

**PROCESSES INFLUENCING GENDER DIFFERENCES IN  
ACCESS TO POST SECONDARY INSTITUTIONS IN  
UGANDA**

**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY IN KENYATTA UNIVERSITY.**

**BY**

**KENYATTA UNIVERSITY LIBRARY**

**DEBORAH HOPE KASENTE, 1996**

Kasente, D.H.  
*Processes  
influencing gender*



96/223702

DECLARATION


This is my original work and has not been presented for a degree in any other University.

Deborah Hope Kasente 

The thesis has been submitted for examination with our approval as University Supervisors:

Dr. E. Munyua Waiyaki 

Prof.F.N Getao 

Dr. Okwach Abagi 

## TABLE OF CONTENTS

LIST OF TABLES.....	I
LIST OF FIGURES.....	II
LIST OF APPENDICES.....	III
ACKNOWLEDGEMENT.....	IV
ABSTRACT.....	V

### CHAPTER 1

<u>BACKGROUND TO RESEARCH PROBLEM.....</u>	1
1.1 Introduction to the Problem.....	1
1.2 Statement of the Problem.....	6
1.3 Significance of the Study.....	7
1.4 Limitation of the Study.....	8
1.5 Definition of Concepts.....	13

### CHAPTER 2

<u>REVIEW OF THE RELATED LITERATURE.....</u>	11
2.1 Importance of Education.....	11
2.2 Gender Disparity.....	14 ✓
2.3 Macro Level Factors.....	17
2.3.1 Societal Level.....	17
2.3.2 The School Environment.....	22
2.4 Micro Level Factors.....	24
2.4.1 The Individual Students.....	24

2.5	Gender Disparity in Education in Uganda.....	25 ✓
2.6	Special Issues Arising out of Literature.....	27
2.7	Conceptual Frame Work.....	30
<u>CHAPTER 3</u>		
<u>STUDY DESIGN AND METHODOLOGY.....</u>		
3.1	Research Design.....	33
3.2	Sampling Frame.....	37
3.3	Research Instruments and Data Collection.....	44
3.4	Data Analysis.....	46
<u>CHAPTER 4</u>		
<u>RESULTS.....</u>		
4.1	Macro Level: societal level factors.....	48
4.2	Macro Level: the school environment.....	62
4.3	Micro Level: individual gender concerns.....	75
<u>CHAPTER 5</u>		
<u>SUMMARY, DISCUSSION AND RECOMMENDATIONS.....</u>		
	Summary of Results.....	84
	Discussion.....	87
	Conclusion.....	93
	Recommendations.....	98
	BIBLIOGRAPHY.....	102
	<u>APPENDICES.....</u>	115

## LIST OF TABLES

Table 1	Subjects' Home Region.....	43
Table 2	Tasks Performed by Sons at Home.....	51
Table 3	Tasks Performed by Daughters in the Home.....	51
Table 4	Perceived Fairness of Division of Labour in Homes	52
Table 5	Primary Teacher Trainees' Background.....	53
Table 6	Nursing School Trainees Background.....	54
Table 7	University Students Background.....	55
Table 8	Examples of Mothers' Importance to Girls' Education..	59
Table 9	Questions Answered in Class - Kampala.....	63
Table 10	Questions Answered in Class - Mbarara.....	63
Table 11	Educational History Matrix.....	66(a)
Table 12	Rural or Urban Primary School.....	67
Table 13	Rural / Urban Secondary School.....	68
Table 14	Single Sex / Mixed Primary School.....	69
Table 15	Single Sex / Mixed Secondary.....	70
Table 16	Subjects Considered Appropriate for Females.....	71
Table 17	Reasons Why Considered Appropriate.....	72
Table 18	Subjects Considered Appropriate for Males.....	72
Table 19	Reasons Why Considered Appropriate.....	73
Table 20	Motivation for Study by Sex and Institution.....	76
Table 21	Informants' Role Models.....	78
Table 22	Employment Considered Appropriate for Women	80
Table 23	Employment Considered Appropriate for Men....	81

LIST OF APPENDICES

LIST OF FIGURES

Figure I	Female Enrolment.....	15
Figure II	Visual Sample Structure.....	42
Figure III	Flow Chart :The Gender Gap in Access to Education	95

## LIST OF APPENDICES

- Appendix Ia Flanders Interaction Analysis Categories
- Appendix Ib Recording Form for Flanders Interaction Analysis Categories
- Appendix II Present Structure of the Education System
- Appendix III Uganda Districts
- Appendix IV Students Questionnaire
- Appendix IVa Interview Questions
- Appendix V Personal Background Matrix
- Appendix VI Upbringing Matrix (Parents' View)
- Appendix VII Social Processes in the Classroom \_ Kampala
- Appendix VIII Teaching/Learning Process
- Appendix IX Social Processes in the Classroom - Mbarara
- Appendix X Motivation for Females and Males to Stay in School
- Appendix XI Informants' Role Models

## ACKNOWLEDGEMENTS

I would like to thank all professional colleagues, Institutions, pupils and parents that contributed significantly to the completion of this study.

Special thanks go to my supervisor Dr. E. M. Waiyaki and to Prof. F.N Getao. I also thank Dr. S. Wamahu, who supervised the earlier part and Dr. O. Abagi who supervised the last part of the study.

I am grateful to the Swedish Agency for Research Cooperation with Developing Countries (SAREC) for funding the first two years of this study and the African Academy of Science (AAS) for funding the final year of this study.

I am most grateful to my husband, Dr. Wilson Kasente, for his material and moral support and to my children Brian, Mabel, Jean, Susan, Theodora and above all, Hope, who had to endure my regular absence from home.

This study is dedicated to my late father Ananiya Rwakatungu and to my mother Janet Rwakatungu who taught me the true meaning of love and the value of hardwork.

## ABSTRACT

This study was conducted in Uganda, among a sample of 40 (21F/19M) Primary School Teacher Trainees, 30 (22F/8M) School of Nursing trainees, 98 (40F/58M) Secondary School students, 98 (52F/46M) University undergraduates and 11 parents of some of the informants.

The major concerns of the study were to identify factors responsible for maintenance of gender disparity in higher education and to describe the processes through which such factors operate.

### **Research Methods:**

The following research methods were used: (i) Interview schedules (ii) A structured questionnaire and (iii) A classroom observation checklist adopted from Flanders (1987) interaction analysis categories.

### **Types of data collected:**

1. Qualitative data consisting of taped (i) intensive interviews of life histories of 11 informants sampled from each category of students (ii) intensive interviews of parents/ guardians of the 11 informants.

2. Quantitative data collected by questionnaire with 87 items to determine current perceptions of factors and processes responsible for keeping some students in the education system and getting others out prematurely.
3. Classroom interaction data collected to ascertain the nature of social processes that take place during the teaching/learning processes and any gender concerns arising.

#### Data Analysis:

1. Qualitative data and classroom interaction data were transcribed into narrative and analysed using ETHNOGRAPH, a computer programme that facilitated in reducing the data to series of categories.
2. Quantitative data was processed with SPSS/PC+ to give percentages and absolute scores.
3. Data from all three data sources was triangulated and condensed into three types of influences, in line with the conceptual framework, namely: societal factors; school factors and individual factors.

**Results:**

The following factors were indicated as having an influence in the creation and perpetuation of disparity between females' and males' access to post secondary institutions:

**Macro level factors: societal level**

1. **Mother's support:** mothers' financial capacity to meet educational requirements and their being available to offer effective guidance are reflected by results from respondent's life histories as contributing factors towards females continuing with education.
2. **Stereo-typed views of women's role:** the views held by most females and males indicated that the women's place is still generally seen as being in the houses, although some women thought that this is unfair 89.4% of the respondents indicated that females in their homes performed in-door chores like child-minding, cooking and cleaning while males mainly performed out-door chores.
3. **Number of children:** coming from large families (9 children and above) appeared to reduce chances of both males and females for higher education, mainly through parents' failure to afford educational costs for all children.

**Position in sibling hierarchy:** being high in the sibling hierarchy was reflected to enhance chances for continuing with education. Having other highly educated siblings enhanced chances of higher education for both females and males.

5. **Household income:** Lack of school fees was a limiting factor to both females and males, especially those from polygamous homes with many children. Many parents complained that their household income was no longer adequate to support their children's education beyond primary school.

Macro level factors: the school environment

1. **Classroom dialogue:** evidence from classroom observation indicated that males received more academic attention than females, while both female and male teachers criticised both female and male students more than they offered encouragement.
2. **Subtle sexual harassment of female students:** use of provocative language and body language by some male teachers disadvantaged female students by making them uncomfortable in class. Females' vulnerability to sexual harassment, both within and outside school, was also pointed out by most parents as contributing greatly to their dropping out of school (see Table 7 for parents' detailed responses).

One female parent analysed the girls' problem as follows:

" for a girl, once she gets breasts, she has an extra burden always.

Either she spends a lot of her time in relations with males or she spends time fighting them away - education is an agenda she adds to this one"

3. **Hostility between teachers and students:** subtle hostility between female students and female teachers was reflected through authoritarian behavior and nasty comments, on part of the teachers while the pupils protested through refusal to participate in classroom dialogue and rude conduct. This was evident in classroom observation and casual comments over heard in school premises.

#### Micro level: individual gender factors

1. **Moral support and confidence from family members:** content analysis of in-depth interviews revealed that females depended more on family members' moral support to stay in school than males. Females were likely to stay in school not to disappoint parents and older siblings who had " pushed, loved and encouraged" them.

2. **Perceptions of the purpose of education:** Interview results indicated that males perceived the purpose of higher education as an assurance for their future well being, while for many females, higher education was seen as leading mostly to their being recognised as important. Many females also indicated that they were likely to remain in higher education to gain skills for employment and avoid negative experiences resulting from dependency on males.
3. **Role models:** The role models of females who did not continue to post secondary education are other unsuccessful females with qualities such as kindness, conforming behavior and command of respect. Role models of females in post-secondary institutions are professional males with qualities such as hard working, ambition, courage, professionalism, popularity and commitment to work. There is a similar pattern of role models among males who continued to university and those who did not. They all look up to successful, professional men or national and international male leaders.
4. **Self esteem:** Comparing school dropouts and students in post secondary education, all females displayed low self esteem and depended on others, especially family members for encouragement and confidence. Males of all categories, however, had a positive self image and valued financial rather than emotional support from their family members.

## CHAPTER I

### BACKGROUND TO THE RESEARCH PROBLEM

#### 1.1 Introduction to the Problem.

Higher Education is valued for its expected contribution to national development in three critical ways: (World Bank, 1988)

- i) The preparation of people needed to fill high-level scientific, technical, professional and managerial jobs.
- ii) The generation of knowledge and innovation needed for development through indigenous scientific research and as agents for the acquisition, adaptation and dissemination of scientific and technical knowledge developed elsewhere.
- iii) The preparation of people who can create, organise and manage social and non-governmental institutions and fora which provide a counterpoint and a consultative role to various analytical perspectives presented by traditional institutions such as political and religious groups.

The main purpose of higher Education in Africa is to train high level human resource for national development (World Bank, 1988). However, trends in male and female representation in employment in decision making positions and other positions that set the agenda for national development, indicate that women are seriously under-represented world wide, with the ratios of women to men showing highest disparities in developing countries.

The reasons for women's under-representation in professional and leadership positions are many and complex, the biggest single reason given for their smaller numbers, compared to those of men, is that they are under-represented in education and skills training and therefore they will automatically be under-represented in the labour force.

While an overview of educational statistics in Africa indicates that tremendous gains have been made in increasing of female participation in education since the 1960s (Adhiambo and Heneveld, 1993), this has not reversed the trend of girls participation levels remaining lower than boys. Repetition, drop-out and failure is very high among girls, beginning at the primary level and continuing throughout the system in most African countries as reported by many studies (Makau, 1994, Eholie 1993 and Namuddu 1992).

This state of affairs raises a lot of concern for two main reasons. First, research done in several developing countries has established that increased female education has multiple economic benefits, especially among poor populations (Schultz, 1989). It has also been established that countries with small gender gaps in education will have better indicators of social welfare (King, 1990). Second, in spite of the common knowledge of the great benefits arising out from girls' education, the claim by many African countries to be enthusiastic about increasing girls' participation indicates limited impact on the ground.

Even where some governments have come out with explicit policy statements to increase girls participation in education or where some action has been taken, impact has been limited by lack of contextual analysis and unsystematic strategies to address girls' problems. Examination of literature concerning the access of females and males to higher Education in Africa ( Floro and Wolf, 1990, Namuddu, 1992, Gachukia 1992, World Bank, 1988) reveals the following trends :

- i) More males than females have access to higher education by a factor of almost three times.
- ii) Males dominate in all fields of study, except Home-Economics. Even in Arts Faculties, where the largest proportion of females are enrolled, males still dominate in absolute terms.

Some of the factors that have been identified as responsible for the described disadvantaged position women find themselves in are:

- family costs, including opportunity costs
- socio-cultural barriers
- gender bias in classroom practice and text books
- poorer performance of girls during examinations, and a number of others.

Literature indicates that though the impact is not as would be desired, efforts have been made both by international organisations and individual states with some recorded successes particularly at Tertiary level moving girls enrolment world wide from 32% to 43% from 1959 to 1983 (Namuddu, 1992). But studies from different African countries indicate that boys post-secondary enrolment out-numbers that of females by a factor of two to one ( Gachukia, 1992, Namuddu, 1992, Mbilinyi, 1991, World Bank, 1988). In the fields of Science and Technology, men dominate world wide (Duncan, 1989).

The process of Education itself has come into focus as a main contributing factor to the dropping out of females from the Education system. This may not be happening deliberately, but nevertheless, the system seems to cater for homogenous students, whose needs are identical and whose opportunities are the same. The pressures faced by girls from cultural biases, demands on their time for domestic work, sexual harassment and a number of many other factors are not considered. There is great need to make the education system sensitive to both females' and males' requirements in order to reduce gender imbalances. Females soon discover that schools are not friendly to their needs and some parents' decisions not to invest in girls' education can also get influenced by similar perceptions. Studies outside Africa have consistently shown how pupils resist school when they judge it not to be a noble project in their daily and future lives (Namuddu 1992)

Although Primary education is becoming increasingly available to both females and males and some developing countries are making dramatic advances, the gap between boys and girls is still wide at the secondary level with girls comprising only slightly over one third of the students enrolment in Africa. In most African countries repetition at this level is higher for women and they also drop out of school more than boys ( Gachukia, 1992 Namuddu, 1992, Makau 1994, Mbiliny 1991). A number of reasons have been given to explain the higher drop out and repetition rates for girls at this level. Some of the reasons have to do with the process of education itself and some lie outside the school domain.

Major explanations which have been put forward to account for disparities between females and males in educational access and achievement in Africa at secondary and tertiary level have hinged around explaining school enrollment disparities. There are few studies readily available which investigate the nature and causes of girls school performance in Africa (Duncan, 1989). In addition, there has been very limited research on factors that cause dropping out across gender lines. Despite resolutions that have been taken by international and regional bodies (UN 1984, UNESCO 1988) it is apparent that Education systems in Africa and elsewhere, continue systematically to provide better opportunities for boys than for girls, especially in the fields of science and technology (UN 1984).

In Uganda, the country in which the study was carried out, the trends noted at the different levels of education in other developing countries also apply. In a nation-wide survey by the Educational Review Commission (1989), it was acknowledged that there was a higher drop out rate among girls than among boys at all levels of the formal school system. The following factors were identified, by the Review Commission as contributing to low enrollment and high drop-out rates among girls:

- i) Because of the patrilineal society and other social and cultural factors, many parents tend to prefer educating boys to girls.
- ii) Most co-educational institutions are not well equipped with separate facilities for girls. The co- educational boarding institutions have more boys than girls.
- iii) Girls tend to suffer from the natural physiological and psychological changes that render their academic performance in co-educational institutions relatively poor

- iv) The traditional division of labour in the homes is more demanding on girls than boys.
- v) Girls usually get involved in early marriages or suffer from early pregnancies for which they are thrown out of the school system.
- vi) Girls often encounter social problems, particularly in the urban areas where most of the large secondary schools and tertiary institutions are located. This is sometimes aggravated by the lack of decent and secure accommodation for girls.

The central concern of this study is that though the factors responsible for the disparities between women and men in the education system appear to be broadly known, there is no systematic data that analyses which of the factors influence boys and girls participation in education and how such factors operate. Without such systematic information, retaining females in the education system in similar numbers as males has continued to be elusive because it is difficult to plan and implement effective strategies when the variables to be manipulated are not clearly understood.

## 1.2 Statement of the Problem.

The problem of this study is to do two things:

- i) Analyse which factors are responsible for creation of disparity between females and males access to higher education in Uganda.
- ii) Describe the variety of ways in which such factors operate to perpetuate imbalance between males and females access to education.

Disparity between females and males in access to Higher Education in Africa in general and in Uganda in particular, is a reality and the resulting implications have also been well articulated in literature. As the literature review (Chapter 2) will show, disparity between females and males in access to higher education and other levels of education has been blamed on a combination of many factors. What is also not clear, from studies already done in this area, is whether the factors responsible for differential access between females and males mainly lie within or outside the school system.

### 1.3 Significance of the Study.

This study will contribute to theoretical and methodological aspects by providing factual information as follows:

- i) At the level of theory, on the issue of differential access of women and men to higher education, it will be demonstrated that by the time girls and boys start going to school, their opportunities to succeed in attaining post secondary education have already been limited, to a large extent, by macro factors outside the domain of the education system. However, the educational process is dynamic and, while it can reinforce some of the factors that lead to unequal access, the school has a big role to play towards building girls confidence to stay in the education system or otherwise.
- ii) The study will make a methodological contribution by demonstrating how the quantitative and ethnographic methods can be used to strengthen each other to capture manifestations of gender differentials.

It is hoped that up-coming gender sensitive researchers will find this a useful entry point to build on and refine methodology in gender and education.

- iii) Many hypotheses will be generated by this study and it is hoped that this will enthruse researchers in education to do follow up studies to test as many of them as possible, so that the understanding of the problem of disparity in access to education can be advanced towards effective solutions.

#### 1.4 Limitation of the study.

Due to constraints of time and personnel, the study has the following limitations.

- i) Area of study has been limited to two regions of Uganda. The findings of the study will, therefore, not necessarily be true in all parts of the country.
- ii) This study would have benefitted from sampling experiences of males and females who dropped out of school and those who did not enroll for education at all. Because of the logistical constraints that would be involved in locating and sampling such subjects, the limited itself to females and males who have attained secondary school education and above. Those who branched off to training institutions like nursing and primary school teaching, after secondary school represented the group of those who did not get access to higher education.

- iii) The in-sights in the study were provided by a case study approach of a limited number of females and males because of the long time engagement required for each case, thus limiting the generalisability of the findings.
- iv) The scope of this study: The gaps identified through literature review (chapter 2) are many. Almost each one of them is comprehensive enough to warrant a study on its own. This study limited its scope to what could be covered in the time and resources available, with a focus on describing the processes that lead to the creation and perpetuation of gender disparities.

### 1.5 Definition of Concepts

The term access in the study refers to any situation where the individual needs are deliberately addressed. This includes provision of facilities, supplying financial needs, giving encouragement etc.

Post Secondary Institutions refer to institutions that take students after advanced level of education, also referred to in literature as institutions of higher learning. This level was chosen for study because it is the final channelling stage to various professions and eventually to the labour market.

**Processes** is used to refer to the dynamics, directly observable or implicit, which affect students' access to facilities. This entailed looking for external factors and then studying the activities that go with them.

**Socio-Economic** is used in a general sense to cover all political, cultural and economic aspects both individually and in relation to each other. Where only one aspect is being referred to, it is given a specific name.

**Gender** is perceived as a social construction in which the conditions of women's and men's lives can be attributed to the social, cultural, political and economic frameworks of the societies and institutions they find themselves in. **Gender** is not perceived as men and women but rather the way they relate to each other. By implication, therefore, is perceived as a dynamic variable which can change from time to time and from place to place.

CHAPTER 2REVIEW OF RELATED LITERATURE

This chapter contains a review of theoretical and empirical literature, that was accessible to the author, on the concerns of disparity between females' and males' access to education, with a focus on higher education. Benefits of higher education are explored to highlight the implications for those who do not get access. The literature is then reviewed for the explanations offered by different scholars, to why the disparity persists.

The chapter ends by summarising the issues arising from the review of related literature, pointing out gaps that still need to be filled and spelling out the rationale and scope of the present study.

### 2.1 Importance of Education.

Many differences appear in literature on other matters of education, but many scholars are agreed on the importance of education as a means for social development (Lipman-Blumen, 1984). It is further argued that education has economic implications in that it leads to a higher output, higher wages, changes in distribution of earned income between the rich and the poor and leads to economic mobility ( Colclough, 1993 Thurow, 1977 Schultz, 1989 ).

While Thurow's (1977) contribution does not analyse, in detail, what level of education leads to the maximising of such effects, there are others (e.g. Dore, 1975) who argue that when more people get access to higher levels of education, the value of the previous levels decreases. The debate as to which level of education is most feasible for all countries has led to double standards where it is argued that developing countries should focus on basic education while cutting on financing to higher education. The developed countries, on the other hand are focusing on higher education in light of keen technological and economic competition. The impact of this outlook was clearly articulated in the 1992 conference on the education for all after which most funding agencies and national governments switched their interests to basic education in developing countries, reducing farther the chances the problems facing girls access to higher education.

The World Bank (1988) states that the main purpose of Education in Africa is to train high level human resources for national development and does not focus so much on the benefits of education to the individuals themselves. The economic advantages to developing countries arising out of educating girls to primary level are well documented ( Benavot, 1989, Floro and Wolf, 1990, King and Hill, 1993, Psacharopoulos 1989) as follows:

- . Faster growth of gross national product
- . Higher family incomes
- . Improved participation in wage employment
- . Higher productivity etc

Literature is also available on social benefits arising from increased education ( King 1990, King and Hill 1993) and these include

- . Lower mortality rates
- . Lower fertility rates
- . Improved nutrition
- . Increased life expectancy
- . Better opportunities for their children in the next generation

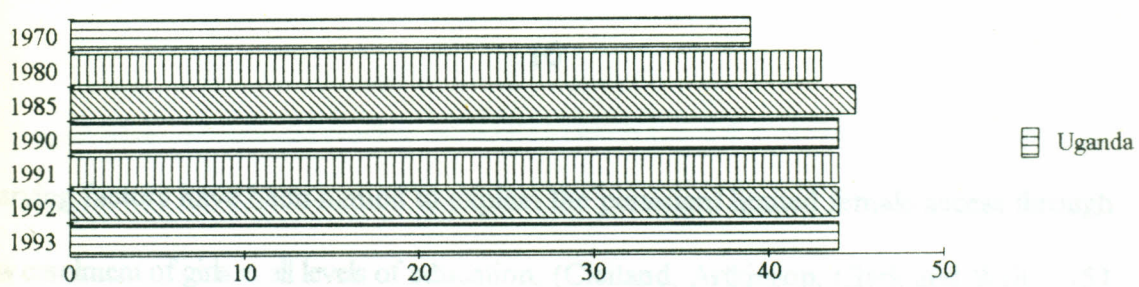
Increased girls education to secondary level is not only associated with economic and social benefits, but research in seventy two developing countries (Subbarao and Raney, 1992) came up with findings that sometimes it is the single most effective way to achieve lower fertility rates and reduce infant mortality. There haven not been such large studies, accessible to the author, that have established concrete economic and social benefits resulting from increasing girls education to post secondary level.

Highlights of the benefits accruing from education to the individual mainly comes through in studies that have focused on the destiny of groups that have differential access to education (Lipman-Blumen, 1984. The results of such studies have confirmed the observation made in Plato's "Republic" that the direction in which education starts a person will determine her/his future life. Withholding education from women has been a big concern for feminists and politicians who point out that women's limited access to education has provided a potent mechanism for keeping the unequal power relationship between women and men in balance (Duncan 1989, Lipman-Blumen 1984).

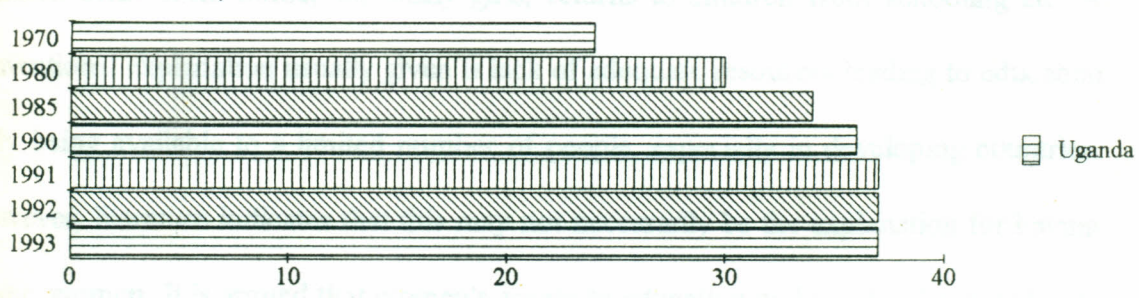
## 2.2 Gender Disparity.

Several studies indicate that tertiary education is the most withheld from women (Acker and Piper 1984, Boserup 1970, Forster 1977). A growing awareness in developing countries that women must play a central role in all aspects of the development process, is pointed out by some scholars (e.g. Duncan 1989). In spite of all the demonstrated importance of education for both male and female, women remain under represented, starting from upper primary institutions (Smock, 1981). Deble (1980), Bowman and Anderson (1982) point out that while not all boys attend primary school in developing countries, male enrolments, as a percentage of their age group, are more than double those of females. Despite resolutions and recommendations made by various international and regional bodies, it is apparent that education systems in Africa and elsewhere continue systematically to provide better opportunities for boys than girls (UN, 1984). That is in spite of the demonstrated substantial economic and social returns to female education (Gachukia 1992). Paradoxically, its the poorer countries that need these returns most which also have poor track records in girls' education. In Uganda, as the figure below indicates, the girls' enrolment figures as a percentage of total enrolment decreases from about 45% at primary to 30% as the highest percentage at tertiary .

### Females as a % of Total Primary Enrollment



### Females as a % of Total Secondary Enrollment



### Females as a % of Total Tertiary Enrollment

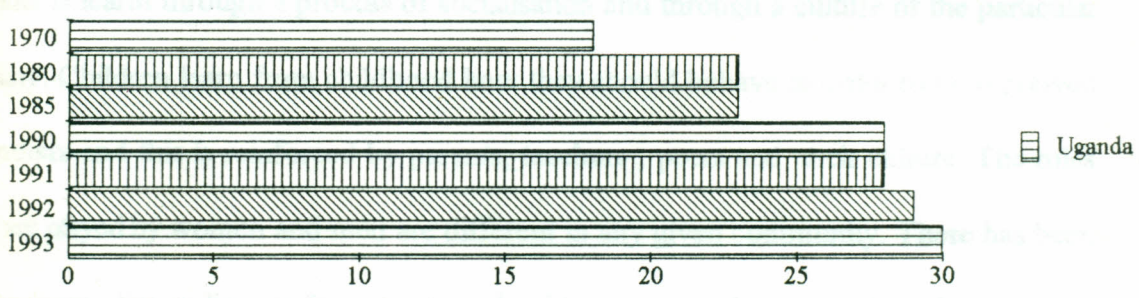


Figure 1: Female Enrollment

Source: Association for the development of African education (1995)

Varying factors have been named to explain the persistent limited female access through low enrolment of girls at all levels of education, (Cleiland, Artkinson, Clark and Well, 1953 and Lipman-Blumen 1984, King 1990, Gachukia 1992, Namuddu 1992) Several reasons are given, including the direct cost of schooling to parents, the opportunity costs of having children away from home, especially girls, returns to children from schooling etc. A conventional explanation usually given is lack of adequate resources leading to education only being available to a limited number of people, especially in developing countries. However, literature indicates that this may not necessarily be the explanation for having fewer women. It is argued that women's access to education and gender disparity levels of schooling, cannot be predicted by the level or pace of a nation's economic development.

Gender is learnt through a process of socialisation and through a culture of the particular society. Children learn from childhood how they should behave in order to be perceived by others and this is reinforced by parents, teachers, peers and their culture. The roles that are played by women and men are different in any given community. There has been a tendency for policy makers to regard addressing gender inequalities that exist in communities as tampering with tradition. For gender disparity to be taken seriously the state and other players in development need to change their attitude towards gender issues so that specific policies and plans of action to end gender disparity can be translated into practice. Until that is done, one still comes across many countries with high GNP still recording large gender gaps (King 1990, Deble 1980, Bowman and Anderson 1982 and Smock 1981).

The analysis of the several studies, referred to above, come to a conclusion that gender inequality in education is not a problem that will go away once a nation has increased its GNP and built an industrial infrastructure. There is a trend towards including other social factors to explain why the gap between females and males has persisted in education, in spite of efforts being made to increase women's access, especially in developing countries.

### 2.3 Macro-level Factors.

#### 2.3.1 Societal level: social-economic, social-cultural, socialisation context (including gender)

The labour markets of most developing countries are characterised by low rates of female labour force participation in the modern sector of the economy and by patterns of pronounced occupational segregation that cluster women in a limited number of occupations (Smock, 1982). Part of the explanation for the fact that this occupational segregation is higher in developing than developed countries may lie in the late entry of women into the formal sector (Smock 1981). Maundeln (1992) also argues that graduate women lack options in employment, promotion and upward mobility because of discrimination and because of their domestic roles.

However, it is argued by others, (e.g Namuddu, 1992) that the experience in African countries does not support the reasoning that the under representation of women in management and decision making at senior levels is the result of their under-representation in higher education. It is argued that factors, other than access and achievement in higher education, determine where women and men, with or without higher education, will work.

One explanation given, for this argument, is that the majority of males in powerful positions do not accept that females, educated or not, should have an economic status equal to that of males, with regard to instruments of governance and distribution of economic resources. The majority of males do not accept that the existing cultural, social and economic systems disadvantage females : for them the problem does not exist.

The environment of the labour market is beyond the scope of this study, however, it should be pointed out that some scholars( e.g Smock, 1982) argue that the structure of the labour market and perceptions of available job opportunities are related not only to occupational aspirations and expectations but also to school performance. It is argued that the knowledge of which jobs employers consider appropriate for females or males, influences parents, teachers and students in the selection of academic specialisation (Smock, 1982, Kann 1981).

Some of the factors to explain persistent gender disparity in education are indicated to be due to the social-cultural environment. It is argued that all cultures convey images and values about men and women and the roles appropriate for them. The exact nature of these images and roles varies between countries, but generally reflects the idea that women are inferior to men.

These views and general role expectations, which exist for women, can be expected to affect the performance of girls in school (Duncan, 1989, Dupont 1981).

It is argued that girls are continually reminded, by various aspects of the school structure, the expectations of their teachers and by teaching practices, that their primary roles are to be wives and mothers. In Africa, the educational status puts less emphasis on the role of the women as producers, as compared with men, although this is an integral aspect of the female role in most traditional societies (Duncan 1989, Boserup 1970, Namuddu 1992). For example, in a study carried out in Tanzania (Mbilinyi, 1969), it was found that it was a greater sacrifice for parents to send girls to school than it was to send boys because of the girl's labour contribution to the family's livelihood. Similar findings have been reported elsewhere in developing countries ( Boserup 1970, McSweeney 1982, Naik 1982).

In Western countries, performance of girls as much as boys, in schools, is significantly related to the socio-economic background of their parents (Duncan, 1989). Whether this is also the case in developing countries has been a subject of debate. On the basis of a review of ten studies of developing countries, including Kenya, Congo and Tunisia, Simmons and Alexander (1980) argue that home-background is an important influence upon achievement at the primary and lower secondary levels, but that its importance lessens in the upper secondary grades. However, in a study of primary schools in Uganda (Heyneman, 1976) only a weak relationship was found between socio-economic background and achievement at primary school. The complex picture between family background and performance, especially when the question of gender is considered, has not been investigated, in depth, in developing countries (Duncan, 1989), thus leaving a big gap that needs to be filled.

Other aspects of a socio-economic nature which have been shown to be related to school achievement in some African countries are; level of urbanisation and home region. In Botswana Kann (1981) found that the level of urbanisation was positively related to achievement at the primary level, but not at secondary level, thus pointing out the importance of socio-economic factors towards what can be achieved in school.

In addition to socio-economic background and perceptions of job opportunities, the context in which socialisation takes place is argued to lead to differentials between females and males that influence their chances of success in education by providing specific experiences and role models (Duncan, 1989). For example, growing up in a rural or urban area, being a member of a female headed household and boarding at school, all shape the socialisation process. Some similar aspects have been pointed out by research, for example, a study carried out in Botswana (Kann, 1981) found that both home region and coming from an urban area were positively related to school achievement. Further more, parents' attitudes and expectations and the way in which these are perceived are compound influences upon socialisation (Duncan, 1989).

Early notions to explain gender disparity in access to education, in industrialised countries, were based on a theory of different levels of motivation and ambition between males and females (Turner, 1964). This approach was rejected by feminists on the grounds that it embodied a deficit model where girls were seen as cause of their own failure (Duncan, 1989). Such an approach did not seem to consider the socio-economic factors referred to earlier.

Several writers in industrialised countries have outlined another important area which is often over looked. This concerns the ways in which values and images are reflected in the structure of the school, the informal curriculum, teacher behavior and expectations and school textbooks (Levy, 1972; MacDonald, 1981; Kelly and Nihlen, 1982).

This has resulted in a recent focus upon structural and institutional determinants (Duncan, 1989; NGO Task Force, 1979; UN 1984 and Whyte, 1986). The consequences of this approach is that cultural norms and values which discourage women from moving into what is perceived as a male province have come into focus. This is a welcome development that is relevant to most African countries where the influence of cultural norms and values seems to have a bigger negative impact on women's lives more than on men's.

Research done in Europe, (Whyte, 1986 and Whyld, 1983), came out with findings that gender stereo-typing of roles and activities in the classroom and the school, act to lower the achievement of boys and girls in areas considered appropriate for the opposite sex. These findings confirm the importance of social processes taking place in the classroom and the school, referred to by Lipman-Blumen (1984). Eccles (1986) and Imsen (1987) came out with findings that girls construct their own gender role identities and sub-cultures, developing values attitudes, interests and priorities compatible with these identities. This tallies with other observations, (Duncan, 1989), that both boys and girls will concentrate on school subjects they perceive as useful for their future lives. It is argue that the educational and occupational behavior patterns of girls should be seen in this context.

### 2.3.2 The School Environment.

Most of the research examining the impact of gender-typing in schools has focused on processes operating in the school itself. Different dimensions of the school environment have been investigated in order to demonstrate their role in the generation of gender disparities in overall educational attainment and performance in specific subject areas. Much of this research is in industrialised countries.

The school has come under attack as having some of the responsibility for continued discrepancy between females and males. For example, research has come out with findings that the type of school attended affects both students, their achievements and attitudes, as documented in Africa by Forster (1963), Bibby and Miller (1968) and Cooksey (1981)

Although difficult to measure, it seems that the type of school attended has a complex effect upon achievement and later, occupational placement, which has so far not been explained by conventional measures of school and family resources. For example, in Kenya, Eshiwani (1983) concludes that any intervention strategy for the improvement of science education among girls should steer clear of co-education. This is an area that requires more research to give a clearer picture of variables that could be manipulated to remove gender imbalance.

The school curriculum play such a central role in indicating the type of education schools are giving to the pupils. Research done in Ghana (Maseriann, 1974) shows that the formal curriculum also creates gender disparities in performance, through the subjects which are taught, the content of the subjects, the teaching materials and textbooks used. Gender bias in textbooks in Africa has also been investigated in Zambia (Tembo 1984), Togo (Biraimah 1982) and Kenya (Obura 1993) with a similar conclusion that the infrequent participation of women in the textbooks give female students no chance to identify with, or establish role models after female character.

The lack of female role models in professional and high administrative positions in tertiary institutions, is highlighted by Piussi (1990). It is argued that lack of female role models creates a dearth of live examples whom female students might emulate. However, the importance of gender-typing in text books as a factor contributing to poor science performance among girls has yet to be established empirically (Duncan, 1989).

According to Kelly and Nihlen (1982), there is an informal curriculum consisting of messages implicit in the authority structure of the school, its staffing patterns, the ways in which the curriculum is transmitted and the system of rewards and correct behavior. One way in which the school transmits implicit messages, concerning the role of women and their place in the work-force, is through the staffing and authority structure of the school (Duncan 1989). It is argued that the distinction between the formal and informal curriculum is less clear cut in reality, because most aspects of the school environment contain elements of both the formal and informal curriculum and some aspects of the hidden curriculum have "official" approval.

Biraimah (1982) found that at secondary school level, in West Africa, men filled all the positions that exercised significant amounts of authority. However, there is little research elucidating the actual influence these structures have upon girls' perceptions of themselves and their futures. Research done in Uganda on determinants of girls' access to education cover primary and secondary sections (Kasente, 1984). There is hardly any researched information on the different dimensions of the school environment and the role they play in generating gender disparities.

## 2.4 Micro-level factors.

### 2.4.1 The Individual Student.

Although structural aspects of the society and school environment have a powerful impact upon gender-related patterns of performance and staying in school, motivations of the students themselves also play an important role (Duncan, 1989). Girls and boys actively construct their own identities and futures in line with their perceived opportunities and abilities .

These attitudes are acquired through a complex and subtle process of socialisation, mediated by role modelling, the behavior and expectations of family members, peers and teachers etc. as well as specific aspects of social-cultural norms and school environment.

Although some research that has been done bears some of the factors out (Duncan, 1989), it is in this area that research is weakest. Most of what has been examined comes from western countries and the findings cannot be assumed to be characteristic of African societies.

For example, Acker's (1984) findings in Europe indicated that women in tertiary education were sometimes at a disadvantage, as long as their aspirations and achievements differ from those of men. Contradictions women students find themselves in, due to contradictory pressures towards scholastic superiority and feminine inferiority have also been highlighted (Komarovsky, 1946 and Zuberger, 1973). Some few studies done in Africa ( e.g Duncan, 1989) noted that the socialisation process for girls contains many contradictory elements. At the same time as girls are encouraged to engage in typical feminine behavior, they are also rewarded for some types of masculine behavior such as ambition and scholastic success.

To illustrate this issue further, it has been argued that as far as occupational aspirations are concerned, alternatives considered by an individual to be acceptable to their sex will be selected. Though some argue (e.g Gottfredson, 1981) that occupational aspirations cannot be considered only in terms of gender-appropriateness, but that social status is also important, there is another view (e.g Duncan, 1989) that at the individual concerns level, gender ideology is translated into individual gender role behavior. Gender role behavior will influence achievement and eventually determine the level of education attained.

## 2.5 Gender Disparity in Education in Uganda.

In Uganda, the discrepancy between boys and girls enrollment, especially at tertiary level, is well documented (Castle Commission, 1963; Uganda Education Policy Review, 1989; Kasente, 1983)

What emerges from all this literature is that girls are under-represented in the school system, show higher drop-out rates and perform worse than boys in secondary leaving examinations. The disparity in enrollment between boys and girls progressively increases the higher the levels get. At primary level the ratio of boys to girls is about 3:2, rising to 3:1 at the end of the secondary level. Overall enrollments for both sexes are low, with 65% of primary age children in school (Education Policy Review, 1989). In the same policy review, it is established that the disparities described above also have a regional dimension, with under representation of girls being greatest in the Northern and Eastern regions.

A number of explanations are given from different sources to explain the trends described above. One of them is the impact of the colonial legacy on the present systems of education in the formerly colonized states in Africa (Kelly, 1982, Smock, 1981) Lugumba and Sekamwa (1973) and Uganda Education Policy Review (1989) talk at length about the impact of the colonial legacy on the system of education of Uganda and attribute part of the gender discrepancy in enrollment trends to this historic factor. The reasons for girls' smaller numbers and low enrollment are many and complex and may even differ within the country. Some of these are early marriage, teenage pregnancy, lack of guidance, male child preference and many others. It is very clear that much more research remains to be done to establish constraints bringing about lower participation of girls in education, from different perspectives.

## 2.6 Special issues arising out of literature review

From this review of literature, a number of gaps, that need to be filled in by research, emerged as follows:

- 1) General enrollment data by gender is beginning to become available following a growing awareness of gender disparities in education, however, there is a dearth of gender desegregated data showing tertiary enrolment by field of study in most developing countries.
- 2) Research done in Western Europe and some African countries shows that gender stereo-typing of roles and activities in the classroom and the school act to lower the achievement of boys and girls in areas considered appropriate for the opposite sex. This kind of study has not been carried out in Uganda.
- 3) Research investigating different dimensions of the school and the roles such dimensions play in generating gender disparity has been done in some developed countries and a few African countries, including Kenya (Eshiwani, 1983). For example, research done in Europe and some African countries came out with findings that :
  - a) The type of school attended was significantly related to achievement and attitudes acquired.

- b) The formal curriculum was found to generate disparities in performance through content, teaching materials and textbooks.
  - c) Informal curriculum (i.e. authority structure, staffing pattern etc.) was found to generate disparity in job aspiration and in turn affect performance. Research investigating such different dimensions in the schools in Uganda was not identified.
- 4) Research done in a number of African Countries has shown that values reflected from the school environment do not reflect traditional gender roles and this may contribute to some parents being sceptical about keeping their daughters at school. Such research did not also discuss the benefits accruing from western education, especially in improving the quality of life and contributing to national development and how parents perceive them. The values reflected from school and the effect this has on job aspiration and achievement is also not critically investigated in the research findings that were accessed.
- 5) The relationship between home background and achievement was found significant at all levels in Western Countries, significant at lower levels only in some African countries and very weakly related at primary school in Uganda (Heyneman 1986). There is no critical analysis to explain such contradictory findings in the literature reviewed, most of which were quantitative in approach.

- 6) The structure and environment of the labour market has been found to affect perceptions of job opportunities and job aspirations and also to affect school performance in developed countries and some African countries. This has not been specifically investigated in the case of Uganda.
- 7) Research done in a number of African countries shows that the socialisation context (i.e. home region, urban/rural upbringing, parental attitudes and expectations) is related to school achievement. There were no conclusive findings available on this issue in Uganda.
- 8) Duncan (1989) comes out with a critique of educational research so far done in developed countries and some African countries and says that it has tended to concentrate on processes in the school itself without relating them to the larger society.

These are many gaps that need several studies to fill them. This study will respond to the challenge levelled at educational research so far done to explore societal gender practices, school practices and individual pupils' gender concerns and how they influence access to education in Uganda.

## 2.7 Conceptual Frame Work

The literature review revealed that there is gender differentiation in access to education, especially in developing countries, with girls being in a disadvantaged position. Varying factors, both inside and outside the education system, were suggested as being responsible for the persistent gender disparities. These include factors pertaining to social arrangements in different communities, school environment dual girls' and boys' perceptions.

As few of the factors enumerated are ever considered in the same study, the paths of influence between factors and their impact on access have not been well delineated in literature. Furthermore, most of the studies have taken place in industrialised countries and very little is known about the influence on such factors of different social and cultural contexts. It is, therefore, not certain whether findings of studies in the industrialised countries or even in different developing countries would give similar results in Uganda.

Given the gender differences in perception and patterns of association that have been found significant by many studies reviewed, it is likely that mechanisms underlying the generation and maintenance of such gender differences also differ between males and females and between different societies.

What is commonly addressed is the girls' under-representation in enrolment, their lack of relevant skills for employment, their limited participation in higher education etc. In spite of many efforts made, the women's situation is currently being reported as getting worse (World Bank, 1988). What is missing is researched information about the most important variables that can be manipulated to get as many girls as boys in school and keeping them there.

This study takes the view that too much emphasis on structural aspects of education has tended to obscure the role played by societal factors and gender role behaviour in perpetuating women's disadvantaged position in education, in relation to men. Structural aspects refer to conventional educational in-puts like equipment, physical facilities, teaching materials, teachers (also often treated as in-puts to schooling), financing, management etc.

The model of this study has as its basis the idea that it is an interplay between societal dictates, schooling factors and individuals' attitudes which foster gender differences in access to education. The study utilised a three-factor model that focused on individual gender issues. Societal and schooling factors were perceived as variables whose behaviour impinges on individual gender behaviour. The societal factors and school factors are considered as macro factors and individual concerns as micro factors. At the societal level are social cultural factors like cultural values and gender ideology and socio economic factors like home background, socialisation context, labour market and employment opportunities. At the school level are factors like school type, formal curriculum, selection process, subject options, school facilities, financing, staffing, etc.

At the individual concerns level are factors like values and attitudes, personal beliefs, behaviours, gender ideology etc, which are acquired through the socialisation and formal education processes. The macro and micro factors were considered to influence access and retention in the education system.

The model of the study borrowed from Little (1992), who perceives the learning process as an interaction between a novice and an expert. She argues that the said interaction takes place in different arenas. The arenas perceived by this study as interrelated are: the home, the school and society in general. The argument of the study is that the individual comes to the school arena with knowledge and attitudes, already acquired from home and society through socialisation. The learner, then, is exposed to new knowledge through different methods from those they were used to and in a different environment. The outcome of the described processes shows females getting less opportunities, from education as against males. The task of the study, therefore, was to explore which factors, in the processes outlined, combine to create different circumstances for females from that of males, in relation to post secondary education in Uganda. An attempt was also made to describe the processes through which such factors are perpetuated.

CHAPTER 3STUDY DESIGN AND METHODOLOGY.Introduction.

This chapter describes the study design and gives rationale for the research procedures that were followed. It contains the following features: research design, sampling frame, research instruments, data collection procedures and data analysis.

3.1 Research Design

In order to focus on the tasks of the study, three broad research questions were formulated, based on the problem of the study and the gap identified from review of literature to be relevant to the research problem. The three broad questions address the following areas: societal factors, school factors and individual factors. The first two are also regarded as macro-levels factors while the third one is regarded as micro-level. The three research questions were formulated as follows:

i) Macro-level: societal factors.

Are there factors pertaining to the socio-economic arrangements in society which encourage or discourage males and females from joining post-secondary institutions in Uganda?

ii) Macro-level: the school environment.

Are there factors in the schooling process which facilitate or inhibit females' and males' access to post secondary institutions in Uganda?

iii) Micro level: the individual factors.

Are there any gender specific individual concerns which contribute to the differentiation between females and males in access to post-secondary institutions in Uganda?

As the main tasks of the study were to acquire a fuller understanding of the processes through which gender disparities in access, to post secondary education, are created and maintained, a more meaningful picture would emerge by using triangulation. As some education researchers argue (e.g. Cohen and Manion, 1989), triangular techniques are suitable when a more holistic view of educational outcomes is sought. Several types of triangulation were used. Both qualitative and quantitative techniques were used, longitudinal and cross-sectional approaches were applied, several research instruments were used and male and female investigators did classroom observation.

Though the main thrust of the study used the qualitative approach, some quantitative data was also collected and analysed to get a fuller view of the responses from respective categories of informants.

To try and capture the processes, longitudinal approaches were applied to collect data from the same categories of informants at different points in a period of one year. This was done by following up life histories of some selected respondents at their institution, going to their homes and doing some observation for some days and interviewing their parents or guardians. The cross-sectional method was also used to collect quantitative data by use of a questionnaire which was administered to respondents in selected institutions and collected on the same day or soon after. In-depth interviews and structured observation were the main qualitative instruments used. In the case of structured classroom observation, two investigators (one female and one male) observed the same lessons independently, as a check on possible biases and accuracy of recording.

The population of the study comprised females and males in Uganda who have had access to secondary school education and who were still attending schools or who have branched to other vocational institutions. The study sample was selected out of this group, using purposive methods, as will be described under sampling procedures. A number of instruments were developed by the researcher for the purpose of collecting data from the population. All the instruments developed by the researcher were pre-tested as will be described below.

Three research assistants were trained, by the researcher, over a period of two weeks. The training involved three stages. In the first stage, the researcher explained the purpose of the study, the objectives of the study and the research issues that had to be resolved by the data to be collected so that they could collect data intelligently.

In the second stage, they were taken through the content of each instrument as follows: for the questionnaire, the researcher went item by item explaining what was expected from respondents and how each was to be scored. For the in-depth interviews, interview guides were described to the research assistants and areas that would need probing were identified. Research assistants would ask for more explanation where it was needed. Other issues, like research ethics, interview skills etc, were described and discussed. After the theoretical training of research assistants, the instruments were tried out in one institution which had not been sampled for study. This was done both to check the accuracy and reliability of the instruments and to give the research assistants some practice.

The third stage involved discussing results of the field trial. Each instrument's results were examined item by item and appropriate amendments made by the researcher and research assistants. For example the questionnaire had some items removed, others re-worded and the interview schedules had some more probe questions added where it was evident that respondents had not been challenged enough to open up. Two major results of the pretest results were that: the questionnaire was amended from having 84 items to 87, splitting some questions which were overloaded and a decision to observe many lessons before recording was made. This was in response to the artificial classroom teaching that we observed in the pilot study. It was apparent that after the observers had sat in classes for several lessons, both the teachers and pupils relaxed and seemed to forget that there was a stranger amongst them.

Qualitative data was collected over a period of seven months, with partial analysis being done as data was collected while quantitative data was collected by employing a self-administered questionnaire. All the data was finally analysed as will be described under data analysis.

### 3.2 Sampling Frame

Uganda is made up of four major regions: Northern, Southern, Eastern and Western. These regions are mainly for convenient administration. What is more distinct, in the population, are the activities the rural population is engaged in for survival and development. Most of the people are involved in agriculture or are cattle-keepers. The activity they are involved in also contributes to the cultural practices that are prevalent in that community (Gakwandi, 1992).

The sampling of the study population reflect this concern, by studying institutions from a pastoral region and an agricultural region. Central region was selected to represent the agricultural region, as it combines the rural agricultural population and the urban population in the capital city of Kampala. Mbarara district in the Western region, which is also mainly cattle-keeping, was the second area selected for study.

#### Selection of Study Institutions.

As the general population universe in the study is composed of all females and males, who have had access to secondary school education, a smaller sample of the population was selected from the following five categories of institutions characteristics that are described below:

- i) Non-University institutions taking "O" and "A" level graduates category.
- ii) A-level secondary schools category.
- iii) University under-graduates category.
- iv) Teachers and administrators from the selected institutions category.
- v) Parents or guardians category.

i) Institutions training 'A' level and 'O' level graduates category.

The institutions in this category are non-university technical, commercial and vocational institutions that enrol students after Ordinary and Advanced levels. These institutions are unevenly distributed in the country, with most of them being in the central agricultural region. Respondents in this category represented the group of females and males who have had access to secondary school but did not get access to higher education.

Two out of four institutions were selected for study, as follows: One teacher training college in Mbarara District, because it takes both "O" and "A" level graduates: One school of nursing from the central region, because it enrolls both females and males on a non-sectarian basis. In both institutions, only first year students took part in the study, since the second years were likely to complete their studies before the end of data collection.

ii) A-level secondary schools category.

This category represented institutions educating the group of males and females, which is being prepared to go straight to university and other institutions of Higher Education.

Three secondary schools out of twenty one were purposively selected for study from the central region and Mbarara District. The selection was guided by three school characteristics: (i) mixed day, (ii) mixed boarding and (iii) urban or rural.

iii) University Undergraduates category.

This category represented the group which has gained access to higher education and it was selected for comparison with the other categories. At the time of this study, Uganda had only three universities: Mbale Islamic, Mbarara University of Science and Technology and Makerere. Makerere University was selected because it is the only one taking students from all regions and which has multiple faculties. Second year students were selected from Makerere University. The rationale for picking second year under-graduates was that first year students had just entered the university and some of them were still changing their subjects. Third year students were likely to complete their courses before the study was completed.

iv) Administrators from the selected Institutions

This category represented the individuals, in institutions, who facilitate the educational process. Only head teachers of schools participating in the study were selected.

v) Parents or guardians

This category was included to provide in-sights about the formative and educational experiences of the sampled informants. Only parents or guardians of subjects that were sampled for the in-depth part of the study were selected.

Sampling of individuals from Institutions.

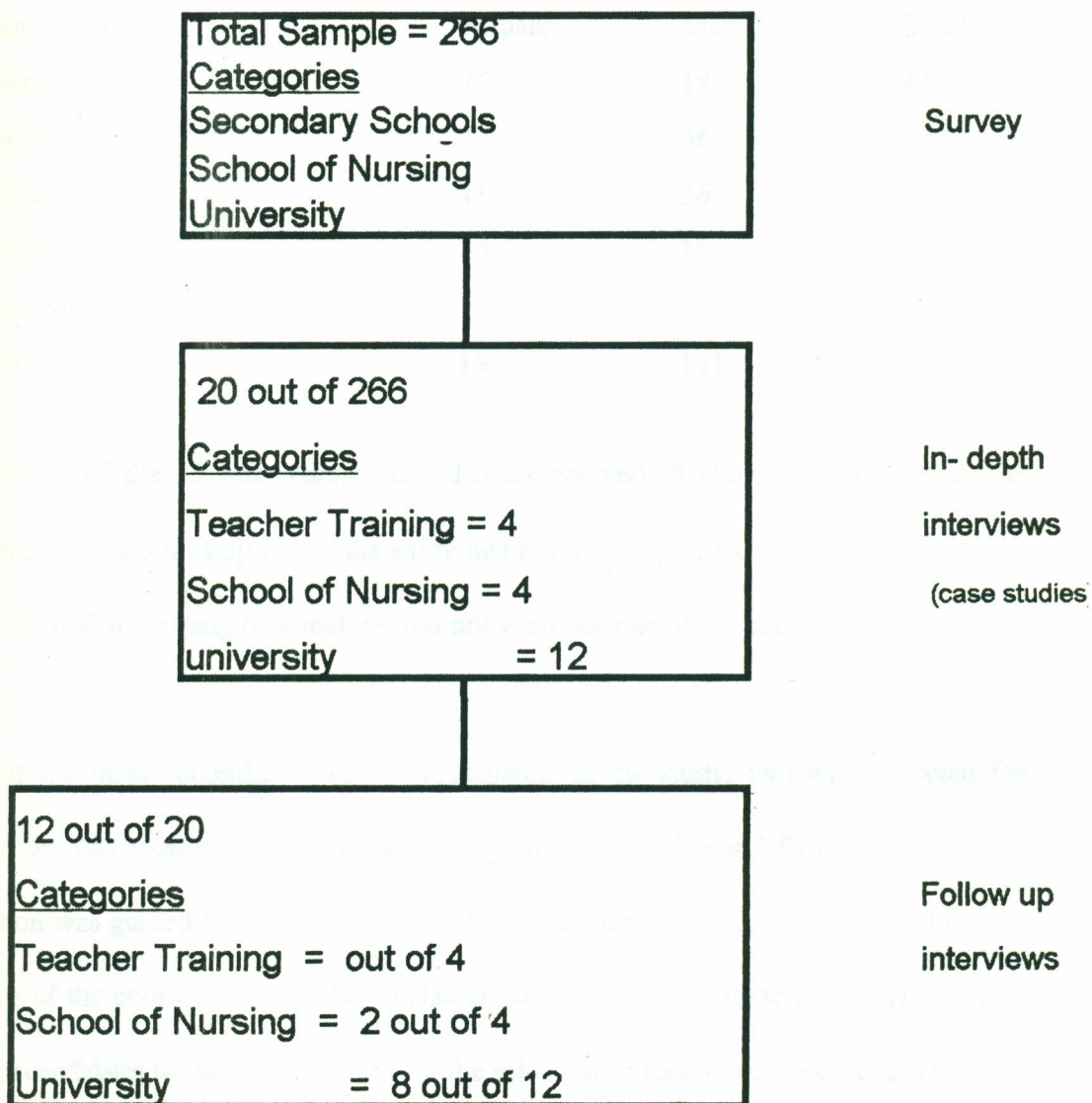
Two types of sampling procedures were conducted. To start with, a representative sample of students in the described categories of training institutions, A-level secondary schools and university undergraduates was selected using the stratified systematic method. The stratification was guided by two characteristics: (i) female or male and (ii) taking arts or science. Systematic selection was done by picking a random number on the sampling frame and selecting every fifth name. Those selected (344) were asked to fill in questionnaires. Sampling frames had been obtained by getting class lists from institutions and secondary schools. For Makerere University, a sampling frame of second year students was constructed using lists from the faculties.

The above procedure yielded a total of 344 subjects, who were expected to answer the questionnaire, but 266 (135 females, 131 males) responded. The sample of 266 came from six institutions and their composition was as follows:

- i) 40 respondents (21 females; 19 males) from a primary school Teacher Training College in Mbarara District.
- ii) 30 respondents (22 females; 8 males) from a School of Nursing in Kampala.
- iii) 35 respondents (13 females; 22 males) from a mixed, day secondary school in Mbarara.
- iv) 38 respondents (16 females; 22 males) in a mixed, boarding secondary school in Kampala.
- v) 25 respondents (11 females; 14 males) in a mixed, day secondary school in Mpigi District (central region).
- vi) 98 respondents (52 females; 46 males) from a University.

Secondly, the above sample was then re-sampled in terms of those whose birth place was the central region and Mbarara district. It was this second sample that participated in the two phased in-depth interview, as indicated in Figure 2 below.



Figure 2 Visual Sample Structure.

Tables 1 indicates home regions of the 266 total sample.

Table 1.                      Subjects' Home Region.

Home region	Female	Male	Total
Eastern	26	18	44
Western	57	56	113
Central	41	36	77
Northern	10	19	29
No response	1	2	3
Total	135	131	266

11 parents of the 12 informants were also interviewed. It should be noted that one informant decided to drop out of the study just before her parents were interviewed. She probably had something personal she did not wish her parents to talk about.

Out of the three secondary schools participating in the study, two were selected for classroom observation, one in the central region and the other in Mbarara district. The selection was guided by the two which had a similar urban background but in different regions of the country. Only "A" level classes were observed as these are the classes that prepare candidates for university entry. In the selection of lessons to observe, the balance between arts and sciences and female and male teachers was kept.

### 3.3 Research Instruments and Data Collection Procedures

Three research instruments were used to collect data for this study:

- i) Interview schedules
- ii) Flanders' interaction analysis categories (FIAC) which was adopted to suit the purposes of this study (see Appendix Ia)
- iii) A structured questionnaire, developed by the researcher (see Appendix IV)

Three interview questions were developed to solicit oral responses from the 20, the 12 and the parents of the 12 informants (see Figure 1), who were sampled for the case studies.

The questions were asked orally and were developed in -line with the research questions to look at societal, school and individual concerns in relation to their facilitation or hinderance to success in attaining higher education. For each question, sub-questions were worked out to facilitate probing, in a similar manner, for all informants. The researcher would ask the question and let the informants take their time to answer. The answers were taped and transcribed later.

For classroom observation, a check-list, developed by Flanders (1987), was adopted to record observations. All the lessons were observed by the researcher and a male research assistant in order to guard against bias. This instrument was selected because of its capacity to facilitate observation of one aspect at a time and for having a scoring procedure that has been found to work adequately for classroom observation, by other researchers. Flanders system lists all behaviours to be observed, so that the observer just ticks off each behaviour as it occurs (see Appendix Ib).

The recording form has codes listed on the vertical axis and the observation periods are indicated across the top of the form. It is, therefore,, possible to observe behaviour and the time it takes.

Quantitative data was collected from 266 respondents, by running the questionnaire that had been prepared by the researcher. The structured questionnaire was developed following the research questions (see Appendix IV)

### Pre-testing Research Instruments

All research instruments described above were pretested in a secondary school that was not going to participate in the main study. After the pre-test, which was done by the researcher and the research assistants, a discussion was held and instruments were re-assessed, item by item. Relevant changes were made before the final data collection.

### Qualitative Data Collection.

The field study was the main thrust of this investigation, designed to look intensively at life histories of the sampled informants. During data collection the informant was interviewed twice: once at the institution and the second time at home during the holidays. The third interview was also at the home of the informant, but of parents or guardians. The number of days spent in each home varied from three to four, depending on the time it took to feel accepted. In each home, the researcher went with one research assistant at a time.

### Classroom Observation.

Classroom observation was done in order to study social processes that go on during the teaching /learning exercise. The observation was done by the researcher and one research assistant.

The following procedures were followed:

The lessons observed were one hour long, but only forty five minutes were spent on systematic observation. The first 30 minutes were spent on observing the teaching process and the next 15 minutes on observing social interactions. At least two lessons were observed in each school, before recording was done, to get the pupils used to the presence of observers in the lessons. A total of ten lessons were observed over a period of three weeks.

### Quantitative Data Collection.

A structured questionnaire, composing 87 items, was developed to generate quantitative data from the 266 respondents, in order to determine their current status with regard to what factors have been responsible for keeping them in the education system or getting them out of it prematurely.

### 3.4 Data Analysis.

Analysis of the data was done as follows:

The taped interviews were transcribed by the informant with the researcher or research assistant, to make sure that the transcribed information was accurate.

The transcribed information was analysed, with the help of the ETHNOGRAPH computer programme. Farther analysis was done, adopting the Miles and Huberman (1984) model, as follows:

In order to arrive at comparable results across the cases done, descriptive codes were developed, in line with the objectives of the questions that had been asked. A matrix was developed for each case and then drawn in displays in columns (Appendix V).

#### Analysis of classroom observation data

The first step taken was to compare the two records of each lesson made by the two independent observers and agree on any differences there might have been. The records were then transcribed into narrative form and processed in a similar way as to the interview data. Transcribing was done after every observed lesson.

#### Analysis of Quantitative Data

The first step taken was to edit the questionnaires for accuracy and uniformity, with the help of the research assistants. A coding frame was then developed by the researcher, basing it on the alternative responses that had been given to the respondents in the questionnaire and adding emerging codes from answers given by the respondents. Percentages and scores were worked out with the help of the SPSS/PC+ computer software.

## CHAPTER 4

## RESULTS

In this chapter, major findings of the study are reported as they relate to the three listed aspects and their influence on females' and males' access to higher education as follows:

- 4.1. Macro-level: societal level factors.
- 4.2. Macro-level: the school environment.
- 4.3. Micro-level: the individual student.

These three aspects were derived from the conceptual framework already described in Chapter Two. Procedural steps are briefly described and relevant data displays shown to indicate how conclusions were arrived at. In the interest of informants, the names used are fictitious.

4.1 **Macro-level: societal level factors.**

**Factors pertaining to the socio-economic arrangements in society that have implications for access to higher Education:**

A triangulation of responses from: the large sample of 266 respondents, the case studies of the 20 of them that were followed up and their parents showed the following emerging patterns on factors with implications for access to higher education at societal level:

Gender specific issues:

1. **Mother's support:** mothers' financial capacity to meet educational requirements and their being available to offer effective guidance are reflected as contributing factors towards females continuing with education, more than with males. For example, six of the eight university informants indicated that females who had succeeded in going to university were being guided by their families, mainly their mothers. Most of them were under the care of their mothers either having lost their fathers or in polygamous marriages. In comparison, responses from female informants who dropped out after secondary school and went into nursing indicated that the absence of their mothers, among other things, contributed to their dropping out, as illustrated in the extract below:

Gally, a female informant who dropped out of school and joined nursing, pointed out that she came from a polygamous background and she had an unhappy childhood:

" We were very many children... and our father used to spend nights at other homes. When I was twelve, my mother moved out of home ". On experiences that have had an impact on her education, she talked about the role played by her step mother in stopping her from going to a secondary school of her choice, as follows:

" When I was in P6, my elder brother, who is a doctor, he wanted me to put my choice at Nabisunsa and I even got the points... my step-mother heard of it. She told my father some things I never learnt of and he refused me to go to Nabisunsa." She also said that lack of school fees, finally got her out of school:

" We were too many and my father could not cope financially."

2. **Females' vulnerability to sexual harassment:** was pointed out by most parents as contributing greatly to their dropping out of school. One female parent analysed the girls problem as follows:

" for a girl, once she gets breasts, she has an extra burden always. Either she spends a lot of her time in relations with males or she spends time fighting them away - education is an agenda she adds to this one"

3. **Stereo-typed views of women's role:** The views expressed by most females and males, indicated that they both still perceive women's place as in the home, as the following three tables 2,3 and 4 illustrate.

When the 266 respondents were asked questions pertaining to division of labour in their homes, they were given the following questions to respond to:

- i) What tasks are performed by sons, in your home?
- ii) What tasks are performed by females, in your home?
- iii) How do you rate the arrangements of task allocation in your home?

**Table 2: Tasks performed by sons at home.**

Types of tasks	Female	Male	Total	%
Manual Out-door eg chopping wood, slashing, carpentry etc.	115	115	230	86.5
Manual in-door eg child-minding, cooking, washing etc	11	5	16	7.0
All jobs suitable	6	5	11	4.1
No response	3	6	9	3.4
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100%</b>

**Table 3: Tasks performed by daughters in the home.**

Types of tasks	Females	Males	Total	%
Manual out-door eg chopping wood, slashing, carpentry etc	4	5	9	3.4
Manual in-door eg child -minding, cooking, washing etc.	124	114	238	89.4
All tasks suitable	4	6	10	3.8
No response	3	6	9	3.4
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100%</b>

**Table 4: Perceived Fairness of Division of Labour in Homes.**

	Females	Males	Total	%
Unfair to females	27	16	43	16.2
Unfair to males	1	5	6	2.3
Unfair to both females and males	7	8	15	5.6
Fair to both females	99	98	197	74.0
No response	1	4	5	1.9
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100</b>

The data from 266 respondents indicated the following trends:

- i) Females and males, generally, agreed that there were special tasks for women and special tasks for men in the home.
- ii) Most of them felt that the kind of sexual division of labour is fair, thus reflecting that they hold stereo-typed views on the roles of women and men in the home.
- iii) The stereo typed views held by both females and males indicated that the women's place was still generally seen as being in the house.

From responses to the questions on family background indicated that the number of children in a family had implications to for access to higher education for both females and males as detailed below:

4. **Number of children:** Coming from large families (9 children and above) appeared to reduce chances of both males and females for higher education. The following three tables 5, 6 and 7 show family background summaries of the respondents selected for in-depth follow up.

The tables were compiled out of the answers given by the 20 respondents in their response to the following questions:

- i) Tell me about the family you come from.
- ii) Tell me about the other children in your family.

The objective of these questions was to find out whether there might be indications of constraints or advantages to girls' and boys' education related to the families they came from.

Tables 5,6 and 7 summarise the responses from the three categories of respondents as follows:

**Table 5** Family Background of informants from Teacher Training College.

Informant	Number of brothers/sister	position of informant	Parents education	Parents marriage status.
1.Female Name: Nanny	9	8th	Not indicated	Married with one wife.
Female 2. Name: Niggy	6	2nd	Father P6, Mother nil	Married with one wife.
Male 1. Name: George	8	1st	Father S4, Mother S2	Married to informant's step-mother
Male 2. Name: Abby	9	4th	Not indicated	Father died, mother not mentioned anywhere.

**Table 6. Family background of informants from the School of Nursing.**

Informant	Number of brothers /sisters	Position of informant	Parents education	Parents marriage status
Female 1. Name: Gally	30 +	7th	Not mentioned.	Father died, left several wives.
Female 2. Name: Rubby	10	5th	Not mentioned/Peasants	Married with many wives
Female 3. Name: Fanny	8	3rd	Not mentioned	Married with one wife
Male 1. Name: Sammy	19	2nd	Not mentioned	Father died, left many wives.

Table 7. Family background of university informants.

Informant	Number of brothers/sisters	Position of informant	Parents education	Parents marriage status
Female 1. Name: July Western	4	2nd	Father-university, mother-S4	Father died, left one wife.
Female 2. Name: Hassy Central.	7	1st	Father- not indicated mother- Junior school	Father died, left two wives.
Female 3. Name: Anny Western.	4	2nd	Not mentioned. Father retired businessman.	Married with one wife.
Female 4. Name: Jossy Central.	5	3rd	Not mentioned	Married with two wives
Female 5. Name: Mary Central	9	7th	Mother-primary father-not mentioned	Father died, left two wives+
Female 6. Name: Banny Western.	5	2nd	Both-Junior 3	Married with one wife.
Female 7. Name: Batty Western.	8	8th	Not mentioned	Both died. Was a monogamous marriage.



Trends emerging from the family background profiles of informants from the three different categories were as follows:

a) Primary Teacher Training College.

- i) Both females and males came from fairly large families (average 8 siblings), with the smallest being a family of six and the largest being a family of nine.
- ii) Both females and males, who mentioned the educational status of their parents, had mothers less educated than fathers, or not at all.
- iii) Both females and males did not have other highly educated siblings in the family. Three of the four informants, two females and one male, in this category, were the most educated in their families, with other siblings having dropped out of school before S4 or still below that level.
- iv) The two female informants had the following in common:
  - There were no other brothers or sisters more educated than them and no one coming up. Other children had already dropped out of the education system.
  - In both cases, their sisters had dropped out of school and got married.
  - Both females came from monogamous family backgrounds whereas both males came from polygamous ones.

- b) The school of Nursing.
- i) All three females and the male came from large families (average 16 brothers and sisters), ranging from eight to more than thirty children.
  - ii) All the informants came from polygamous families, except one female.
  - iii) The female informants all reported that they had other siblings more educated than them.
- c) University.
- i) Both the female and male informants came from fairly small families (average 6 brothers and sisters), except one male who comes from a family of 22.
  - ii) Both females and males were high in the sibling hierarchy, with most of them being first to third-born in the family.
  - iii) The educational status of the females' and males' parents indicated that fathers were more educated than mothers, but that the mothers also had primary education and above.
  - iv) In comparison, responses of informants who mentioned parents' education showed that mothers of female informants are more educated than those of the males informants.
  - v) Both females and males came from monogamous family backgrounds. The three informants, two females and one male, who came from polygamous backgrounds were all from the central region.

From a cross-analysis of the above family backgrounds of those who succeeded in getting to university and those who did not, it was reflected that the following societal factors had implications for access to higher education:

1. Coming from large families seemed to reduce chances for both females and males to continue to university, especially if the families were polygamous, due to high education costs.
2. Being high in the sibling hierarchy enhanced chances for females and males to get university education.
3. Having other highly educated siblings in the family enhanced chances for females and males to get higher education.
4. Mothers' economic capacity to meet education requirements is indicated as a contributing factor towards females continuing with education more than with males. Trends from the university informants indicate that females who have succeeded in going to university are guided by their mothers. Most of them are under the care of their mothers either as a result of having lost their fathers or in polygamous marriages. In the words of four of them, an illustration of the value of mothers to girls in school is made as follows:

**Table 8: Examples of Mothers' Importance to Continued Girls' Education**

Name	Comments
Jully	The person I consider most important in my life is my mother. She is a strong woman and she has looked after me up to this stage (University) singlehandedly.



8. Having other highly educated siblings in the family seemed to increase chances for females and males to get higher education.
9. The family environment males and females were brought up in seemed to have an influence on whether they would continue to University or not.
10. The economic status of the local community was reflected as having an influence on females' and males' educational chances. For example, those who did not continue to university also came from remote and low economic status villages while those who continued to university, generally, came from richer farming villages and peri-urban areas.  
  
This pattern could be followed up with more research to establish the implied relationships.
11. Attending schools with poor facilities was reflected to encourage repeating classes and eventually to reduce chances for females and males to continue to post secondary institutions.
12. Preference to invest in males rather than females was perceived by most parents informers as common practice and this was attributed to cultural practices. For example, it was pointed out that since it is males who inherit property, they required more education than the females.
13. Females and males generally agreed that there were special tasks for women and special tasks for men in the home and most of them felt that kind of division of labour was fair.

#### 4.2 Macro-level: the school environment.

Factors within the school environment that facilitate or hinder females and males access to higher education and how they operate.

To find answers to the question as to whether there were factors in the schooling process which facilitated or inhibited females and males access to post secondary education, data was collected from the following sources:

- i) Classroom observation in two secondary schools.
- ii) Interviews of heads of institutions in which classroom observation was done.
- iii) In-depth interviews of 20 student informants of different categories.
- iv) Interviews of parents of the student informants above.
- v) A questionnaire filled by 266 student respondents from different categories

As is shown in the triangulated data from the above instruments presented below, a number of factors that have implications for continued schooling for females and males emerged from schools. Some of the factors were gender specific and others were general for both females and males.

1. **Classroom dialogue:** From classroom interactions, especially through questioning and responding to pupils answers, there was an observed tendency for teachers to give more academic attention to males than females.

It was also apparent that female teachers criticised both female and male students more than they offered encouragement, as Appendix VIII (Teaching / Learning process), Appendix VII and Appendix IX (Social processes in the classroom) indicate.

Data from the ten lessons observed indicated the following trends as indicated in Table 9:

Table 9: Questions Asked and Answered by Female and Male Students: Kampala

Teacher's Sex	Subject	Total Questions Asked	Answered by Females	Answered by Males
Male	Maths	20	8	12
Male	Religious Education	14	9	5
Male	Economics	18	15	3
Female	Geography	9	1	8
Male	Biology	12	2	10
	Total	73	35 (48%)	38 (52%)

Table 10: Questions Asked and Answered by Females and Males: Mbarara

Teacher's Sex	Subject	Total Questions asked	Answered by Females	Answered by Males
Female	History	records	not	recorded
Female	History II	40	3	37
Male	CRE	19	7	12
Male	Economics	5	0	5
Female	Geography	28	2	26
	Total	92	12 (13%)	80 (87%)

- i) Male students answered more questions (87%) than female students (13%), in all five lessons in the school in Mbarara district, whereas females answered as many questions as males and sometimes even more, in the school in Kampala. There seemed to be indications that females' participation in the classroom could vary with the type of school as well as urban and rural school. This area needs further investigation.
- ii) The teachers' handling of students' responses to questions affected females' participation more than males. For example, where teachers were critical of answers from students, girls did not volunteer answers but rather sat passively in class (see Appendices VII and IX for details).
- iii) There was generally more criticism than encouragement from the teachers to the students in both schools but much more in the school in Mbarara (see Appendix VIII). This seemed more prevalent from female than male teachers, although a much larger sample will be required to make more conclusive assertions. For example students would be told things like "concentrate on your work and stop grumbling" if they showed signs of dissatisfaction at answers given and the teachers response. In other cases pupils were told off over trivial issues like the positions of their legs etc.

2. **Subtle sexual harassment of female students by male teachers:** this tendency was reflected in both schools, especially through victimisation. In one of the lessons, a teacher called out a girl named Alice "Lakwena, lets have your answer" and that sent the class laughing even before the girl attempted to answer. ( Alice Lakwena is the name of a female rebel who led a war against the government using witchcraft and local herbs she said would deflect bullets). In some other lessons, male teachers gave provocative examples with sexual overtones, changing the tone of voice when talking to a girl and leaving a smaller distance when addressing girls and a larger one when it was boys. For most of the observed tendencies, especially the visual and audial ones, use of more sensitive instruments like cameras etc would have made it more possible to capture what narrative description tended to be inadequate to pick.
- 3) **Hostility between some female teachers and female students:** this was manifested through authoritarian behavior and nasty comments on part of teachers and lack of participation by female students and insolent behavior on part of male students. Some of the evidence for this trend begins to show (see Table 9 and Table 10) when very few girls put up their hands to get selected to answer in the lessons taught by female teachers. The same students would participate more actively when the teachers changed. Evidence for this trend was limited and commonly noticed in the school in Mbarara district. This is another aspect that needs more investigation with larger samples.

4. **Repeating classes:** From the questionnaire results and the in-depth interviews, a pattern emerged that repeating classes, at all levels of education was a phenomenon more commonly appearing in the profiles of females than males. Table 11 (Educational History Matrix) gives some indication of this issues from the life histories of the informants who participated in the in-depth follow up.
  
- 5.. **Type of school:** From data gathered on the educational backgrounds of the 266 respondents, a pattern emerged to indicate that whether a school was located in the urban or rural area and whether it was single sex or boarding had implications for access to higher education. More females than males were able get secondary education if they attended urban rather than rural schools and if they attended single sex rather than mixed schools. See Tables 12,13, 14 and 15 which indicate what types of schools the sampled 266 respondents went through. This has implications for access to higher education because its through attending secondary school that access to higher education is realised.

Table 11: EDUCATIONAL HISTORY MATRIX

	4 Teacher Training informants	4 School of Nursing informants	12 University informants
Types of schools attended	All went to rural primary and secondary schools	Two males and one female went to rural primary and secondary schools. One female went through an urban primary school and to a rural secondary school.	5 out of 8 females went to urban primary and secondary schools and 3 to rural primary schools. All 4 males went to rural primary schools. 2 went to urban and 2 to rural secondary schools.
Classes repeated	The 2 females repeated primary seven before they went to secondary school. One was forced to repeat by her parents to improve her grades. The other repeated three times. The 2 males did not repeat any class	The 2 females repeated classes. One repeated primary one and the other repeated senior six.	One female repeated senior six to improve her grades
Reason for being in present institutions	All 4 did not join TTC out of choice . One female lost interest in education and the other did not perform well enough to get placement at the next level. One female had a health problem with his sight and the other did not get good grades to go to university	3 of the informants failed to get money to pay school fees, so they could not continue. One female did not get the required grades to continue.	All 12 continued to university because they obtained competitive grades and had parents or guardians who could pay their school fees

**Table12: URBAN/RURAL PRIMARY EDUCATION.**

Location of Primary	Female		Male		Total	
	Resp.	%	Resp.	%	Resp.	%
1.Urban	87	64.4	75	57.3	162	60.9
2.Rural	40	29.6	48	36.6	88	33.1
3.No response	8	5.9	8	6.1	16	6.0
Total	135		131		266	100

Responses in the table show that out of the respondents who went to urban primary schools (162), there were more females (64.4%) than males (57.7%). However, out of those who went to rural primary schools (88), there were more males (36.9%) than females (29.6%). From the data it is indicated that: more females than males had gone through urban primary schools and that more males than females went through rural primary schools.

Respondents were also asked to indicate whether they went to an urban or rural secondary school. This information was considered important for the same reason as that of the primary school.

**Table 13. URBAN / RURAL SECONDARY EDUCATION.**

Location of Secondary	Female		Male		Total	
	Resp.	%	Resp.	%	Resp.	%
1.Urban	89	65.9	85	64.9	174	65.4
2.Rural	39	28.9	39	29.8	78	29.3
3.No response	7	5.2	7	5.3	14	5.3
Total	135		131		266	100

Responses indicated that out of the respondents who went through urban secondary schools (174), there were slightly more females (65.9%) than males (64.9%) and more males (30%) than females (28.9%) who went through rural secondary schools.

Respondents were asked to indicate whether they went through single sex or mixed primary school. Results to this question are indicated in Table 14.

**Table 14. SINGLE SEX / MIXED PRIMARY EDUCATION**

Type of school	Female		Male		Total
	Resp.	%	Resp	%	Resp.
1. Single sex	19	14.1	12	9.2	31
2. Mixed	110	81.5	110	88.7	220
3. No response	6	4.4	9	8.0	15
Total	135		131		266

Responses in the table show that out of the respondents who went through single sex primary schools (31), there were more females (14.1%) than males (9.2 %). On the other hand, out of those who went through mixed schools (220), there were more males (88.7%) than females (81.5%). The data indicated that: More females than males went through single sex primary schools while more males than females went through mixed primary schools.

Respondents were asked to indicate whether they went through mixed or single sex secondary schools and the results are indicated in Table 15.

**Table 15. SINGLE SEX / MIXED SECONDARY EDUCATION.**

Type of school	Female		Male		Total
	Resp.	%	Resp.	%	Resp.
1.Single sex	62	45.9	37	28.5	99
2.Mixed	67	49.6	89	68.5	159
3.No response	6	4.4	5	3.1	11
Total	135		131		266

Responses indicated that out of the respondents who went through single sex secondary schools (99), there were more females (45.9%) than males (28.5%). However, out of those who went through mixed schools (159), there were more males (68.5%) than females (49.6%).

6. **Subject stereo-typing:** Both females and males still perceive arts based subjects as appropriate for females and science based subjects as appropriate for males. These perceptions seem to have their base in the perceived roles for women and the perceived male superior mental ability. The following Tables 16,17, 18 and 19 show details on which the above conclusions were based.

Table 16: SUBJECTS CONSIDERED APPROPRIATE FOR FEMALES.

Response	Female	Male	Total	%
Subjects suitable for females				
Arts eg history, geography, religion	81	103	184	69.2
Science eg maths, physics, chemistry , biology	28	9	37	13.9
Technical eg wood-work, metal work	4	0	4	1.5
Theatricals eg music, dance, drama	0	0	0	0
All subjects suitable	19	12	31	11.6
None of the subjects	0	0	0	0
No response	3	7	10	3.8
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100%</b>

The majority of females and males (69.2%) considered arts subjects as more appropriate for females more than other subjects.

Table 17: REASONS WHY SUBJECTS ARE CONSIDERED APPROPRIATE FOR FEMALES.

Reason	Female	Male	Total	%
Leads to paying jobs	10	10	20	7.5
Does not require a lot of intelligence	8	5	13	4.9
Suitable to female physique	49	46	95	35.7
All subjects suitable	17	10	27	10.2
Useful for future roles	41	45	86	32.3
No response	10	15	25	9.4
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100%</b>

Most females and males considered arts subjects appropriate for females because they considered them suitable for females' physique and for their future roles.

Table 18: SUBJECTS CONSIDERED APPROPRIATE FOR MALES.

Subjects suitable for males	Females	Males	Total	%
Arts eg English, history, geography	11	14	25	9.4
Science eg Chemistry, biology, physics, maths	73	81	154	57.9
Technical eg wood-work, metal-work	27	22	49	18.4
Theatrical eg music, dance, drama	0	0	0	0
All subjects suitable	19	8	27	10.1
None of the subjects	0	1	1	0.4
No response	5	5	10	3.8
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100%</b>

The majority of females and males (57.9%) considered science subjects more appropriate to males than other subjects.

**Table 19**      REASONS WHY RESPONDENTS CONSIDERED SCIENCE  
SUBJECTS SUITABLE FOR MALES.

<b>Reason</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>%</b>
Leads to paying jobs	19	22	41	15.4
Require a lot of intelligence	47	52	99	37.2
Suitable to male physique	39	29	68	25.6
All subjects suitable	8	8	16	6.0
Useful for future roles	11	8	19	7.1
No response	11	12	23	8.7
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100%</b>

Responses indicated that 37.2% of all respondents considered science based subjects more suitable for males than females because studying them required a lot of intelligence. Another 25.6% of the respondents considered the science subjects more suitable for males because the subjects are suitable for male physique, while 15.4% perceived science subjects more suitable for males because that led to well paying jobs.

The responses indicated that both females and males held stereo-typed views about subjects appropriate for females as those that fitted in with their perceived roles, while science subjects were considered as suitable for males because of their perceived superior mental ability.

A summary of the results of macro level factors: school environment.

1. Some social processes in the classroom impact differently on females and males. There was evidence to suggest that where the outcome of teacher /students behaviour was negative, the female students seemed to be more affected than the males. For example in the case of a hostile female teacher, female students were not turning up for classes at all.
2. Subtle sexual harassment of female students by male teachers, and possibly of young female teachers by male students, contributes a strong under-current, in the classroom, that disadvantaged the female students by keeping them tense or by disrupting discipline.
3. The teachers' handling of students' responses to questions affects females' participation more than males. For example, where teachers were critical of student's answers, girls did not volunteer answers but rather sat passively in class.
4. Repeating classes, at all levels, was a phenomenon more commonly appearing in the profiles of females than males.
5. Very formal procedures of teaching and the teacher-centred approach disadvantage females more than males. For example, the more formal the teaching is, the less females will contribute, whereas more males will continue to contribute.
6. Subject stereo-typing, is prevalent among both females and males. It is, generally, considered that arts based subjects are appropriate for females and science subjects suitable for males.

7. Stereo-typing of subjects, for females, generally, had its base in the perceived roles for women whereas for the subjects for males, the stereo-typing seemed to be based on their perceived superior mental ability.
8. There is, generally, more criticism than encouragement from the teachers to the students, in the classroom.

#### 4.3 Micro Level Factors: The Individual Student

##### Gender individual concerns which contribute to the differentiation between females' and males' access to post-secondary institutions:

Data to establish whether there were gender specific factors that contributed to the differentiation between females' and males' access to higher education was collected from the large sample of 266 respondents and case studies of 20 of them who were sampled out purposively (see Sampling of individuals pp. 40), depending on whether they came from the geographic areas of study and whether they were females or males taking arts subjects or science subjects.

Responses from the case studies and the broader survey involving 266 respondents indicated three areas that needed more probing to find out gender specific concerns that influenced females' and males' persistence in school. The three areas were: i) motivation for study, ii) influential role models and iii) perceived appropriateness of education for future roles.

i) Motivation for Study

In order to probe their motivation for study, informants were asked the question 'What motivated you to study?'. Responses to the questions by informants from different institutions (see Selection of Study Institutions pp.37) are summarised in Table 20 below.

Table 20: MOTIVATION FOR STUDY BY SEX AND INSTITUTION

	4 Teacher Training Informants (2F, 2M)	4 School of Nursing informants (3F, 1M)	12 University informants (8F, 4M)
Motivation for study for females	One female was motivated by interest to be knowledgable and the other wanted to be able to look after her parents better.	Two of the females were motivated by nasty experiences of their friends who dropped out of school, married and suffered. The other female was motivated by competition with her brother and sister who were doing well at school.	Only 7 females responded. 4 were motivated by the financial sacrifices and encouragement by their mothers and other family members. One wanted to be 'someone' in the future. One wanted to set a good example for her younger siblings and the other was encouraged by her teachers.

Motivation for study for males	Both males were motivated by interest in their future wellbeing. They wanted to be independent and self - reliant	The male was motivated by his father's explanation that education was his only assurance for a good future.	Two of the males were motivated by their aspiration for good jobs. The other two said they went to university because they had the brains and financial support from their fathers.
--------------------------------	---	---	---

Most females at university stayed in school because they felt obliged to their family members whereas all the four males at the same institution stayed in school in their own interest (see Appendix IX for detailed responses). Most male informants perceived education as an assurance for their future well-being, for example by leading them to highly paying employment, whereas for some of the females, it was seen as leading to recognition and independence from spouses. Negative experiences witnessed of other females who dropped prematurely from school served as an incentive for females to stay in school to avoid having similar experiences.

## ii) Influential Role Models

In order to probe the type of role models that provided another source of encouragement or otherwise, the informants were asked to indicate the people they considered most important in their lives and the person they wish they could be like. Table 21 summarises their responses by sex and institution. For detailed responses, see Appendix XI.

Table 21. INFORMANTS' ROLE MODELS BY SEX AND INSTITUTION

	2 Teacher Training informants (1F, 1F)	2 School of Nursing informants (1F, 1M)	8 University informants (4F, 4M)
Person most valued	Female: My parents  Male: My father	Female: My mother  Male: My sister	Female 1: My mother Female 2: My mother Female 3: My parents Female 4: My family Male 1: My parents Male 2: My father Male 3: My father Male 4: My parents
Person I want to be like	Female: Female counsellor in my community  Male: A doctor	Female: My mother  Male: A lawyer	Female: None Female 2: My brother Female 3: My male relative who is a lecture in Law Female 4: My uncle, a doctor Male 1: No response Male 2: My uncle Male 3: The Pope Male 4: The President of Uganda

A comparison of the role models of those who continued to university and those who did not, indicate the following trends:

- i) The role models of the females who did not continue to university were females, without high status in society. The qualities they admired in them are kindness, conforming behaviour and command of respect. On the other hand, role models, for the females who continued to University were professional males. The qualities they admire in them were hard work, ambition, courage, professionalism, popularity and commitment to their work.
- ii) There was a similar pattern of role models among males who continued to university and those who did not. They all looked up to successful, professional men or successful national and international male leaders

### iii) Perceived Appropriateness of Education for Future Roles

In order to probe farther into the perceived appropriateness of education for future roles, the from various institutions (266 respondents) were asked questions to indicate what jobs they perceived as appropriate for females and which for males. The following questions were asked:

- i) When it comes to employment, what jobs do you consider most appropriate for women?
- ii) Give reasons for your answer.
- iii) When it comes to employment, what jobs do you consider most appropriate for men?

Tables 22 and 23 respectively, summarise responses to these questions.

Table 22. EMPLOYMENT CONSIDERED MOST APPROPRIATE FOR WOMEN BY FEMALES AND MALES

<u>Name of employment</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>	
Professional (graduate) eg Doctor, accountant, engineer, lecturer.	53	13	66	24.8
Business (large scale) eg manufacturer, importer, exporter, farmer	2	1	3	1.1
Manual eg builder, porter, carpenter	0	0	0	0
Theatrical eg actress, singer	0	0	0	0
Service eg nurse, primary teacher, shop attendant, secretary	56	103	159	59.8
Domestic eg house maid, baby- sitter	8	3	11	4.1
All jobs suitable	9	4	13	4.9
No response	7	7	14	5.3
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100%</b>

Most females and males (59.8%) agreed that service jobs like nursing, secretarial work and primary school teaching, were the most appropriate employment for women. These are also jobs that do not necessarily require post secondary education. However, some females considered professional employment, that requires post secondary education, most appropriate for women.

The reasons for considering employment most suitable for females as indicated were similar for female and male respondents and all indicated stereo views about the nature of women. Most females and males (38%) of 266 respondents, gave the reason that service jobs like nursing, teaching in primary school and being shop-attendants were the most suitable for females because they suit women's nature. The second most popular reason given by 27.8% of the respondents was that such jobs required little energy and therefore were suitable for women.

**Table 23: EMPLOYMENT CONSIDERED MOST APPROPRIATE FOR MEN  
BY FEMALES AND MALES.**

<u>Jobs considered appropriate for men</u>	Female	Male	Total	%
Professional (graduate) eg doctor, engineer, accountant, lecturer	73	79	152	57.1
Business (large scale) eg Manufacturer, exporter, importer, farmer	2	4	6	2.3
Manual eg carpenter, builder, porter	38	20	58	21.8
Theatrical eg actor, singer	0	1	1	0.4
Service eg nurse, primary teacher, secretary	2	6	8	3.0
Domestic eg house keeper, baby sitter	0	0	0	0
All jobs suitable	12	11	23	8.6
No response	8	10	18	6.8
<b>Total</b>	<b>135</b>	<b>131</b>	<b>266</b>	<b>100</b>

Most females and males (57.1%) considered professional employment requiring higher education, as most appropriate for men. Reasons for considering professional jobs appropriate for men were that such jobs suited their nature and required more brain power.

In conclusion, this chapter has presented the findings as they relate to the three research questions as outlined in Chapter 3 (see page s 33-34).

Three research questions were formulated as follows:

- 1) Are there factors pertaining to the socio-economic environment that influence the decision-making process and choice of post-secondary institutions in Uganda?
- 2) Are there factors in the schooling process which facilitate or inhibit females and males' access to post-secondary institutions in Uganda?
- 3) Are there any gender-specific individual concerns which may account for differences between females and males in access to post-secondary institutions in Uganda?

CHAPTER 5SUMMARY, DISCUSSION AND CONCLUSIONSIntroduction

The main purpose of this study was to identify factors which are responsible for creation and perpetuation of disparity between females' and males' access to post secondary education in Uganda and to describe processes through which such factors operate. This was done by answering three research questions, based on the conceptual frame work, where macro factors, namely; societal level and the school environment are perceived to interact, through the processes of socialisation and formal education, to shape micro level factors at the individual level.

Three research questions were formulated as follows:

- i) Are there factors pertaining to the socio-economic arrangements in society which encourage or discourage males and females from joining post-secondary institutions in Uganda?
- ii) Are there factors in the schooling process which facilitate or inhibit females' and males' access to post secondary institutions in Uganda?
- iii) Are there any gender specific individual concerns which contribute to the differentiation between females and males in access to post-secondary institutions in Uganda?

## Summary of Results.

### Macro level factors: societal level

1. **Mother's support:** mothers' financial capacity to meet educational requirements and their being available to offer effective guidance are reflected as contributing factors towards females continuing with education, more than with males.
2. **Stereo-typed views of women's role:** the views held by most females and males indicated that the women's place is still generally seen as being in the houses, although some women thought that this is unfair.
3. **Number of children:** coming from large families (9 children and above) appeared to reduce chances of both males and females for higher education.
4. **Position in sibling hierarchy:** being high in the sibling hierarchy was reflected to enhance chances for continuing with education. Having other highly educated siblings enhanced chances of higher education for both females and males.
5. **Household income:** Lack of school fees was a limiting factor to both females and males.

Macro level factors: the school environment

1. **Classroom dialogue:** males received more academic attention than females, while both female and male teachers criticised both female and male students more than they offered encouragement.
2. **Subtle sexual harassment of female students:** by some male teachers disadvantaged female students. Females' vulnerability to sexual harassment: was also pointed out by most parents as contributing greatly to their dropping out of school.
3. **Hostility between teachers and students:** subtle hostility between female students and female teachers was reflected through authoritarian behavioural comments, on part of the teachers while the pupils indicated protest through reserved participation in classroom dialogue and rude conduct.

Micro level: individual gender factors

1. **Moral Support:** Females depended more on family members' moral support to stay in school than males. Females were likely to stay in school not to disappoint parents and older siblings who had " pushed, loved and encouraged" them.

2. **Perceptions of the purpose of education:** Males perceived the purpose of higher education as an assurance for their future well being, while for many females, higher education was seen as leading mostly to recognition. More females than males were likely to remain in higher education to gain skills for employment and avoid negative experiences resulting from dependency on males.
  
3. **Role models:** The role models of females who did not continue to post secondary education are other unsuccessful females with qualities such as kindness, conforming behaviour and of respect. Role models of females in post-secondary institutions are professional males with qualities such as hard working, ambition, courage, professionalism, popularity and commitment to work. There is a similar pattern of role models among males who continued to university and those who did not. They all look up to successful, professional men or national and international male leaders.
  
4. **Self esteem:** Comparing school dropouts and students in post secondary education, all females displayed low self esteem and depended on others, especially family members for encouragement and confidence. Males of all categories, however, had a positive self image and valued financial rather than emotional support from their family members.

## Discussion

As earlier specified in the conceptual framework, the model of this study had its basis in the perception that it is an interplay between societal dictates, schooling factors and individuals' attitudes which influence the observed gender differences in access to higher education. Following below is a discussion of the factors and processes that were reflected by the study to be interacting in particular patterns and enhancing disparities between females and males in relation to their access to education.

### Macro level factors: societal level

Mothers's financial capacities to meet education requirements and to offer effective guidance, were reflected as central factors in promoting their daughters' education to post secondary level. There was evidence that the population of this study had a common background of many children mainly due to rampant polygamy. In most cases, each mother was left to take care of her own children. This added to a common pattern of cultural preference of male children made the females doubly disadvantaged. There appeared to be a pattern where the females response to being perceived as second rate children and other factors resulted in their having low esteem. The mothers role was reflected as very central in promoting the female children's chances of going to and staying in school. Results indicated that some determined mothers were able to educate their daughters, even if they themselves had little education, as long as they could raise enough money to meet the school requirements.

The central role played by mothers in keeping girls at school by providing financing and encouraging them has policy implications for those charged with improving girls education in the country. Mothers are viable allies that should be targeted by educational reformers and policy makers charged with reducing household poverty through increased productivity.

The finding that most females and males still saw the women's place as being in the house becomes significant, in light of the findings that girls and boys actively construct their own identities and futures in line with their perceived opportunities. Most females and males seem to still be putting a low value to higher education for females as it is not perceived as necessary for the mainly domestic role they are expected to play. This implies that most females will not feel the need for higher education, if their future role is still perceived as being in the home.

The issue of the women's place in society, has been explored extensively in industrialised countries. For example, Bardwick ( 1971) concludes that sex typed socialisation experiences of women instil personality traits, such as affiliative desires and dependency needs, that hamper attainment of education or career goals, especially when such achievement might cause loss of male approval.

This finding has policy implications in that educational reform as well as efforts to improve girls access to education must look beyond the school. Policy efforts must be broad enough to impact on the gender-specific community factors that affect enrolment and retention of girls in school.

Results indicated that polygamous family background negatively affected females' and males' chances of continuing to higher education, due to limited financial and emotional support. This study also found that availability of school fees stands out as a very important factor in determining who continues with education. Other social factors, at the household level, for example one's place in the sibling hierarchy, having other highly educated siblings and the economic status of the local community, were also indicated to have an influence on chances of both sexes, to higher education. The overwhelming importance of social background in determining who goes to secondary school, was articulated by a study in Cameroun (Cooksey, 1981), which examined the relationship between social class and academic performance.

#### Macro level Factors: school environment

This study found that some processes in the classroom impacted differently on females and males. For example, the teacher-student interaction, in many classrooms, was very formal and tended to reflect the teachers as high handed in the way they related to the pupils. Classroom instruction was very teacher-centred and teachers were mostly critical rather than encouraging. Female students appeared to be much more sensitive to the undemocratic and tense classroom environment than male students as was illustrated by their muted participation in lessons where such an environment was more pronounced. This points to teacher training as an important area for educational policy reform to focus on.

In the background in some classes there was an under current of sexual harassment of some female students by male teachers reflected through use of pet names, change of tone, bodily closeness etc. Also reflected was hostility between some female teachers and female students, reflected in assertion of power through authoritarian behaviour on part of the teachers and protest lack of participation on part of the female pupils. The result of some of these factors is that the female students' contribution is generally muted in comparison with the males'.

A number of studies done, in some African countries, have come with findings, that teachers' negative reinforcements (Biraimah, 1980; Olekambaine, 1991) and gender biased teacher-pupil interactions (Biraimah 1987), transmit both negative and limited perceptions of the female student's academic abilities and potentials. That may be responsible for the finding that repeating classes is a phenomenon more commonly appearing in the females educational profiles, more than the males'.

A study in Kenya, (Nkinyangi, 1980) and other studies in Africa and Asia (Stromquist, 1987; UNESCO, 1986), also show greater repetition rates among girls than boys, at primary and secondary levels. This study found that the different backgrounds and physical facilities of schools influenced the quality of teaching and the rates at which students get admitted to institutions of higher learning. For example, going to urban schools, which usually have better facilities than rural schools, is indicated to be an important factor for females to continue to institutions of higher learning. A similar argument is made for girls, in a study of Kenya (Hyde, 1989) and worldwide (UNESCO, 1986).

The current rates of school fees and scholastic materials are above the income level of most rural peasant parents. All categories of respondents voiced the high cost of education as one of the main reasons why both females and males drop out of school.

The same trend has been noted in other African countries, for example in Zimbabwe (Mickleburgh, 1992) a similar situation is noted. When parents cannot afford to send all their children to school, they prefer to send boys. Increasing female drop out rates, due to the cost of education (Davies, 1991) is believed to be because of increasing real and opportunity costs of education.

A gap between educational policy and implementation is noted, by this study, as contributing to ineffective delivery of education services. This was mainly pointed out by parents and school managers. Limitations of education policy have been registered in some other African countries (Mickleburgh, 1992).

#### Micro level factors

This study found many gender specific concerns. Many females have low self esteem and depend on others, especially their family members, for encouragement and confidence.

They have very close attachment to their mothers. On the other hand, most males have more positive self image and they most value financial support from their family members.

A lot of this lack of confidence on the part of women was reflected in their life histories as a result of their socialisation.

Sex typed socialisation experiences of females and males have been found by some scholars, for example Bardwick, (1971), to instil such personal traits like affiliative desires and dependency among women. Most males perceive higher education as an assurance for their future well being, while many women, attending institutions of higher learning, perceive it as leading to their self identity through recognition. This is an interesting finding, considering that political interest in higher education is based on investment in human capital (World Bank, 1988) rather than social considerations.

This study found very high levels of stereo typing among both females and males. These are manifested in considering the females weaker and less brainy than the males, gender subject stereo typing and employment stereo typing. For example, jobs which do not require higher education were considered appropriate for females while jobs that require higher education, are considered appropriate for males.

The area of gender stereo typing is quite well researched, in some countries. For example, Frieze, Fisher, and Valle (1978) found that children's acquisition of gender role stereotypes is influenced, not only by their cognitive abilities, but also by cultural stereo types and the current gender role system. Views of appropriateness of fields of study were found closely related to their usefulness, (Duncan, 1989; Hilton and Berglund, 1974; Gothfredson, 1981). On employment stereo typing, it was found that in both developed and developing countries, local customs and values, powerfully discourage women from moving into what is perceived as male province, ( N.G.O Task Force, 1979).

It was argued that these values are so ingrained that women, themselves often subscribe to them and play a subservient role in society. Girls' lower occupational aspirations than those of boys have been noted in other African countries, (Biraimah, 1980; Owuamanan, 1982; Peil, 1982).

This study found that females at different levels had different role models and females, generally, had different role models from males. The pattern of role models supports the finding by Byrne (1990) that the frequently advanced proposition that more female teachers would attract more female students, is not statistically supported. Mickleburgh (1992) puts forward three arguments to support the view that in spite of the findings by Byrne (1990), more women in the teaching profession is important to girls, especially in Africa. Kelly (1988) found that women teachers have more positive perceptions of girls abilities than male teachers.

### Conclusion

In a nutshell, this study came out with the conclusion that gender gap in access to education was result of a complex and dynamic interplay between societal factors, the school environment and gender role behavior. The study noted that societal factors were numerous and those that could be captured from the study population were symptoms that were traced back through life histories to the patriarchal society set up where males play arbitrary dominant roles in decision making about most aspects. Structural aspects like poor facilities, inadequate teaching, unethical practices etc were also reflected as symptoms that could be traced back to Uganda's past disturbed political economy.

### Observed patterns of influence

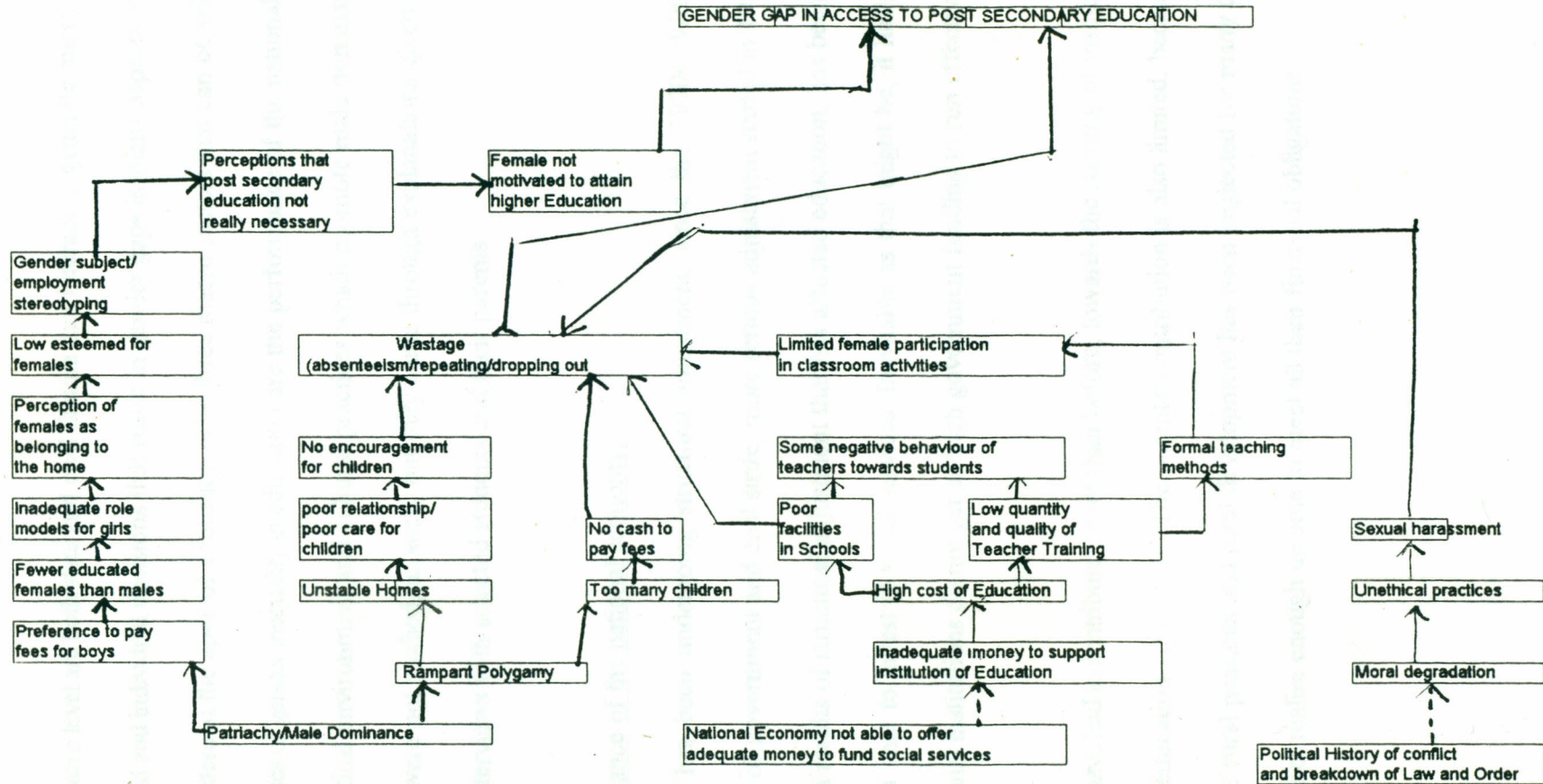
Societal factors and processes were reflected, through life histories of selected informants and the survey, as central to societal dictates and individuals gender role behavior. School environment was reflected to be dependant on financial support and on the societal factors that affect the conduct of teachers and pupils.

Figure 3 below is a conceptual presentation of the analysis of the processes through which various factors, as identified by this study, influence gender differences in access to post secondary institutions in Uganda.

It should be noted that whereas such observations are representative of the population of this study, the study population was not significant enough to form the basis of making conclusions at national level. It will be necessary to do a similar study with a nationally representative sample for conclusive assertions to be made.

The findings of this exploratory study, therefore, have provided insights for designing more confirmatory studies. There is enough evidence to demonstrate that gender dynamics interact with other socio-economic processes to create and maintain a gender gap in education, with higher education showing the most obvious manifestation of differentials for the females and the males. Much as the findings are not conclusive, it is possible to trace paths of influence that the study has highlighted.

Figure 3



At the macro level are both state and civil factors that interact to generate micro level intra-household and individual decisions that result in gender gaps in many aspects, in this case, most evident at the apex of education. The three macro factors that can be said to be the root causes of gender inequality in education are the performance of the national economy, the political environment and cultural practices which promote male dominance. These factors were not studied, as such, but they came through explanations given during in-depth interviews with selected students and their parents.

#### Performance of the national economy.

Uganda has been undergoing structural adjustment, since the 1970s. With frequent changes of government and civil strife, more serious adjustment started in 1986. One of the main results of structural adjustment that has affected education, has been the state's decision not to invest in social services. Inevitable as that might be, it has meant that educational institutions do not get enough government funding to run effectively.

Parents have had to contribute, more than before, towards the running of institutions, thus making education very costly. The parents' contribution is also limited, because most of them are rural peasants and rural development has been neglected for many decades, so they do not realise enough income to meet all their financial obligations.

One noticeable result of inadequate funding of educational institutions are the poor facilities in most schools and the low quality of teacher training and teaching in schools, eventually leading to wastage through absenteeism, repeating and even dropping out completely. The findings of this study indicate that though this happens to both females and males who find themselves in the poorer institutions, the impact on the females seems to be greater than on the males.

#### Political environment.

Feeding into the above processes is the resultant of Uganda's recent history of conflict and breakdown of law and order. Moral degradation, resulting in all types of unethical behaviour in society, were some of the results of the political unrest of the 1970s and 1980s. Sexual harassment of females shown by this study is attributed to the breakdown of ethical behaviour in society and lack of definite code of conduct, as a result of the past political environment. Getting systems to operate normally again takes a long time, so the backlash of a bad political environment of the 1970s and 1980s can still be felt today, in spite of improved governance since 1986.

#### Patriarchal Cultural practices.

More numerous and more complex are the processes resulting from a culture of male dominance, which have already been referred to. The observed difference in the purpose of education between females and males can be traced back to stereo typed perceptions that have been engendered through socialisation in various arenas, including the classroom.

Figure 3 is an attempt to capture the above descriptions.

## Recommendations

The presented patterns in Figure 3 that start from male dominance, national economy and political environment leading to differences in females' and males' access to higher education are presented as hypotheses derived from this study that will need to be tested out to establish the implied relationships.

The findings of this study have a number of implications for educational policy, especially during this period when Uganda is undertaking reform of the education system:

1. **Gender-sensitive broad policy approaches:** As is reflected in the findings of this study, the numerous societal factors that have an impact on access to education lie outside the immediate mandate of the Ministry of Education. It is necessary to undertake holistic planning that involves all the necessary ministries, thus necessitating effective co-ordination. Even when this has been done, the impact will be different for females and males. It is crucial that policy desegregates women's and men's needs at the planning stage and works out strategies that will meet needs of both sexes.
2. **Establishing and monitoring effective teachers' code of conduct:** The sexual harassment and hostility to female students that was captured in the study calls for reinforcement of ethical conduct through establishment of a code of conduct and sensitisation of teachers both to the professional standards expected of them.

Teachers should also be sensitised about the impact of their own behaviour on that of female and male students and the influence this has on the learning/teaching process..

3. **Participatory teaching methods:** there is need to review teacher training approaches so that teachers are facilitated to use more participatory and flexible methods. Most pupils, particularly females, were alienated by very formal and authoritarian teaching methods.

4. **Targeting females:** Female students are affected by so many gender specific factors that there is justification for making a special effort to create a more suitable environment to enhance females' participation in higher education. This should be done right from the policy level through to implementation of policy in schools. Currently, schools behave as if they were neutral to females and males and yet evidence produced by this study as well as other literature indicate that the school environment has differential impact on female and male students and this has implications for their interest in attaining higher education.

#### Recommendations for Further Research

Along with topics for further research, it became apparent during this study that there is need to reconsider research instruments currently in use if processes are to be accurately captured and analysed. An example will be given from classroom observation where it was apparent that well developed audio and visual instruments would have greatly facilitated communication of a number of subtle interactions that were observed.

It should also be pointed out that more participatory approaches will be able to tell a fuller story, especially by including the pupils and community's perspectives much more.

From the foregoing findings and the gaps identified during review of literature, the following topics are recommended for further research:

1. **The role model theory:** needs to be re-investigated in light of the findings that there was apparent antagonism between female teachers and female students. Female pupils who have been successful in getting access to higher education had male role models and most female respondents said that they preferred to seek help more from males than females. This trend contradicts the assumption that a critical mass of female teachers in the education system will act as an incentive for female students and enhance their interest to stay in school. It is important to find out why female students appear not to be looking up to female teachers and female role models.
2. **Why the lack of confidence among female students?** There is need to identify what variables could be manipulated to build females' confidence and self esteem. Females life histories reflected lack of confidence as a main characteristic among most of them, regardless of what level of education.

3. **Impact of political environment on effectiveness of education:** is an area that has been over-looked while evaluating factors that influence outcomes of education. This study did not investigate influence of the political environment, but it is an aspect that kept coming up during interviews with different interest groups. It would be significant to establish whether a political environment engenders a different on female and male pupils and their capacity to benefit from education.
  
4. **Establishing relationships between cultural practices resulting from patriarchal arrangements and persistence of females in the education system.** Figure 3 presents hypothesised flow chart of relationships in various aspects which need further investigation to establish the significant and non-significant relationships in relation to females and males access and retention in school.

BIBLIOGRAPHY

Acker, S and Piper D.W. (1984) Is Higher Education Fair to Women?

SRH and NFER - Nelson. Surrey University.

Acker, S (1987) Feminist Theory and the Study of Gender and Education.

International Review of Education. Volume 33

Adhiambo, O and Heneveld (1993) Girls and Schools in Sub-Saharan Africa: From

Analysis to Action. The World Bank, Washington

DC

Bardwick (1971) Psychology of Women New York Harper.

Barkan, J.D. (1970) African University Students and Social change. An analysis of

student opinion in Ghana, Tanzania and Uganda. University of California (Unpublished).

Benavot, A (1989) Education, Gender and Economic Development: A cross-national

Study. Sociology of Education. 62

Bibby, J and Miller, J (1986) Accra Schoolboys. West African Journal of Education. XII

(3)

Bina, J.N.N. (1986) Education, Women and Development : A phenomenological Study

of Women's perceptions of women's apparent non-participation in

Development in Kenya. (Unpublished) University of Nairobi.

Biraimah, U.C (1980) The Impact of Western Schools on Girls' Expectations: A Togolese

Case. Comparative Education. New York Vol. 24.

- (1982) Different Knowledge for Different Folks: Knowledge Distribution in Togolese Secondary Schools. Comparative Education Review. New York. McMillan Publishing Co.

- (1987) Educational Opportunities and Life Chances: Gender Differences Within a Nigerian Elementary School. Michigan State University.

Boserup, E. (1970) Women's Role In Economic Development. St. Martin's Press : New York.

Bowman, M. J. and Anderson, A.L. (1982) The participation of Women in Education in the Third World. Comparative Education Review. 24 No.9.

Bray, M (1986) Education and Society in Africa. Edward Arnold (UK)

Brock, C and Cammish, K (1991) Factors Affecting Female Participation in Six Developing Countries. School of Education, University of Hull for ODA.

Burgess, A (1990) Co-Education - The disadvantages for School Girls. Gender and Education 2. No.1

Byrne, E (1990) Grounded Theory and the Snark Syndrome: The Role of International Organisations in Research in Gender in Education. Gender in Education. Multilingual Matters, Clevedon.

Cooksey, B (1981) Social Class and Academic Performance: Cameroun Case Study. Comparative Education Review. 25 (3)

- Cohen, D and Manion, L (1989) Research methods in Education. Routledge.  
London.
- Colclough, C and Lewin, K.M (1993) Educating all the Children: Strategies for  
Primary Schooling in the South. Oxford.  
Clarendon Press.
- Cooper, D (1980) An Overview of Botswana Urban Class Struggle and its  
Articulation with the Rural Structure: Insights from Slibi-Phikwe,  
Gaborone. Botswana Society and Heinemann Educational Books.
- Davies, R (1991) Liberation for Development: Zimbabwe's Adjustment Without the  
Fund. Innocenti Occasional Papers No 16
- Deble, I. (1980) The School Education of Girls.  
UNESCO : Paris.
- De Bunsen Report on Education in Uganda (1953).
- Dore, R (1975) The Diploma Disease, Education Qualifications and Development.  
Berky, University of California Press.
- Dubout, B (1981) Unequal Education. A Study of Sex differences in Secondary  
School Curricula. UNESCO: Paris
- Duncan, W (1989) Engendering School Learning Among Boys and Girls in Botswana.  
Institute of International Education. University of Stockholm,  
Studies in Comparative and International Education. No. 16
- Eccles, J (1983) Expectancies, Values and Academic Behaviour.  
- (1986) Gender Roles and Women's Achievement. Educational  
Researcher, 15 (b)

- Eriko, Z.W (1976) The use of Individual Cumulative Records in Guidance and Counselling Programme in Aided Secondary Schools in Uganda. Makerere University (Unpublished).
- Eholie, R.C (1993) The Ivorian Woman: Training and Involvement in the Process of Economic Development in Cote d' Ivoire in American Association for the Advancement of Science (AAAS) Sub-Saharan Programme, Science in Africa. Women Leading from Strength to Strength. Washington, D.C
- Eshiwani, G. S (1983) Who goes to University in Kenya. A Study of Social Background of Kenyan Undergraduate Students. Kenyatta University.
- (1983) A Study of Women's Access to Higher Education in Kenya, with a Special Reference to Mathematics. Kenyatta University.
- Feldman, S. (1973) Impediment or Stimulant? Marital Status and Graduate Education : In Huber, J. (Editor). Changing Women in a changing society. University of Chicago Press.
- Finn, J; Reis, J. and Dulberg, J (1980). Sex Differences in Education Attainment : The process. Comparative Education Review 24. No. 2.
- Flanders, N.A (1987) Flanders Interaction Analysis Categories (FIAC) in Gay, L.R Educational Research. Maxwell Macmillan International.

- Floro, M and Wolf, J (1990) The economic and Social Impacts of Girls' Primary Education and development Countries. USAID. Washington D.C
- Forgarty, M. and Rapoport, R. (1971). Sex, career and Family. Allen and Unwin. London.
- Forster, P (1965) The vocational School Fallacy in Development Planning in Anderson and Bowman. Comparative Education. New York.
- Forster, P (1971) Education Economy Equality.  
Interchange 2. 1.51 - 61.
- Forster, P (1977) Education and Social Differentiation in less developed countries. Comparative Education Review 21 : 211 - 29
- Frieze, I; Fisher, B and Valle, B ( 1978)  
Attributing the Causes of Failure. Internal and External Barriers to Achievement in Sherman, J and Denmark, F (EDS) The Psychology of Women: Future Directions of Research. New York
- Gachukia, E (1992) The Education of Girls and Women in Africa: Issues and Concepts. Working Paper Series I Nairobi: Forum for African Women Educationalists.
- Gakwandi, A ed (1992) Pocket Facts About Uganda. Bow and Arrow Publishers Ltd. Kampala.
- Gately, I.M (1971) The Formal education of African women and Girls in Uganda: Some Factors and Social Changes Involved in its Acceptance. Ph D Thesis. Makerere University.

- Gottfredson, L (1981) Circumscription and Compromise: A Development Theory of Occupational Aspirations. Journal of Counselling Psychology.
- Goldthorpe, J.E (1961) Social Origins and Formation of An Educated African Elite. London University. (Unpublished).
- Handley, H and Morse (1984) Two Year Study Relating Adolescent's Self Concept and Gender Role Perceptions to Achievement and Attitudes Towards Science Journal of Research and Technology. 21.(b)
- Heyneman, C (1976) Influence on Academic Achievements: A comparison of Results from Uganda and more Industrialized societies. Sociology of Education 49 : 200 - 10.
- Hilton, T and Berglund (1974) Sex Differences in Mathematics Achievement: A longitudinal Study. Journal of Educational Research. 67
- Hirscham, C (1979) Political Independence and Educational Opportunity in Peninsular Malaysia. Sociology of Education 52.2 : 67 - 83.
- Hyde, K (1989) Improving Women's Education in Sub-Saharan Africa: A Review of the Literature, World Bank PHREE Background Paper Series. Washington. D.C
- Jones, J (1924) East African Education. Phelps-Stokes Report. London.
- Kasente, D.H (1984) Guidance Needs for Adolescent Girls in Kampala Secondary Schools. Makerere University (Unpublished).

- King, E (1990) Educating Girls and Women: Investing in Development. The World Bank Washington D.C
- King, E and Hill, M (1991) Women's Education in Developing Countries: Barriers, Benefits and Policy. World Bank. Washington, D.C
- Kelly, D. H and Kelly G.P (1982) Education of Women in Developing Countries in Education Documentation and Information. International Bureau of Education. Geneva.
- Komarovsky, M (1946) Cultural contradictions and sex Roles American Journal of Sociology 52 184-189.
- Levy, B (1972) The Schools' Roles in the Sex-role Stereo-typing of Girls: A Feminist Review of Literature. Feminist Studies.
- Lipman-Blumen, J (1984) Gender Roles and Power Prentice-Hall, Inc., Englewood Cliffs. New Jersey.
- Little, A (1992) Education and Development: Macro Relationships and Micro Cultures. IDS Jubilee Paper. University of Sussex.
- Lugumba, S and Sekamwa, J (1973) A History of Education in East Africa 1900 - 1973.
- Makau, B.M (1994) 'Review of Significant Statistics on Education of Girls and Women in Kenya'. A Paper Presented at a National Symposium on Education of Girls at the Garden Hotel, Machakos, Kenya.
- Maseniann, V.L (1974) The "Hidden Curriculum" of a West African Boarding School. Canadian Journal of African Studies. 8 (3)

McDonald, M (1981) Schooling and Reproduction of Class and Gender Relations. Politics, Patriarchy and Practice. Lees. The Falmer Press. Open University.

Mbilinyi, M.J (1969) The Education of Girls in Tanzania. Dar-es-Salaam. Printpark.

Mbilinyi, M and Mbuguni, P (Eds) 1991. Education in Tanzania with a Gender Perspective. Summary Report. Dar es Salaam/Stockholm: SIDA

McClelland, D; Atkinson, G., Clark, R. and Lowell, E.L (1953).

The Achievement Motive. New York, Appleton Crafts.

Mickleburgh, A (1992) School Related Factors Affecting Girls Participation and Achievement in Primary and Secondary Schools in Zimbabwe since 1980. M.Phil Thesis. University of Sussex.

MC Sweeney, B.G and Freedman, M (1982)

Lack of time as an obstacle to Women's Education: The case of Upper Volta Education Documentation and Information. I.B.E. Geneva.

Miles, M.B and Huberman, A.M (1984)

Qualitative Data Analysis. Sage Publications. Newbury Park. London.

Mwaniki, D.W.(1984) Education and Socio-Economic Development in Kenya. A Study of the Distribution of Resources (Unpublished Kenyatta University).

- Naik, C (1982) An Action-Research Project on Universal Primary Education.  
Documentation and Information, I.B.E. Geneva.
- Namuddu, K (1992) Gender Perspectives in African Higher Education. A Paper  
Presented at the Senior Policy Seminar on African Higher  
Education at the University of Zimbabwe, 23-27 March 1992.
- N.G O Task Force ( 1979) Background Discussion Paper on the Role for Women for  
UN Conference on Science and Technology for  
Development, Presented to the Third Preparatory  
Conference for UNCSTD.
- Neatby, H.M (1954) The contribution of Educated African Women to the Uganda of  
Today. East West Review. 20. No. 3.
- Nkirinyangi, J (1980) Socio-Economic Determinants of Repetition and Early Withdrawal  
at the Primary School Level and their Implications for Educational  
Planning in Kenya. Ph.D Dissertation. Stanford University.
- Nsereko-Gyagenda, T (1973) Intellectual Abilities of Ugandan Secondary School  
Students. Makerere University Kampala. (Unpublished).
- OAU (1980) Lagos Plan of Action for the Economic Development of Africa 1980-  
2000. Addis Ababa
- Obura, A (1991) Changing Images - Portrayal of Girls and Women in Kenya Text  
books. Nairobi: ACTS Press
- Okello, R (1983) A Study of Guidance Needs of Ugandan Secondary School  
Students. Makerere University Kampala (Unpublished).

- Olekambaine, P (1991) Primary Education in Tanzania. SIDA Education Division Document No. 53.
- Owuamanan, D (1982) Occupational Prestige and Occupational Aspirations of Nigerian Adolescent Students in Journal of Negro Education. 15 (2)
- Parsons, J Frieze, I and Ruble (1990) Towards a Sexual Differences: Education and Female Genealogy. Gender and Education. Vol.2 No 1.
- (1992) Sex Differences in Educational Opportunities and Labour Force Participation in Six Countries. Comparative Education. New York. MacMillan Publishing Company.
- Piussi, A.M (1990) Towards a Pedagogy of Sexual Difference: Education and Female Genealogy. Gender and Education. Vol. 2. No. 1. Journals Oxford Ltd.
- Plato. The Republic. Book 4 425-8.
- Ram, R (1982) Sex Differences in the Labour Market Outcomes of Education. Education Documentation and Information I.B.E. Geneva.
- Randour, M; Strasburg, G and Lipman-Blumen (1982) Women in Higher Education : Trends in Enrolments and Degrees Earned. Harvard Educational Review. 52 No. 1 189-202.
- Schultz, P.T (1989) Women's Changing Participation in the Labour Force. A World Perspective. Working Papers . The World Bank. Washington, D.C
- Smock, A.G (1981) Women's Education in Developing Countries: Opportunities and Outcome. Praeger New York.

Subbaro, K and Raney, L (1922) Social Gains from Female Education: A Cross-National Study. The World Bank. Washington, D.C

Tamale, N.N (1978) Sex Role Identification. Intelligence and the Academic Attainment of Secondary School Girls in Uganda. Makerere University Kampala (Unpublished).

Tembo, L (1984) A National Survey on Sex Bases in Zambian Text Books in Primary and Junior Secondary Schools and their Implications for Education in Zambia. UNESCO. Paris

Thurow, L.C (1977) Education and Economic Equality. Power and Ideology in Education.

Turner, R.H ( 1964) Some Aspects of Women's Ambition. American Journal of Sociology. Peacock Publications.

Uganda (1963) Cattle Education Commission. Uganda Government.

Uganda (1989) Education Policy Review Commission. Kampala. Ministry of Education.

UN Publications:

- (1977) Hummel, C Education Today for the World of Tomorrow.

- (1977) Wall, W.D Constructive Education for Adolescents. IBE.

London

- (1952) Access of Women to Education International Bureau of Education. Geneva.

- (1978) Annual Report. On the Threshold of the 80s. P. 52.
- (1979) The Tanzanian Experience. Education for Liberation and Development Evans Brothers. Hamburg.
- (1981) International Congress on Science and Technology : Education and National Development. Paris
- (1982) Conference of Ministers of Education and those Responsible for Economic Planning in African Member States. Harare.
- (1986) UNESCO 1986 Statistics. Female Enrollment in Tertiary Education in the Third World.
- (1988) Plan of Action. Paris
- (1979) Report of the UN Conference on Science and Technological Development. Vienna 20-31 August.
- ✓ - (1984) World Survey on the Role of Women in Development. Report of the Secretary General to the World Conference to Review and Appraise the Achievements of the UN Decade for Women.

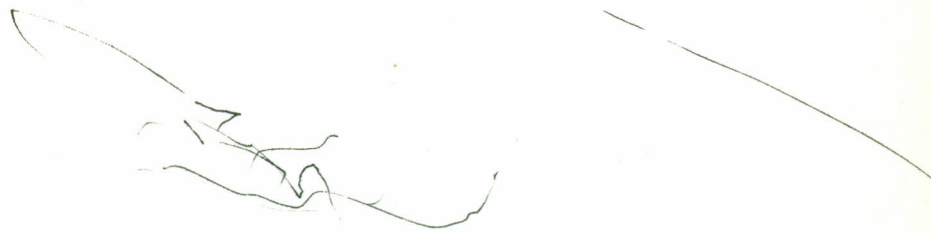
USAID (1990) Uganda Education Sector Review. USAID, Kampala  
(Unpublished).

Vullainy, G; Lewin, K and Stephens, D (1990)

Doing Educational Research in Developing Countries.

The Falmer Press.

✓ Weis, L (1980) Women and Education in Ghana: Some problems in Assessing change. International Journal of Women's Studies. 3 5 : 431 - 53.

- World Bank (1988) Policy Study. Education in Sub-Saharan Africa. Washington D.C.
- Whyld, J ed (1983) Sexism in the Secondary Curriculum. Harper and Row Publishers.  
London
- Whyte, J (1986) The Development of Sex Stereo-Typed Attitudes Among Boys and Girls: Different Models of their Origins and their Educational Implications in OECD Girls and Women in Education. A cross National Study of sex Inequalities in Upbringing and Schools and Colleges. OECD Paris.
- Young, K (1988) women and Economic Development. UNESCO Paris.
- Zuberge, D (1973) College: When the Future Becomes the Present. Annals of the New York Academy of Sciences. 208
- 

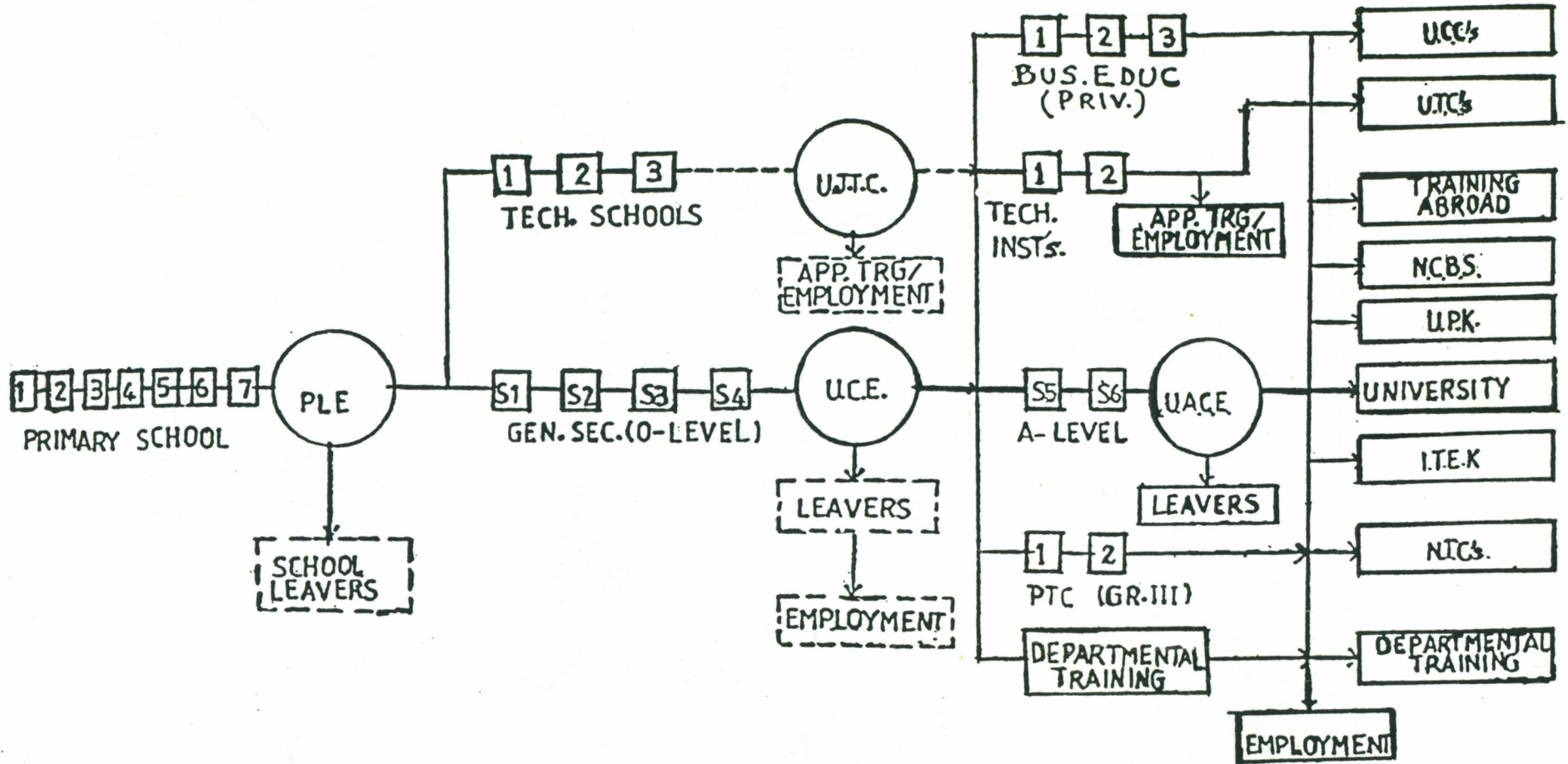
Teacher Talk	Response	<p>1. <i>Accepts feeling.</i> Accepts and clarifies an attitude or the feeling tone of a student in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.</p> <p>2. <i>Praises or encourages.</i> Praises or encourages students; says "um hum" or "go on"; makes jokes that release tension, but not at the expense of a student.</p> <p>3. <i>Accepts or uses ideas of students.</i> Acknowledges student talk. Clarifies, builds on, or asks questions based on student ideas.</p>
		<p>4. <i>Asks questions.</i> Asks questions about content or procedures, based on teacher ideas, with the intent that a student will answer.</p>
	Initiation	<p>5. <i>Lectures.</i> Offers facts or opinions about content or procedures; expresses his own ideas, gives his own explanation, or cites an authority other than a student.</p> <p>6. <i>Gives directions.</i> Gives directions, commands, or orders to which a student is expected to comply.</p> <p>7. <i>Criticizes student or justifies authority.</i> Makes statements intended to change student behavior from nonacceptable to acceptable patterns; corrects student behavior; haws someone out; Or, states why the teacher is doing what he is doing; uses extreme self-reference.</p>
Student Talk	Response	<p>8. <i>Student talk—response.</i> Student talk in response to teacher contact which structures or limits the situation. Freedom to express own ideas is limited.</p>
	Initiation	<p>9. <i>Student talk—initiation.</i> Students initiate or express own ideas either spontaneously or in response to teacher's soliciting initiation. Freedom to develop opinions and a line of thought; going beyond existing structure.</p>
Silence		<p>10. <i>Silence or confusion.</i> Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p>

Flanders' interaction analysis categories (FIAC)

	1	5	10	15	20	25	30
1,2					2		
3							
9							
4							
8							
5							
6,7							
0							

Recording form for Flanders' interaction analysis categories.

PRESENT STRUCTURE OF THE EDUCATION SYSTEM





STUDENTS' QUESTIONNAIRE

This is not a competitive Examination and there are no right or wrong answers. The answers you give will be strictly anonymous and will not be used against you in anyway. Do not put your name.

Please answer all questions by ticking ( ) the answer of choice where there is an option or writing in the space provided.

What is the name of your Institution?

.....

Your age? .....

Your sex? .....

Your Religious Affiliation? .....

Your Home District? .....

Your tribe? .....

Is your home in a village or in a township (e.g. near District Headquarters)?

Village	
Township	

1. What is the name of the course you are taking now? .....

.....

2. This course was your .....Choice (1st, 2nd, 3rd etc)

10. If not 1st Choice in Q9, what course would you have preferred to take?

.....

11. What year of study are you in? (e.g. 1st, 2nd, 3rd) .....

.....

12. Are your parents alive? (tick all relevant boxes)

Mother		Father
	Dead	
	Alive	

Q. 13. to Q. 18 Provide information about your parents' background by filling in or ticking all relevant spaces (even if they are not be alive) (Only indicate highest level of education reached in Q 15 and Q 16).

		MOTHER							FATHER								
Q. 13		AGE (Fill in)														Q. 14	
		1	2	3	4	5	6	7	PRIMARY (Tick)	1	2	3	4	5	6	7	Q. 16
Q. 15		1	2	3				JUNIOR (Tick)	1	2	3						
		1	2	3	4	5	6	SECONDARY (Tick)	1	2	3	4	5	6			
		UNIVERSITY (Tick)															
		OTHER (Fill in)															
Q. 17		Name of job they do (Fill in)														Q. 18	

Q 19. to Q30. Fill in or tick all relevant spaces provided:

Your Primary and Secondary Education up to 'O' level

Q19	PRIMARY		SECONDARY	
		Name of school (Fill in) (School last attended <sup>if</sup> more than one)		Q20
Q21	19.. to 19..	Period attended	19.. to 19..	Q22
		Type of school (Fill in only one answer)		
		Catholic founded		
Q23		Protostant founded		Q24
		Muslim founded		
		Non-donominational (Other-indicate)?		
Q25		DISTRICT (Fill in)		Q26
Q27		TOWN (If urban)		Q28
Q29		Mixed or single-sex?		Q30

Q 31. What grades did you get at PLE (Primary Leaving)? Fill in

Maths	English	Social Studies	Science

Q32. What grades did you get in the subjects you took at 'O' level? (Fill the following as necessary)

	Subject	Name of Subject	Grade
1			
2			
3			

Q 33 (Only for those who have completed A Level)  
 What grades did you obtain at "A" level? Fill in as appropriate.

Principals	Name of Subject	Grade
Principal 1		
Principal 2		
Principal 3		
Principal 4	General paper	

Q 34 What job do you want to do after your Education?

Q 35. Why do you want this job?  
 Explain briefly.

.....  
 .....  
 .....

Q 36. Who gives you guidance on career prospects?

.....

Q 37 How do you rate Uganda's Education system for preparing one for a job? (Tick one)

Excellent	
Very good	
Good	
Fair	
Poor	
Very poor	
Other (specify)	

Q 38. Briefly explain the reasons for your view in Q 37.

.....  
.....  
.....

Q 39. What was the last public examination you sat for?

'O' level	
'A' level	

Q 40 How do you rate Public Examinations' effectiveness in testing for knowledge (Tick one)

Excellent	1	
Very good	2	
Good	3	
Fair	4	
Poor	5	
Very poor	6	

Q. 41 Do you take part in any social activities?

Yes	
No	

Q. 42 What activities do you find not appropriate for you because of your sex? .....

.....  
.....

Q.43/ What activities do you consider inappropriate because of your religious background?

.....  
.....

Q.44. What activities would you like to take part in but you do not because society would not approve?

.....  
.....  
.....

Q 45. Who enforces discipline at your Institution?

.....  
.....

Q 46. How do you rate the rules of your Institution? (Tick one)

Unfair to females	
Unfair to males	
Unfair to both males and females	
Fair	

Q. 47 If you rate your rules unfair in Q 46, give some examples that you can remember.

.....  
.....  
.....

Q 48 What specialist jobs are for sons in your home? (List)

.....  
.....  
.....  
.....

Q.49 What specialist jobs are for daughters in your home? (List)

.....  
.....  
.....  
.....

Q.50 How do you rate the arrangements of job allocation in your home? (Tick one)

Unfair to daughters	
Unfair to sons	
Unfair to both daughters & sons	
Fair	

Q. 51 Do you parents/guardian enforce discipline in the same way for daughters and sons?

Yes	
No	

Q. 52 If no to Q 51, Give some examples where there are differences,

.....  
.....  
.....

Q. 53 Who pays your tuition fees at school/college?

.....

Q 54. Who provides you with pocket money? .....

.....

Q. 56. Who takes priority when it comes to pocket money?

my brother(s)	
my sister(s)	
No one	

Q.57. How many brothers do you have?

.....

Q. 58. How many of them are older than you? .....

Q. 59. What level of Education have they reached? .....

.....

Q.60. What job do they do, if they are working? .....

.....  
.....  
.....

Q.61. How many sisters do you have?

.....

Q. 62. How many of them are older than you? .....

.....

Q. 63. What level of Education have they reached ?

.....  
.....

Q. 64. What job do they do, if they are working?

.....  
.....

Q. 65. Did any of your brothers drop out of school/College?

Yes	
-----	--

Q. 66. What was the reason(s) for dropping out?

.....  
.....  
.....

Q. 67. Did any of your sisters drop out of school/college?

1

Yes	
No	

Q. 68. What was the reason(s) for dropping out?

.....  
.....  
.....

Q. 69 From the subjects offered in the Uganda Education System, what do you consider to be the appropriate subjects for boys?  
(List at least 5 in order of priority)

1. ....
2. ....
3. ....
4. ....
5. ....

Q. 70. Explain briefly why you consider them appropriate for boys?

.....  
.....  
.....  
.....  
.....

Q. 71. From the subjects offered in the Education System, what do you consider to be the appropriate subjects for girls?  
(List at least 5 in order of priority)

1. ....
2. ....
3. ....
4. ....
5. ....

Q. 72. Explain briefly why you consider them appropriate for girls?

.....  
.....  
.....  
.....

Q. 73. When it comes to employment, what jobs do you consider most appropriate for women?

1. ....
2. ....
3. ....
4. ....
5. ....

Q. 74. Briefly explain the reason(s) for your opinion in Q. 73.

.....  
.....  
.....  
.....

Q. 75. When it comes to employment, what jobs do you consider most appropriate for men?

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

Q. 76. Briefly explain the reason(s) for your opinion in Q. 75.

.....

.....

.....

.....

Q. 77. Should a married women be employed?

Yes	
No	

Q. 78. Should a husband have the right to decide whether or not his wife should have a job?

Yes	
No	

Q. 79. What jobs are not appropriate for married men?

- 1. ....
- 2. ....
- 3. ....

Q. 80. Briefly explain your reason(s) for Q. 79.

.....  
.....  
.....

Q. 81. What jobs are not appropriate for married women?

1. ....
2. ....
3. ....

Q. 82. Who should be more educated? (Tick one)

Husband	<input type="checkbox"/>
Wife	<input type="checkbox"/>
Doesn't matter	<input type="checkbox"/>

Q. 83. Who should earn more money? (Tick one)

Husband	<input type="checkbox"/>
Wife	<input type="checkbox"/>
Doesn't matter	<input type="checkbox"/>

Q. 84. Do you hold any post of responsibility at your School/College?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q.85. If yes, what post do you hold?

Q.86 How did you get that post? (e.g. through elections, volunteered etc)

.....

Q.37. If everything happened the way you wished, briefly explain what kind of future you would like to have:

.....  
.....  
.....  
.....

END

.Thank you for your patience and co-operation.  
.Make any comments you wish in the space below.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## Appendix IV (a)

INTERVIEW QUESTIONS

The in-depth interview of the 20 took place at various institutions and they were asked the following questions:

- i) Describe the background of your education, from the time you went to school to where you are now.
- ii) Tell me about the family you come from.
- iii) Tell me about other children in your family.
- iv) What has enabled you to study up to this level?
- v) Do you remember anything outstanding that has encouraged you or discouraged you in your education?

The follow-up interviews for the 12 informants took place in their homes. They were asked to respond to the following:

- i) Describe your childhood.
- ii) Share any specific experiences that, you feel, have had a big impact on your life.
- iii) Who is the most important person in your life and why?
- iv) Is there any body you wish you could be like? Why?

Parents of the 11 informants, or their guardians, (one student decided not to continue with the study at this point) were asked to respond to the following:

- i) Describe your experiences in educating the informant.
- ii) Tell me about the education of other children.
- iii) What impressions do you have of educating girls compared to educating boys?
- iv) What are your comments on the education system of Uganda?

## PERSONAL BACKGROUND MATRIX

	ACADEMIC BACKGROUND	FAMILY BACKGROUND	MOTIVATION FOR STUDY	SOCIAL EXPERIENCE	ACADEMIC OUTCOME
NAME: NANHY SEX : FEMALE (T.T.C.)	PRIMARY: 1 village school up to P.7 REPEATING: Once, in P.7 SECONDARY: 1 village school up to S.4.	SIZE : "We are nine, three girls and six boys ... I am the eight". STATUS: <u>1st born</u> , worker at a Tea Factory <u>2nd born</u> , went away and status not known; <u>3rd born</u> , stopped in S.2, now housewife; <u>4th born</u> , stopped in P.7; <u>5th born</u> , stopped in S.4 builder; <u>6th born</u> , stopped in P.7, housewife; <u>7th born</u> , finished S.4; <u>9th born</u> , stopped in P.7.	. <u>ADMIRATION</u> : "I admired teachers, so I guess I always wanted to be one". . <u>INDEPENDENCE</u> : "To be independent and self-reliant". . <u>KNOWLEDGE</u> : "... to be knowledgeable".	. <u>REPEATING</u> : "My parents stopped me from going on to S.1 ... that I should improve on my grades that is what discouraged me".	Went to a T.T.C. "I liked this place".
NAME: GEORGE SEX : MALE (T.T.C.)	PRIMARY: 2 village schools. SECONDARY: 1 village school up to S.4.	SIZE: Eight children. He is the <u>first born</u> - out of wedlock. STATUS: <u>2nd born</u> in S.4 (F); <u>3rd born</u> in S.3 (F); <u>4th born</u> in S.2 (F); <u>5th born</u> in S.2 (M); <u>6th born</u> in P.6 (M); <u>7th born</u> in P.4 (F); <u>8th born</u> in P.3.	. <u>FAMILY RECORD</u> : "... born in an educated family so I was also expected to be educated". . <u>INDEPENDENCE</u> : "... so that I get employed and be able to maintain myself".	. <u>ACCIDENT</u> : "When I was in S.1 I was involved in an accident, my scapula got damaged". . <u>BULLYING</u> : "About twenty mattresses were heaped on to me ... my scapula got bruised".	Went to a T.T.C. "It was a T.T.C. near my home".
NAME: NIGGY SEX : FEMALE (T.T.C.)	PRIMARY: 1 village school. REPEATING: Three times in P.7. SECONDARY: 2 village schools up to S.4. Changed because of lack of fees.	SIZE: Six Children. She is <u>2nd born</u> . STATUS: <u>1st born</u> stopped in P.7 and got married; <u>3rd born</u> and <u>4th born</u> stopped in S.3 (M); <u>5th born</u> stopped in P.7 and took a course in tailoring (F); <u>6th born</u> still young.	. <u>FAMILY POOR EDUCATION</u> : "... in our family there is nobody who is educated" . <u>KNOWLEDGE</u> : "To be knowledgeable". . <u>SUPPORT</u> : "... be able to look after my parents".	. <u>POOR SCHOOL</u> : "My first school used to perform poorly ... I was determined to change this".	Went to BISHOP T.T.C. "I passed in grade three".
NAME: ABBY SEX : MALE (T.T.C.)	PRIMARY: 1 Urban school SECONDARY: O'Level - village school. A'Level - village school.	SIZE: Nine children. He is the <u>4th born</u> . STATUS: <u>1st born</u> (M), Dip. in Business studies; <u>2nd born</u> (F), Dip. in B.S; <u>3rd born</u> (M), Dip. in B.S.; <u>5th born</u> A'Level; <u>6th born</u> (M), S.6; <u>7th born</u> (M), O'Level; <u>8th born</u> (F), S.4; <u>9th born</u> (F), in S.3.	. <u>SELF-RELIANCY</u> : "When you are educated you can be self-reliant".	. <u>FATHER'S DEATH</u> : "His father really disorganised me, by the time our family got reorganised, some of us had already diverted to teaching".	Went to BISHOP STUART TEACHER TRAINING COLLEGE.
NAME: SAMMY SEX : MALE (NURSING SCHOOL)	PRIMARY: 2 Village school - Changed in P.5 because relative was staying with transferred. SECONDARY: 1 Village school up to S.4. No school fees.	SIZE: "We are 15 boys and then plus 4 girls". He is <u>2nd born</u> . STATUS: "... they are so many, I don't know how I will explain ...".	. <u>FATHER'S ENCOURAGEMENT</u> : "My father ... used to tellus that the school fees he was giving us was the only bread of ours...". . <u>COMPETITION</u> : "In class there was always some type of competition".	. <u>FAILURE TO JOIN A'LEVEL</u> : "I failed to go further due to money problems". . <u>POLYGAMY</u> : "Father had very many women and these women did not want us to to school".	Went to MULAGO NURSING SCHOOL.
NAME: GALLY SEX : FEMALE (NURSING SCHOOL)	PRIMARY: 1 village school. SECONDARY: O'Level-urban A'Level-village school	SIZE: "We are around thirty something ... for my mother we are nine". She is the <u>7th born</u> . STATUS: <u>1st born</u> (M), Doctor; <u>2nd born</u> (M), completed S.6, is a teacher; <u>3rd born</u> (M), Mechanic; <u>4th born</u> (M), finished S.4 is a primary teacher; <u>5th born</u> stopped in P.7 is now a teacher; <u>6th born</u> at Campus; <u>8th born</u> a primary teacher; <u>9th born</u> in S.4.	. <u>BRIGHT FUTURE</u> : "I wanted to have a bright future". . <u>POOR EXAMPLE</u> : "Having seen many of my friends, the drop-outs suffering in the village ... I vowed to make it ...".	. NONE	Went to MULAGO NURSING SCHOOL.

	ACADEMIC BACKGROUND	FAMILY BACKGROUND	MOTIVATION FOR STUDY	SOCIAL EXPERIENCE	ACADEMIC OUTCOME
NAME: BANNY SEX : FEMALE (UNIVERSITY)	<u>PRIMARY</u> : 1 Village school. <u>SECONDARY</u> : 1 Urban school for both O' and A' Levels.	<u>PARENTS</u> : Both father and mother professional teachers. <u>CHILDREN</u> : Number five. She is the <u>2nd born</u> .	. Information lost.	. Information lost.	Went to MAKERERE UNIVERSITY.
NAME: ANNY SEX : FEMALE (UNIVERSITY)	<u>NURSERY</u> : Urban school <u>PRIMARY</u> : Urban <u>SECONDARY</u> : Urban, both O' and A' Levels.	<u>RELATIVES</u> : Two sisters are medical doctors, plus an uncle. <u>SIZE</u> : 8. She is <u>8th born</u> . All others are graduates.	. <u>PREFERENCE</u> : Love for medical oriented course. . <u>PARENTAL GUIDANCE</u> : "Initially it was my parents and it really depends on whether they can afford". . <u>EXPOSURE</u> : "When you are in school, and know people here at Campus, you aspire".	. NONE	Went to MAKERERE UNIVERSITY.
NAME: ASSY SEX : FEMALE (UNIVERSITY)	<u>PRIMARY</u> : 1 Village school. <u>SECONDARY</u> : O'Level urban A'Level Urban. <u>REPEATING</u> : 3.6, once.	<u>SIZE</u> : Eleven children. <u>STATUS</u> : "Some went up to O'Level, but some dropped out ...". "There is someone else, who is doing banking".	. <u>BROTHER'S ENVIRONMENT</u> : "... it is my brother ... used to encourage me to continue ...". . <u>AMBITION</u> : "I very much wanted to be a doctor...".	. <u>ACADEMIC INJUSTICE</u> : "The way they examine us, may be for instance ... you find that you do course units in sort of a crash programme ...".	Went to MAKERERE UNIVERSITY.
NAME: WILLY SEX : MALE (UNIVERSITY)	<u>PRIMARY</u> : 2 village schools. <u>SECONDARY</u> : 1 village school for both O' and A' Levels.	<u>SIZE</u> : 6. He is <u>1st born</u> . <u>FATHER</u> : is professional teacher. Mother not mentioned.	. <u>PARENTS</u> : "I joined school because of my parents ..." . <u>BROTHERS' EXAMPLE</u> : "I was motivated by my brothers who were already in school ...". . <u>FUTURE</u> : "... my future would be based on school ...".	. NONE	MAKERERE UNIVERSITY.
NAME: STAN SEX : MALE (UNIVERSITY).	<u>PRIMARY</u> : 1 urban school village school. <u>SECONDARY</u> : village school for both O' and A' Levels.	<u>SIZE</u> : Six children. He is <u>1st born</u> . One girl next is also a graduate, next one is at Makerere, others still in lower classes.	. <u>FUTURE</u> : "I want to get a bright and enjoyable future". . <u>LITERACY</u> : "... to send away illiteracy and such other things".	. <u>EDUCATION SYSTEM</u> : 1.5 points awarded to females is a frustration to boys.	MAKERERE UNIVERSITY
NAME: JIMMY SEX : MALE (UNIVERSITY)	<u>PRIMARY</u> : 1 village school up to P.7. <u>SECONDARY</u> : Urban school for both O' and A' Levels.	<u>CHILDREN</u> : "... brothers and sisters, they have read books some have attained diplomas, certificates ...".	. <u>BRILLIANCY</u> : "I think I appreciate my intelligence ...". . <u>BROTHERS</u> : "... I was inspired by my brothers who were older ...". . <u>FATHER</u> : "... my dad was also capable of financing me ...".	. NONE	MAKERERE UNIVERSITY
NAME: DANNY SEX : MALE (UNIVERSITY)	<u>PRIMARY</u> : - village school; urban school <u>SECONDARY</u> : Urban school for both O' and A' Levels.	<u>SIZE</u> : Nine children. He is <u>3rd born</u> . <u>STATUS</u> : <u>1st born</u> (F), up to 3.6; <u>2nd born</u> (M), University graduate; <u>4th born</u> (F), finished 3.6; <u>5th born</u> (M), in O'Level; <u>6th born</u> (F) in O'Level; <u>7th born</u> (F), in O'Level; <u>8th born</u> (F) in primary; <u>9th born</u> (M), still young.	. <u>FATHER</u> : "... my father who was able to maintain me in expensive schools ...". . <u>BRILLIANCY</u> : "... then also my brains, I was gifted ...". . <u>GOOD SCHOOLS</u> : "..., were fact that I was in a good school ...".	. NONE	MAKERERE UNIVERSITY.

## UPBRINGING MATRIX (PARENT'S VIEW)

	SETTING	ACADEMIC BACKGROUND	SOCIAL PROBLEMS	EDUCATION OF GIRLS & BOYS IN UGANDA	EDUCATION SYSTEM IN UGANDA
GEORGE'S PARENT REVENUE OFFICER MBARARA DISTRICT (T.T.C.)	File cannot be traced.	<p><u>POOR SCHOOL</u>: "... My son started in what I would call a poor Church School in this rural area ..."</p> <p><u>LACK OF INTEREST</u>: "... at times he would refuse to go there ... he mostly stayed at home ..."</p>	<p><u>SIGHT PROBLEMS</u>: "... Unfortunately he developed a problem with his head so he was on and off ... his eyes were hurting in S.4 he had a breakdown."</p> <p><u>LACK OF EARLY PARENTAL CARE</u>: "... I was not married nor could I look after him ..."</p>	<p><u>EDUCATION BIAS</u>: "Most parents tend to have more emphasis on education towards boys than girls."</p> <p><u>CULTURE</u>: "... you know one system is patrilineal, if I die, it will be my son who will inherit my property ..."</p> <p><u>MIXED SCHOOLS</u>: Girls get inferiority complex.</p>	<p><u>ECONOMY</u>: "... an ordinary parent can't afford school fees."</p> <p><u>TYPE OF SCHOOL</u>: "... it is not that children lack the brains, but they lack facilities ..."</p>
NAHNY'S PARENTS, PEASANTS, MBARARA DISTRICT (T.T.C.)	<p><u>REMOTE</u>: "... you go on for about eight kilometres, there is no taxi so one has to make it on foot ... no shopping or trading centre ..."</p> <p><u>MIXED FARMERS</u>: "On one cultivators, while on the other are cattle-keepers such as her family ..."</p>	<p><u>REPEATING</u>: "... but when she sat for her P.7 she failed and had to repeat ..."</p> <p><u>FINANCIAL DIFFICULTIES</u>: "... but when she got a good grade, she didn't that year because we had a very bad financial problem ... after her S.4, she could have joined H.S.C. ... but I didn't have the money ..."</p>	<p><u>FINANCIAL PROBLEMS</u>: "A lot of problems, I was educating three children in secondary school ... I am an ordinary person who has no money ..."</p> <p>"I used to work very hard money for her fees, even today ... I am weakened a lot ..."</p>	<p><u>MALE GOOD PERFORMANCE</u>: "... boys are better off than girls, this is because boys even if they are suffering looking for school fees, they will strive to achieve their mission ... for a girl this tempted ..."</p> <p><u>MOTIVATION</u>: According to the father, "it depends on individual ..."</p>	<p><u>FINANCIAL DIFFICULTIES</u>: "The education system in Uganda has been a pride to everyone, ... but the main problem is finances to pay the fees and maintain them there ..."</p> <p>"... Uganda is losing a lot few rich can educate their children ..."</p>
SAMSON'S MOTHER PEASANT, CENTRAL REGION (NURSING SCHOOL)	<p><u>REMOTE</u>: "No easy access to marketing centre for their produce, now do they have enough social services extended to them."</p> <p><u>CULTIVATORS</u>: "The village is characterised by poor banana plantations, abundant maize ..."</p>	<p><u>HARD LIFE</u>: "... Wambuzi himself stuck out and decided to start trading in coffee, beans while schooling ..."</p>	<p><u>POLYGAMY</u>: "... the father has another wife and he treated me badly ... so he cares less about mine (children) ..."</p> <p><u>FINANCIAL PROBLEMS</u>: "... I couldn't manage the fees ..."</p>	<p><u>SAME PERFORMANCE</u>: "... all had been studying well, because their reports were always good ..."</p>	<p><u>FINANCIAL PROBLEMS</u>: "... for us fees make us drop out ... we no longer get enough money from our yields to afford sustaining children in schools ..."</p>
GALLY'S MOTHER PEASANT, MUKONO DISTRICT. (NURSING SCHOOL)	<p><u>WEAK ECONOMIC BASE</u>: "The economic base of the village base is based on "Kayinyi" which is a type of banana for brewing".</p> <p><u>POOR HOME</u>: "... comprises of two old mud houses with dilapidated roof tops ..."</p>	<p><u>GOOD PERFORMANCE</u>: "... Nassuna was a good student all throughout her primary, she never repeated a class ..."</p> <p><u>DIGGING</u>: "... we used to go and dig early in the morning before they would go to school ..."</p>	<p><u>FINANCIAL PROBLEMS</u>: "The major problem ... was sustaining her financially because her father died".</p> <p><u>POLYGAMY</u>: "... their father had many children with several women ... when he died they also disappeared ..."</p>	<p><u>PREGNANCY</u>: "... but girls, some of them didn't complete ... they got pregnant and dropped out but they boys completed ..."</p> <p><u>TRADITION</u>: "If fees were short, boys would be given and girls sit ..."</p>	<p><u>FREE EDUCATION</u>: "If the education was free, it would help us a lot ..."</p>
BANNY'S PARENT, MBARARA DISTRICT (UNIVERSITY)	<p><u>MIXED FARMING</u>: "... the village is characterised by banana plantations, and fenced by land in which cattle is reared ..."</p> <p><u>ACCESSIBLE</u>: "The village has a murram road which cuts across ..."</p>	<p><u>GOOD PERFORMANCE</u>: "She used to pass well from her P.1 to P.7, ... and the father took her to Mary Hill ... there were no problems ..."</p> <p><u>CONFIDENCE</u>: "Anyway, we have confidence in Bernadine if she be lucky to continue ..."</p>	<p><u>AGE</u>: "... the only worry we had with her was that she was too young ..."</p> <p><u>ECONOMIC PROBLEMS</u>: "... they charge a lot of money, and the father used to struggle to get money ..."</p>	<p><u>GENDER</u>: "... boys had no problems as compared to girls ... girls are easily discouraged ... after all I will not be a sub-county chief ..."</p>	<p><u>SCHOOL FEES</u>: "The major problem now is the amount of school fees ... school fees these days is a problem and parents cannot afford ..."</p> <p><u>POOR FACILITIES</u>: "... teaching facilities ... are lacking, poor feeding ..."</p>

SOCIAL PROCESSES IN THE CLASSROOM  
COLLEGE SCHOOL IN KAMPALA

	TEACHER BEHAVIOUR	ACTIONS OF APPROVAL	SIGNS OF ACTION OF DISAPPROVAL	SPECIAL RELATIONS	CLASS ATMOSPHERE	STUDENT RELATIONS	ACTIONS OF DISAPPROVAL
MATHS (MALE)	<ul style="list-style-type: none"> <li><b>STRICT:</b> "He is a no-nonsense man".</li> <li>"... he kept referring to a girl whose name was Alice as Lakwena which sent the whole class laughing".</li> </ul>	NONE	NONE	<ul style="list-style-type: none"> <li><b>FAMILIAR:</b> "He calls out names of students to answer questions ...".</li> </ul>	<ul style="list-style-type: none"> <li><b>FREE INTERACTION:</b> "At times it is the students who volunteered answers ...".</li> </ul>	<ul style="list-style-type: none"> <li><b>FREE INTERACTION:</b> "... both males and females sat together and interacted freely".</li> </ul>	<ul style="list-style-type: none"> <li><b>CHORUS CRITICISM:</b> "... students voiced chorus criticism in case a fellow student gave a wrong answer".</li> </ul>
BIOLOGY (MALE)	<ul style="list-style-type: none"> <li><b>INSPIRATIONAL:</b> "... directs the class with movements around the laboratory".</li> <li><b>HUMOROUS:</b> "he diverts off the topic by making funny illustrations ...".</li> </ul>	NONE	NONE	NONE	<ul style="list-style-type: none"> <li><b>FREE PARTICIPATION:</b> "At times students initiated their own ideas."</li> <li><b>ORDER:</b> "...no incidence where the teacher had to take disciplinary action".</li> </ul>	<ul style="list-style-type: none"> <li><b>TEAM WORK:</b> Students always consulted among themselves".</li> <li><b>FREE INTERACTION:</b> "... both girls and boys sat together".</li> </ul>	<ul style="list-style-type: none"> <li><b>CHORUS CRITICISM:</b> "... students loudly disapproved when a fellow student gave a wrong answer".</li> </ul>
C.R.T. (MALE)	<ul style="list-style-type: none"> <li><b>INSPIRATIONAL:</b> "He keeps on calling out students names to contribute".</li> <li><b>SEGREGATIVE:</b> "... he mostly called out females ... because they are his best in performance".</li> </ul>	NONE	NONE	<ul style="list-style-type: none"> <li><b>FAMILIAR:</b> "He keeps on calling out students names to contribute".</li> <li><b>FEMALE BIAS:</b> "He mostly called out females ... because they are his best in performance".</li> </ul>	<ul style="list-style-type: none"> <li><b>FORMAL:</b> "... there was no moment for humour, so it was strictly to the point".</li> <li><b>FREE PARTICIPATION:</b> "Students participated reasonably".</li> </ul>	<ul style="list-style-type: none"> <li><b>TEAM WORK:</b> "... students consulted each other after the teacher asked a difficult question ...".</li> <li><b>FREE INTERACTION:</b> "This interaction was between all students"</li> </ul>	NONE
ECONOMICS (MALE)	<ul style="list-style-type: none"> <li><b>AMIABLE:</b> "... there were no threats or punishments made by the teacher".</li> <li><b>HUMOUROUS:</b> "His lesson had a high sense of humour ...".</li> </ul>	NONE	NONE	<ul style="list-style-type: none"> <li><b>LINIENT:</b> "... these were no threats or punishments made by the teacher".</li> </ul>	<ul style="list-style-type: none"> <li><b>ORDERLY:</b> "... there was no instance of classroom interruption ...".</li> </ul>	<ul style="list-style-type: none"> <li><b>TEAM WORK:</b> "... students could be seen consulting each other".</li> <li><b>FREE INTERACTION:</b> "... male and female students interacted freely".</li> </ul>	<ul style="list-style-type: none"> <li><b>CHORUS CRITICISM:</b> "... if a student gave an inadequate answer his/her fellow students would murmur ...".</li> </ul>
GEOGRAPHY (FEMALE)	<ul style="list-style-type: none"> <li><b>HUMOUROUS:</b> "... she said that the 'kyeyo' trade in London by Ugandans should be turned into an industry".</li> <li><b>CARE FREE:</b> "... teacher is a care free lady who doesn't mind about student grumbling".</li> </ul>	NONE	<ul style="list-style-type: none"> <li><b>DISCIPLINE:</b> "... told students to concentrate on their studies rather than grumbling".</li> </ul>	<ul style="list-style-type: none"> <li><b>TOLERANCE:</b> "Teacher never minded about students grumbling about her accent".</li> </ul>	<ul style="list-style-type: none"> <li><b>FREE PARTICIPATION:</b> "... the teacher asked students to help fix a time table for extra lessons ...".</li> <li><b>RESTLESS:</b> "Students discipline, except in some cases - moments of laughter and grumbling"</li> </ul>	<ul style="list-style-type: none"> <li><b>FREE INTERACTION:</b> "... both sexes interacted freely".</li> <li><b>DISCIPLINE:</b> "Students were disciplined".</li> </ul>	<ul style="list-style-type: none"> <li><b>DISRESPECT:</b> "... the teacher had an American accent which the students kept complaining about".</li> <li><b>CHORUS CRITICISM:</b> "Those who tried to move out before a new timetable was set, were sharply criticised by fellow students".</li> </ul>

Secondary School in Kampala						
	METHOD	ASK QUESTIONS	PRAISE OR ENCOURAGE	CRITICISM	FEMALE RESPONSE	MALE RESPONSE
SUBJECT: MATHS (MALE)	x Traditional method chalk and talk; seeking students opinion and explaining.	Asked sixteen Questions	x Accepted or praised students responses on seven occasions	NONE	Answer eight questions	Answered twelve questions x One initiated on idea
SUBJECT: BIOLOGY (MALE)	x Traditional method of chalk and talk; initiating ideas and explaining	x Asked ten Questions	NONE	NONE	x Answered two Questions x One initiated an idea	x Answered ten Questions
SUBJECT: C.R.E. (MALE)	x Lecture method	x Asked eleven Questions	x Accepted or praised students responses on five occasions	NONE	x Answered nine questions x Two students initiated idea	x Answered five questions -
SUBJECT: ECONOMICS (MALE)	x Traditional method of chalk and talk	x Asked eight questions	x Accepted or praised students responses six occasions	NONE	x Answered twelve questions x One initiated an idea	x Answered three questions
SUBJECT: GEOGRAPHY (FEMALE)	x Lecture Method	x Asked seven questions	NONE	x Criticised student's response once	x Answered one question x One initiated an idea	x Answered eight questions x Three initiated ideas

## Secondary School in Mbarara

SUBJECT: HISTORY (1) (MALE)	x Traditional method of chalk and talk	x Asked a lot of question: Details not recorded	NONE	x A lot of criticism bordering on arrogance and intolerance Details not recorded	x A lot of silence. Most of the time: Details not recorded	x silence most of the time: Details not recorded
SUBJECT: HISTORY (2) (MALE)	x Traditional method of chalk and talk	x Asked twenty eight questions.	x Accepted or praised student's response once	x Criticised students response on three occasions	NONE	x Answered thirty seven questions
SUBJECT: C.R.E. (MALE)	x Traditional method of chalk and talk	x Asked twelve questions	x Accepted or praised students' responses on eight occasions	NONE	x Answered seven questions x One initiated an idea	x Answered twelve questions. x One initiated an idea.
SUBJECT: ECONOMICS (MALE)	x Chalk and talk method	x Asked twenty questions	x Accepted five students' responses	x Criticised students responses on three occasions	NONE	x One answered on five occasions
SUBJECT: GEOGRAPHY (FEMALE)	x Chalk and talk method	x Asked thirty questions	x Accepted five students responses x No praise	x Criticised students responses on five occasions	x Only two responses to teacher's questions	x Twenty six responses to teaching questions.

Appendix IX

SECONDARY SCHOOL IN MBARARA

	TEACHER BEHAVIOUR	ACTIONS OF APPROVAL	SIGNS OF ACTION OF DISAPPROVAL	SPECIAL RELATIONS	CLASS ATMOSPHERE	STUDENT RELATIONS	ACTIONS OF DISAPPROVAL
HISTORY (1) (FEMALE)	<ul style="list-style-type: none"> <li><u>AUTHORITARIAN</u>: "... she constantly cautioned students in an arrogant manner don't do this, don't do that".</li> <li><u>SHORT TEMPERED</u>: "... she is certainly short tempered and in the assertive type".</li> </ul>	NONE	<ul style="list-style-type: none"> <li><u>DISCIPLINE</u>: "The teacher, for a length of time criticised a student who was chewing and another who arrogantly walked in without even knocking ...".</li> </ul>	<ul style="list-style-type: none"> <li><u>HOSTILITY</u>: A male student very late for class was told "This isn't a Church".</li> </ul>	<ul style="list-style-type: none"> <li><u>TENSE</u>: "Given the assertive nature of the teacher, the form of participation in the class is completely suppressed, there is no free participation ...".</li> </ul>	<ul style="list-style-type: none"> <li><u>POOR INTERACTION</u>: "There was no discussion among students ...".</li> <li><u>INDISCIPLINE</u>: "... a student who was chewing student, arrogantly walked in five minutes to the end of the lesson ...".</li> </ul>	<ul style="list-style-type: none"> <li><u>NON-ATTENDANCE</u>: "There were only 4 students in all attendance that day out of 14".</li> </ul>
HISTORY (2) (FEMALE)	<ul style="list-style-type: none"> <li><u>SHORT TEMPERED</u>: "She threatens, shouts and quarrels in case of disorder".</li> <li><u>STRICT</u>: "During the forty minutes session, she took five disciplinary measures".</li> </ul>	NONE	<ul style="list-style-type: none"> <li><u>DISCIPLINARIAN</u>: "... a student who had a ring on his finger was asked to remove it ... she threatened a student with slapping ... she sent out a student for failure to answer ... criticised a student whose leg was on the bench".</li> </ul>	NONE	<ul style="list-style-type: none"> <li><u>TENSE</u>: "This was strictly formal, there was have by any occasion where students initiated their own ideas and discussed them freely ...".</li> </ul>	<ul style="list-style-type: none"> <li><u>INDISCIPLINE</u>: "... a student whose leg was on the bench ...".</li> <li><u>DULL</u>: "... there was hardly any discussion where students initiated their own ideas ...".</li> </ul>	<ul style="list-style-type: none"> <li><u>NON-ATTENDANCE</u>: "Present number was five, all male, but there were several bags on empty desks".</li> </ul>
C.R.E. (MALE)	<ul style="list-style-type: none"> <li><u>COMMITTED</u>: "... was concerned about students level of satisfaction as he kept inquiring whether they understood".</li> </ul>	NONE	NONE	<ul style="list-style-type: none"> <li><u>RESPONSIBILITY</u>: "Was concerned about students level of satisfaction ...".</li> </ul>	<ul style="list-style-type: none"> <li><u>FREE INTERACTION</u>: "... at point a student challenged the teacher's opinion".</li> </ul>	<ul style="list-style-type: none"> <li><u>POOR RELATIONS</u>: "There was no discussion between students ... females sit on one side and males on the other".</li> </ul>	NONE
ECONOMICS (MALE)	<ul style="list-style-type: none"> <li><u>AMIABLE</u>: "Showed no remorse if a student failed to answer a Question".</li> <li><u>WEAK</u>: "He allowed those who had not paid school fees to attend".</li> </ul>	NONE	NONE	<ul style="list-style-type: none"> <li><u>TOLERANT</u>: "Allowed those who had not paid school fees to attend".</li> <li><u>FAMILIAR</u>: "Knew all students by name". "Female students were called out to contribute but in vain".</li> </ul>	<ul style="list-style-type: none"> <li><u>FREE</u>: "There was constant encouragement from the teacher for student participation".</li> </ul>	<ul style="list-style-type: none"> <li><u>POOR INTERACTION</u>: "There was no evidence of direct student to student discussion".</li> <li><u>INDISCIPLINE</u>: "Students entered the class at intervals without knocking".</li> </ul>	<ul style="list-style-type: none"> <li><u>NON-RESPONSE</u>: "Periods of silence characterised the lesson".</li> </ul>
GEOGRAPHY (FEMALE)	<ul style="list-style-type: none"> <li><u>ENCOURAGING</u>: "She is keen on encouraging girls to participate by calling out their names".</li> </ul>	NONE	<ul style="list-style-type: none"> <li><u>STRICT DISCIPLINARIAN</u>: "The teacher sent out a student found smoking ...".</li> </ul>	NONE	<ul style="list-style-type: none"> <li><u>DISORDER</u>: "There was a lot of moving in and out of the classroom".</li> </ul>	<ul style="list-style-type: none"> <li><u>INDISCIPLINE</u>: "... a student found smoking.. sent out and walks arrogantly".</li> <li><u>LACK OF SERIOUSNESS</u>: Second week of the term and students not paid fees.</li> </ul>	NONE

Appendix X: Responses to Motivation for Females and Males to stay in School

Primary Teacher Training College.

The two male informants indicated that they were motivated by their future well being, to be independent and self-reliant. While on the other hand, one female was motivated by an interest to be knowledgeable and the other wanted to be able to look after her parents, as there was no one else educated in the family.

School of Nursing.

The male informant was motivated by his father's explanation that education was the only assurance for his future, as the family was poor, while one female informant was motivated by:

" having seen many of my friends, the drop-outs suffering in the village.."

The second female was motivated by:

" I saw so many girls who were married, then I saw them suffering".

The third female was motivated by her sister and brother who were doing well at school so she also had to study.

University Informants.

Attribution of motivation among university informants.

<u>Informant</u>	<u>Attribution of motivation to higher education.</u>
Female 1 Jully	Confidence and finances from mother." it all comes from my mother. She has helped me all the way, giving morale, finance... you can't go through just like that."
Female 2 Hassy	Pushing from mother." it wasn't personal, it was really my mother. She kept on pushing".
Female 3 Anny	Obligation to father's love. " I was loved, I am the favourite of my father. I had that initiative in me that I should not let him down".  Family Obligation. "I took the thing of thinking about my parents, the whole family there is no one who is educated, so I had that feeling in me that I should reach high levels.  Search for recognition. " I wanted to be someone in the future."
Female 4 Jossy	Search for recognition. " We were seven, before one died... and I really wanted to be someone somewhere. I even want to pursue further studies after my first degree."
Female 5 Mary	Information on this item was lost on the tape.
Female 6 Banny	Family obligation. " since I am second born, I felt the need to give an example to younger sisters".

## Appendix XI: Informants' Role Models

### Primary Teacher Training

The female informant valued her parents most;

" because they have looked after me all my life " .

The male informant valued his father most;

" it is my father of course because he has looked after me right from child-hood.

I cannot ignore the man " .

### School of Nursing

The female informant most valued her mother;

" because of the love and things she has done for me".

The male informant most valued his sister;

" she is the one who has really helped me for much of what I have achieved " .

### University.

#### People most valued by University informants.

<u>Informants</u>	<u>People valued most.</u>
Female 1	"Mother. She has looked after me up to this stage single-handedly.
Mary	My brother also... sometimes he would add on school fees".
Female 2	"Of course my mother... she shows she cares.
Assy	I also consider my brother very important because he has looked after me up to this time".
Female 3	"Parents. This is because they have cared for me... they have
Banny	catered for my education".

University.

Role models for University informants.

<u>Informant</u>	<u>Role Model</u>
Female 1 Mary	" I don't admire anybody. I set my own goals, but not according to people.. may be I just admire a certain lady in the neighborhood. She is not proud yet she has a lot".
Female 2 Assy	"My brother. I would like to be like someone with my brother's characteristics.. someone who is hardworking, ambitious, patient and courageous".
Female 3 Banny	" I would like to be like my cousin who is a lecturer in the Law Faculty. I like something academic".
Female 4 Batty	" I always look up at my uncle, the doctor, as someone who really has had his life organised.. the way he has past stages in his life".
Male 1 Stan	No response
Male 2 Willy	" There is my uncle who is currently working somewhere in Government".
Male 3 Jimmy	" I admire the Pope. He is a man who has shown his love to almost everybody in the world".
Male 4 Danny	" Our President...because when I look at him the way he has really decided to struggle for the nation.. he is committed to his work.. courageous... he is rich".

- Female 4 " My family is the most important in my life.. the whole lot. We  
 Batty work as a unit ..they care ".  
 Male 1 " I feel my parents are the most important people because since I  
 Stan was a child, they are the ones who raised me".  
 Male 2 " My father. He always guided me".  
 Willy  
 Male 3 " My father because throughout my education he was the only one  
 Jimmy supporting me".  
 Male 4 " My parents, of course they have contributed to most of my  
 Danny success at the moment".

The person I wish to be like:

Primary Teacher Training.

The female informant's role model:

" a woman who is a councillor.. she has respect from people".

The male informant's role model:

" I admire doctors because they have got a good life. They look after people who  
 are sick ".

School of Nursing.

The female informant's role model is her mother:

" she takes my father's children as her own"

and her classmate because:

" she is kind and she will never be rude".

The male informant's role model is a lawyer and a doctor.

- Female 7  
Batty
- Combination of Parents, Teachers and personal effort. "I think my parents contributed and may be my teachers and I was okay".
- Female 8  
Assy
- Confidence from brother. " mostly it was my brother, he used to encourage me to continue".
- Search for recognition. " and personally I very much wanted to be professional giant somewhere".
- Male 1  
Willy
- Educated brothers. " some of my brothers had already finished university, so I also aimed at what they had achieved".
- Future employment and well-being. "I knew that my future would be based on what I would achieve in school. If I received good education, I would get a good job which would help me earn a good living"
- Male 2  
Stan
- Future well-being. "I want to get a bright and enjoyable future".
- Male 3  
Jimmy
- Intelligence. "First of all, I think I was only bright.."
- Father's strong economic base. ".. and my dad was also capable of financing me properly".
- Male 4  
Danny
- Father's strong economic base. " my father was able to maintain me in expensive schools"
- Intelligence. " then also my brains... I was gifted."
- Suitable environment. " the fact that I was in good schools... there were so many text books around...the school admitted the cream of the nation, so there was always that competition amongst us...teachers were relatively good... being near town, it was easy to share information with other institutions".

KENYATTA UNIVERSITY LIBRARY

KENYATTA UNIVERSITY LIBRARY