in education influence matters of policy in the education system.

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#### (IX) GENDER SENSITIVITY AND PERSUASION

Under this dimension the extent to which the female leader was viewed by her subordinates as a confident convincing speaker who inspired enthusiasm among subordinates by effectively using persuasive arguments and exhibiting strong convictions was scored, and the score correlated with her gender sensitivity scores. A low negative statically insignificant Pearson Product Moment Correlation was obtained ( $r = -0.27$ ). This could have been due to chance. The results showed that gender sensitivity did not significantly influence the woman leader's ability to be articulate, persuasive and interpersonally sensitive. The women leaders scored more or less the same on this dimension. Their individual scores were moderate an indication that the women engaged quite often in persuasive interpersonal skills in order to ensure subordinate compliance to their requests or directives. Most of the women leaders reported that they had to be very persuasive in dealing with their subordinates especially the male young ones who still resented their having authority over them.

Persuasive communications are attempts to alter people's attitudes. Research findings reported by Baron and Byrnie (1984) suggest that the successes of persuasion depend on the attractiveness and credibility of the communicator rather than her sex, his or her emotional appeals, and characteristics of the recipients. Attractive communicators who are liked by their audiences are successful at persuasion. Most women whether more or less feminine are attractive and likeable hence should be successful in using persuasive communications.

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(X) GENDER SENSITIVITY AND SOCIAL DISTANCE

This dimension focused on the extent to which a woman leader kept her social distance from her followers. The scores on this dimension were correlated with scores on gender sensitivity. A low positive correlation which was not statistically significant was obtained ( $r = 0.28$ ). This correlation could have been due to chance. It showed that gender sensitivity did not significantly influence a woman leader's tendency to be aloof from her subordinates. The raw scores showed that the women leaders tended to perform more or less the same on this dimension irrespective of their gender outlook.

The ability of the leader to participate in social events and treat followers as her equal is an important leadership quality. Halpin and Croft (1963) find that a good leader is not especially aloof or distant to her followers. When the leader is too close to subordinates he or she loses the respect of the subordinates. When too distant from them he loses contact with the group as upward communication is cut. The leader becomes unaware of events occurring in the institution.

This research found that the women leaders tended to keep a moderate social distance from their subordinates. They were neither too close nor too aloof from their subordinates. However, the

extent to which the female leader kept her social distance seemed to reflect her socio-economic status rather than her gender outlook.

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#### (XI) GENDER SENSITIVITY AND TEAM WORK

This dimension considered the extent to which the woman leader was able to forge a spirit of team work and cooperation among her subordinates. The scores of the woman in this dimension were correlated to their gender sensitivity scores. A low positive Pearson Product Moment Correlation  $r = 0.21$  was found. This was not a statistically significant correlation. It showed that sensitivity to gender issues had no significant relationship to a woman administrator's ability to forge a spirit of team work among her subordinates. The women leaders tended to score quite highly on this dimension. They tended to encourage their subordinates to act and feel as members of a team with strong commitment to their institutions' good image.

Team work encourages group coherence and harmony and furthers good interpersonal relationship among the group. It also reduces intergroup or within group conflicts resulting in collective realization of institutional goals.

The high scores of the women leaders studied on this dimension was an indication that the women had high interpersonal skills and could effectively communicate to and work with others. The findings tend to agree with those of Anyaocha (1984) that in utilization of human resources women administrators are just as good as male ones.

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#### (XII) GENDER AND OVERALL LEADERSHIP PERFORMANCE OF THE WOMEN LEADERS.

Scores on overall leadership performance of the women leaders were correlated to their gender sensitivity scores. A low negative correlation  $r = -0.36$  was obtained. These results were statistically significant. They showed that gender sensitivity significantly influenced the overall leadership performing of the women administrators in the education system. Consequently the Null hypothesis two was rejected. The less feminine women administrators were significantly better leaders than the more feminine ones. Their performances were significantly better on such leadership dimensions as concern for production, leadership roles assumption and Superior Orientation. They also performed well and more or less the same with more feminine women on such dimensions as consideration, team work and Persuasion. The more feminine women did not perform significantly better than the less feminine ones on any dimension although on those which reflect interpersonal relations, they performed commendably well.

The less feminine women administrators tended to be better leaders because they showed concern for both task and social leadership. They tended to focus on both social and emotional aspects of group interactions as well as task performance. These are characteristics of good and effective leadership according to Halpin (1959). They were reported to be friendly, conciliatory, approachable, and concerned about personal feelings as well as being directive and knowledgeable about their tasks.

According to Hollander and Jullian (1969) Hollander (1985) leadership is a social influence process which attaches great importance to interpersonal relationships. It is based on the followers' perception and acceptance of the leader, the leaders' own self-perception, and the situation in which leadership is attempted. Followers' perception, acceptance of, and identification with the leader show psychological ties which affect the leader's ability to be influential. This influence of the leader, his

recognition, and the extent to which he or she is held in high esteem, depends on her provision of sufficient resource and role behaviours, which are channeled towards institutional goal achievement, and her legitimacy. This requires that the leader be capable of initiating structure, making sound decisions, and acting as spokesman and conflict resolver of the group. She should be highly competent in all these.

Women leaders are accepted on the basis of their legitimacy as appointed leaders. Their subordinates' perception of them as women who are supposed to be inferior, and the unacceptability of that fact in leadership, coupled with their alleged incompetence, and the women's own gender self-concept, undermine their effectiveness, more so when they portray extremely feminine image in their behaviours while in leadership.

Less feminine women administrators were found to be better leaders thus supporting the findings of Powers (1974) that effective administrators were viewed as more masculine, Wheeler (1989) that higher management was consistent with masculine sex role identification and Placenta (1974) reported in Harari and Kaplan (1982) which link female competence with low femininity.

The less feminine women administrators had the advantage of having both feminine and masculine attitudes, hence combining the best of both worlds. This seems to support Bem's (1975) suggestions that masculine and androgynous people perform better on male oriented jobs than feminine ones. It also seems to support reports by Baron and Byrnie (1984) that attitudes influence the behaviour of people.