

## ABSTRACT

This book dealt with the effect of gender sensitivity on the performance of female administrators in educational institutions in Central Uganda. The institutions included schools, colleges and University in the then districts of Mpigi, Mukono and Kampala.

The background of the study showed that women administrators were few in educational institutions in Uganda and the world over, especially at higher levels of education. The possible reason for this was advanced as socialization processes which encourage strong adherence to gender roles by both men and women. Such processes were/are also enforced by customs, tradition, religion and the current practices in the education system.

The problem of the study was therefore that women were under-represented and under-achieving in this field, therefore being under utilised taking into account their numerical abundance.

The book aims to find out whether:

- (i) women administrators in the education system in Central Uganda differed in their attitudes toward gender roles;
- (ii) the differences reflected gender influence on promotions to high level administrative positions in the area;
- (iii) such differences if they existed affected the performance of these women while in leadership positions: thereby proving or disproving gender stereotypes attached to women as leaders;

- (iv) Then basing on significant findings the researcher recommended a plan of action geared towards desensitizing or blurring the distinctiveness of social roles based on sex differences.

The Chi- Square ( $x^2$ ) analysis was used to test the first hypothesis and the Pearson Product Moment Correlation Technique (r) was used to test the second hypothesis.

Both hypotheses stated in the null forms were rejected. The findings indicated that:

- (i) women educational administrators in Central Uganda did differ in their attitudes and beliefs towards gender roles and issues;
- (ii) these beliefs reflected that promotions of these women depended on their sensitivity to gender roles;
- (iii) the differences in gender attitudes and beliefs of the women affected their performance as leaders;
- (iv) less feminine women were significantly better administrators than the more feminine ones;
- (v) less feminine women were significantly better in some leadership dimensions such as concern for production, leadership role assumptions, and superior orientation;
- (vi) both types of women leaders were rather poor at tolerance of freedom and motivation dimensions of leadership.

Background information gained during the study seemed to indicate that religion was a factor which reinforced gender role adherence.

Consequently, the researcher made several recommendations expected to help change the gender role attitudes: These were that:

- (1) Curricular changes be affected in schools allowing boys and girls to take subjects where their sex was in the minority.
- (2) Teaching methods and materials be free of gender biases.
- (3) School environments be made to reflect both male and female dominance by promoting capable women to positions of prominence.
- (4) Guidance and counseling be intensified in schools to enlighten students about new career opportunities in fields where their sex had been in the minority.
- (5) School Boards, University Senates and Council Membership should have more female representation than they currently have in order to balance views and opinions and ensure unbiased formulation of educational policies.
- (6) Several gender based researches be made in order to help pave the path towards raising the number of women in management in higher educational institutions in the country.