

CONCLUSIONS

From this study and from the preceding discussions on the hypotheses forwarded earlier, the researcher drew a number of conclusions and made a number of recommendations which are hereunder presented:

- (1) Women educational administrators differ in their sensitivity to gender issues.
- (2) These differences influence their chances of promotion to high level administrative posts in Central Uganda.
- (3) Gender sensitivity does influence leadership competence of the female administrators in the education system in Central Uganda.
- (4) Less feminine women administrators are much better leaders than the more feminine ones. They excel in concern for production, leadership role assumption, and superior orientation. They are fairly good at consideration, persuasion, team work and decision making.
- (5) All the women administrators are rather poor at motivation of subordinates and tolerance of freedom.

The study also seemed to indicate that:

- (a) religion seems to enforce and maintain adherence to gender roles by the women;

- (b) women educational administrators still possess little power in influencing educational policies in Central Uganda as many still report being kept out of important decision making meetings or their opinions ignored by their superiors;
- (c) female subordinates seem to be more critical in evaluating their female superiors. They tend to view them as inferior and less competent compared to the male ones. Male subordinates on the other hand seem to judge female administrators fairly.

RECOMMENDATIONS

Despite the fact that Uganda government has no overt discriminatory policy against women in the education system, most educated women are still strongly gender sensitive. They lack the self-assurance confidence, aggressiveness and the aspirations for leadership assumption. They are not yet fully accepted by their subordinates, colleagues, and superiors as capable administrators. They therefore experience covert resistance from the people they work with or for.

Heavy family commitments and responsibilities also limit women's leadership prospects and chances of early promotions to positions of responsibilities. As such the involvement of women in educational policy formulations and decision making is negligible. The views, interests and needs of many women are therefore over looked. Educational policies beneficial to the women are hardly implemented for lack of support by the women themselves, many of whom are too ignorant or inhibited to know the implications of such policies to support them. Many comfortably married educated women see no need in asserting themselves. They are content to remain passive and be looked after by their rich husbands. They fail to take part in professional lives even when highly qualified. Eventually they

become unknown, unidentifiable and swallowed up among the masses. Their education then becomes valueless to the nation. Some husbands fearing that their superior positions at home would be challenged if their wives took on leadership positions, prevent them from applying for or assuming such positions.

These are all the results of division of roles along gender lines and strong adherence to such roles by both men and women, perpetuated by practices enshrined in the education system, culture, and tradition. Both men and women need to be desensitized about their gender roles. Lines of division between gender roles need to be blurred and made indistinct. This requires that women develop confidence, self-assurance, and a sense of their own value to society. It also requires that society accept and recognize women as equal partners in nation building.

Whereas the aforementioned values cannot be taught, environments in which such qualities can flourish can be created. Educational reforms directed towards ensuring a homogenous society in which both men and women equally participate in contributing to the national economy could eventually change deep rooted gender prejudices based on cultural and traditional concepts of men and women's roles in society. To this effect the researcher recommends that:

- (1) Curricular changes which encourage boys and girls to view each other as equals in all aspects of their lives should be effected. Each sex should be made to participate in all areas where they currently are in the minority. This means that subject choices be made free of the present prejudices, conventional attitudes, and notions concerning the role of men and women in society. Both boys and girls should not be forced to choose subjects on the basis of their future prescribed roles in society.

- (2) Teaching methods and materials should not reflect gender biases but should focus on changing the current trend which accords boys and girls different treatment while at schools. The hidden curriculum: the different codes of conduct and behaviours expected from boy and girl students along gender lines should be abolished in as far as they do not reflect physical or biological differences.
- (3) All school environments should be made to reflect male and female dominance. Capable women should be promoted to positions of prominence in all types of schools, be it boys, girls, or mixed schools. Such women would act as role models for young girls and their presence especially in boys schools could eliminate gender prejudices against women in school leadership.
- (4) Guidance and counselling should be intensified in all schools in order to enlighten students about career opportunities existing in fields where their sex had been in the minority.
- (5) Boards of Governors, University Senates and Councils membership should have more women representation for purposes of having balanced views and opinions, and unbiased policy formulations, and decisions.
- (6) For the present women administrators, means and ways geared towards changing their gender role attitudes and perceptions should be devised. Seminars and workshops could be organised to expose women administrators to leadership skills and make them acquire the self-assurance and confidence they so far lack.

More gender based researches need to be done in order to ascertain the extent to which gender biases still operate in the management of schools in Uganda and the extent to which boys and girls students are still socialized in schools along gender lines.

Further research need to be done to find out whether men and women are willing to accept women as leaders in all types of schools in the country.

A comparative research should be done to find out whether less feminine women leaders are better administrators than men in educational administration.

Research findings from the above suggestions could pave the way towards raising the number of capable women in educational leadership in Uganda.