



**GENDER RELATIONS AND WOMEN ADVANCEMENT IN LEADERSHIP
POSITIONS AT THE PARLIAMENTARY COMMISSION IN UGANDA**

BY

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14/MMSPAM/33/011

**A DISSERTATION SUBMITTED TO THE SCHOOL OF CIVIL SERVICE
PUBLIC ADMINISTRATION AND GOVERNANCE IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN
MANAGEMENT STUDIES (PUBLIC ADMINISTRATION AND MANAGEMENT)
UGANDA MANAGEMENT INSTITUTE**

FEBRUARY, 2018

DECLARATION

I **Esther Namukasa**, hereby declare to the best of my knowledge and understanding that the findings in this study are my original work and have never been submitted to any University, College or Institution of higher learning for any award. However sources of information have been duly acknowledged.

Signed

APPROVAL

This is to certify that, this dissertation has been submitted for examination with our approval as supervisors.

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DEDICATION

I dedicate this work to my Parents, Mr. & Mrs. Ben Lubega of Kiteredde - Kayunga, Bugerere, my Aunt Hajjat Aisha Mukiibi S. Lutwama (RIP), my sisters; Julie Luwuge, Sylvia Kasozi, Maria Nangendo, Joy Lwanga, Victoria Nabukeera, Cathy Nalubega, Beatrice Nakachwa, Samali Nakanwagi and to my brothers; Noah Muwonge and Timothy Kisitu. A special feeling of gratitude to my family for the words of encouragement and support always. My husband Mr. David Kaggwa and our children; Diana Nassuna, Tracy Mbekeka, Daniel Mubiru and Divine-Esther Kwagala. I also dedicate this dissertation to my friends and colleagues at the Parliamentary Commission, who have supported me throughout the process. I will always appreciate all the words of wisdom and knowledge for helping me grow as an individual and professionally.

ACKNOWLEDGEMENT

This dissertation was made possible with the intellectual guidance of my dear supervisors Dr. Rose Namara and Ms. Rose Kwatampora. Thank you so much for your precious expertise and time. I wish to acknowledge and thank the Parliamentary Commission, for accepting me to carry out this research and giving me the necessary support. Special thanks go to the staff of the Parliamentary Commission and research department for their continued support and guidance.

Finally, I take this opportunity appreciate my colleagues at work who aided me during the course of this dissertation, providing feedback enabled the completion of this research work.

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LIST OF ABBREVIATIONS AND ACRONYMS

WID:	Women in Development
GAD:	Gender and Development
GID:	Gender in Development
GIM:	Gender in Management
MDGs:	Millennium Development Goals
SDGs:	Sustainable Development Goals
CSOs:	Civil Society Organizations
DDI:	Development Dimensions International
MENA:	Middle East and North Africa
NGOs:	Non-Governmental Organizations
UWOPA:	Uganda Women Parliamentary Association
LEGICO:	Legislative Council
UPC:	Uganda People's Congress
DP:	Democratic Party
NRM:	National Resistance Movement
NRC:	National Resistance Council

ABSTRACT

This work presents study findings on Gender Relations and Women Advancement, in Leadership Positions at the Parliamentary Commission in Uganda. The purpose of the study was, to establish the influence of gender relations (roles, biases, patriarchy) on women advancement in leadership positions in the parliamentary commission. In total, 162 respondents were selected from 285 staff members at the parliamentary commission, using both qualitative and quantitative techniques to collect data. Findings reveal that gender roles have a statistically significant effect on, women advancement in leadership positions which means that demands of family, disproportionate gender work burdens and domestication of women, reduce women's opportunities to advance in leadership positions while gender bias and patriarchy, do not have a statistically significant effect on, women advancement in leadership positions at the parliamentary commission. This is because positions at the parliamentary commission are offered based on academic qualifications, suitability and competency. It was concluded that, women responsibilities should not be domesticated in order to, increase their chances to participate advanced leadership positions. It was further concluded acquisition of more education qualifications, skills and competences lead to, improved women advancement in leadership positions. The study recommends that, Parliament should sensitize women and empower them to embrace leadership. Parliament should make a deliberate policy that, if male directors then, they should be deputized by females and vice versa. The study further recommends that, deliberate efforts both at entry level, affirmative action should be encouraged.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Gender studies have become one of the main important topics of great concern in the area of female leadership. The issue of gender inequality has attracted the attention of many researchers for several years, and has thus become difficult to ignore the limitations of equal opportunities for women advancement in leadership positions Bonebright, Cottledge & Lonquist, 2012).

Globally, there has been an increase in the number of women in senior management, although slowly. Since 2004 to 2012, the number of women in senior leadership positions has risen at most; 5% (Gita, 2013). The period between 2009 and 2011, registered a decline in the number of women in senior leadership positions from 24 to 20 percent. In the year 2013, there was an increase in the number of women in senior management to 24 percent across the world (Mcveigh, 2012). For instance, irrespective of policies with gender segregation in higher institutions in Saudi Arabia, which provide leadership opportunities for females, women are less represented in the positions of leadership (Jamjoom & Kelly, 2013). Similarly, there has been low female representation in parliament with only 20% female ministers across the world (Inter Parliamentary Union, 2013).

Across nations in the Middle East and North Africa (MENA), the overall senior leadership positions is at 3.2% (Miznah, 2015). In sub Saharan Africa, several countries such as; South Africa, Mozambique, Rwanda and Burundi have a high representation of females in Parliament, also in comparison with democracies that are advanced. In Rwanda, there are 48.8% women elected in Parliament, which is higher than 45.3% by Sweden (Mitumi, 2004).

The involvement of women in governance, leadership and decision making rose from 20.5% in 2008 to 38.6% in 2012 as a result of affirmative action in Kenya. In the National Assembly, women comprised (19.8%) and 26.9% in the senate representing 87 women compared to 331 men. Despite this, the issue of how gender roles are related to women advancement in leadership remains silent.

This study examined gender relations and women advancement in leadership positions in the Parliamentary commission in Uganda. During the study gender relations, was conceived as the independent variable, while women advancement in leadership positions was the dependent variable. Chapter one entails the study background, problem statement, objectives of the research, research questions, hypotheses, conceptual framework, significance of the study, justification and scope of the study.

1.1 Study Background

The concept of gender relations is an expression commonly used in different research fields, although hardly defined clearly in conceptual terms (Frigga, 2013). Therefore, it is important to clarify the “gender relations” concept itself while deliberating on its various versions. This section presents historical, theoretical, conceptual and background of this study, highlighting gender roles, gender bias and patriarchy and the effect they have on women advancement in leadership positions.

1.1.1 Historical background

From the early 21st century, women have since then joined the workforce in huge numbers. Whereas women have began to hold positions of leadership in middle management levels and government businesses, females who move up to positions of top management constitute a small proportion of the entire population (Bonebright, Cottledge& Lonquist, 2012).

Whereas the participation of women in labour force increased since the 1950s; for example from 26.8 percent in 1960 to 47.6 percent in 1995, stronger cultural norms that regard women's proper role as the mother and wife continue to prevail, many employees and employers equally expect that female employees should leave the jobs they hold once they are married (Hampson, 2000). According to Miner (1974)'s study on business managers, and educational administrators established that, the motivation of management was related to the success of female managers although there were no consistent differences between women and men in their managerial motivation.

The Beijing Conference of 1995 states that, the autonomy and empowerment of women's social, political and economic status is necessary for the attainment of both accountable and transparent government, administration and development in all areas (United Nations, 2012). A report by the European Commission (2012) in the European Union of starting 2012, women comprised only 13.7% of board seats. Additionally, women comprised of 3.4% of presidents and chairs within the European Union. Even though the US noted a better figure of 15.7%, Canada and Australia witnessed board representation of approximately 10%. In the boardrooms of India, there were less than 5% women (European Commission, 2012). In addition, in 2010, women comprised only 6.5% for board members in the Asia-Pacific region, while North Africa and the Middle East had only 6.5% (Corporate Women Directors International, 2010). Some of the commonwealth countries have handled the empowerment of women politically in a successful way. In South Africa, 43.3% of the Parliamentary seats were held by women through voluntary quotas legislation in the African National Congress. A good example is Rwanda, where women hold 56% of the seats in Parliament.

Beijing +5 was the midterm review in June, 2000 New York, women and decision making capacity building for leadership, affirmative action for women to rise to decision making positions, technical, professional and political delegations to constitute at least 33% women.

Beijing Plan of Action, Beijing + 10 and Beijing + 15 meetings took place in New York. Issues came up from Women in Development (WID) approaches; Impoverishment of Women (Feminization of poverty), hostility and resistance by most men to WID approaches, powerless and isolated women machineries with limited resources. Women and children were the worst affected by Structural Adjustment Plans/Extended Structural Adjustment Plans. This led to the 'Recognition that sustainable development must be directed by both men and women, based on their equally important but different experiences, perspective and needs'. This led to 'Development of an alternative paradigm, Gender in Development (GID)' or Gender and Development (GAD) and Gender in Management (GIM).

The Ugandan Government is a signatory to many international and regional policies and laws which advance women's participation in leadership such as; the Convention on the elimination of all forms of Discrimination Against Women (CEDAW). At the national level, Uganda National Gender Policy (2007), National Gender Action Plan and the Ugandan Constitution of 1995, are key in the protection and promotion of women's rights especially increased participation in leadership and democratic governance (UWONET, 2013).

1.1.2 Theoretical background

The study was guided by the Trait Theory of Leadership (Zaccaro, Kemp & Bader, 2004). According to the theory, leadership capabilities have their roots in the characteristics which individuals possess. It provides constructive information on leadership. The Trait Theory of Leadership may be applied by people at different levels in various organizations. Managers may

utilize the information from this theory, to evaluate the positions they hold in the organisation and make an assessment of how to further strengthen their leadership positions. In addition, they can obtain a deeper understanding of their identity and how it affects other people in the organisation. The theory makes managers more aware of their weaknesses, strength and understanding on how to develop their qualities of leadership.

This study was also underpinned by the role congruity theory (Eagly & Karau, 2002). The theory contends that, a group can be evaluated positively, when the characteristics it has are recognized to be aligning with typical roles of the group. Bias towards female leaders takes place because discrepancies manifest between characteristics, which are associated with the stereotype on the female gender, as well as the ones associated with typical leadership. The role congruity theory is premised on the core view that, unfairness can emerge from relationships which people perceive between members' characteristics of a social group, as well as the requirements which the social roles occupy. In the case of leadership and women, the discrimination against female leaders originates from inappropriateness, which people have between the requirements of leader roles and women characteristics.

Considering the Trait Theory of Leadership and the role congruity theory, gender relations should not impede women's advancement in leadership positions, provided they have the leadership qualities or traits as seen by society. This is because leadership is determined by personal traits which include; extroversion, intelligence, self-efficacy, conscientiousness as well as openness to the experience which are not attached to either females or males.

According to Trait Theory of leadership, gender roles, gender bias and patriarchy should not be factors to consider, when appointing or delegating women as heads of department. However, the congruity theory observes that, unfairness towards female leaders happens due to inconsistencies which exist between characteristics, which are associated with the stereotype about female

leaders and typical leadership. The unfairness towards female leaders is associated with bias and patriarchy which tend to regard females as weak. Therefore, the two theories were critical in establishing whether the disparity in leadership positions at the Parliamentary commission, are as a result of gender stereotype as propounded by congruity theory or whether they are embedded within the characteristics, which individuals possess as advanced by the Trait Theory of Leadership.

1.1.3 Conceptual Background

The main concepts in this study are gender relations and women advancement in leadership positions. Gender relations, refer to the economic and social constructs that exist in any community, family, workplace or in society between females and males. Gender relations are the constructs which depict the role men and women should play in the society such as taking charge of household chores, leadership positions and decision making among others. They shape the dispositions and identities, the particular interests and needs that men and women bring into working-class organizing, whether in the community or the workplace. Gender relations also, even more crucially, shape the abilities of women to inhabit the political spaces within which the direction of working-class struggles is decided (Blackwell et al., 2005). Conservatives promote the hierarchy which exists in gender relations, that considers it as a consequence of society's organic nature.

According to Amy (2003), gender roles are the roles which women and men are expected to perform based on sex. Traditionally, several societies considered women to be more nurturing than men. Hence, the traditional view of the feminine gender role asserts that, women ought to behave in ways which are nurturing. One of the ways in which a woman may engage in a traditional feminine gender role is, to nurture her family through working within the home full-time instead of finding employment outside the home. On the other hand, traditional views of

gender roles presume men to be leaders. Therefore, the traditional masculine view of gender role suggests that, men are supposed to be household heads through provision of finances and making key decisions in the family.

The basis of gender bias is stereotypes on gender. Gender stereotypes are over simplifications of how women and men are understood as whereas, the differences that exist between both men and women. Sometimes, individuals base perceptions on appropriate gender roles on gender stereotypes which tend to exclude erroneous or highly exaggerated assertions on the nature of females and males (Amy, 2003). In this study, gender relations was conceptualised in terms of gender roles, gender bias and patriarchy which are critical in influencing the role men and women play in the community.

Ecologists such as d'Eaubonne contend that, the patriarchal hierarchy is the unnatural order and that nature and women are dominated by patriarchy in the same way. There is a concept within Ecology which suggests an intrinsic link between nature and women because of what is accepted by ecologists as the traditional "female" values reciprocity, nurturing and cooperation (Piha, 2006). According to (Endale, 2014) advancement in leadership is the progression in the ability to persuade other people and facilitate them to contribute towards the success and effectiveness of the organisation. During the study, advancement in leadership was considered in terms of women who hold appointed, delegated or heads of department positions in the Parliamentary commission of Uganda.

1.1.4 Contextual background

In Uganda, the Ministry of Gender, Labour and Social Development is the national machinery for the advancement of women and gender mainstreaming. The Ministry oversees and coordinates the implementation of women advancement and gender equality programs. Over the past ten years, the Ugandan Government registered a tremendous improvement in the field of

women advancement and gender inequality in general. However, according to the Parliamentary commission staff list (2016), only 15% of the positions in Parliamentary service are held by women which shows that, Uganda is still below the continental average.

The 1995 Constitution of Uganda, Article 33 guarantees inclusion of women in national governance, has widened the space for women's political participation in decision making at different levels. The proportion of women Members of Parliament has risen considerably to 140 members, out of 427, representing 32.8% in the 10th Parliament compared to the previous Parliaments. The creation of new districts has enhanced the number of women Members of Parliament, when the districts increased from 79 in 2006 to 124 in 2017 representation of women Members of Parliament increased in the same proportion.

Article 21 of the constitution of the Republic of Uganda, guarantees gender equality and outlaws practices which impinge on people's rights. Despite the government's effort via its constitutional powers to promote women advancement in leadership, little is known on how gender relations have contributed/influenced its advancement in women leadership.

The parliamentary commission is headed by the Chairperson, who is the Speaker of Parliament, Deputy Speaker, Leader of Opposition, Leader of Government Business, four backbench commission members of parliament out of whom two are females and the finance ministry. The duties of the Parliamentary Commission include; appointing, promoting, and exercising disciplinary control over people who hold public office in parliament. In addition, the commission reviews the conditions and terms of service, standing orders, qualifications and training of people who hold office in parliament and providing a parliamentary reporting service among others (Parliamentary Commission Manual, 2000). Despite what the government has put in place, via its constitutional powers to promote women advancement in leadership, little is known on how gender relations have influenced it, particularly at the Parliamentary commission.

As noted, the first duty of the Parliamentary Commission is to appointing, promoting and exercising disciplinary control over people who hold public office in Parliament. Available statistics indicate significant gender disparities in the staff appointed and promoted to senior leadership positions as shown in Table 1.1 and 1.2.

Table 1.1 Distribution of positions in the Parliamentary Service, 2014

Position /Salary Scale	Total number	Female	Male
U1-Directors	37	07	30
U2-Principal level	42	15	27
U3-Senior level	67	26	41
U4-Officer level	139	71	68
U5-Officer level	25	10	15
U6-Officer level	12	06	06
U7-Officer level	4	02	02
U8-Officer level	92	14	78
Total	418	151	267

Source: Staff List (2014)

Table 1.2 Distribution of positions in the Parliamentary Service, 2016

Position /Salary Scale	Total number	Female	Male
U1-Directors	37	08	29
U2-Principal level	33	18	25
U3-Senior level	65	26	39
U4-Officer level	141	76	65
U5-Officer level	39	10	29
U6-Officer level	10	05	05
U7-Officer level	4	02	02
U8-Officer level	91	12	79
Total	420	157	273

Source: Staff List (2016)

Narrative for Tables 1.1 (2014) and 1.2 (2016)

In 2014 the number of females in advanced leadership positions (including senior level, principal, and directors) were 48 compared to 98 males, whereas by 2016 there have been 52

females against 93 males. The contribution of females on average has been just 34% of the total positions in advanced leadership within the Parliamentary Commission during this period.

The Parliamentary Commission Human Resource Manual 2000 states that, there shall be minimum established qualifications at various entry points in the Parliamentary Service grades, which are as follows: - Directors must have a masters qualification in the specified field, Senior officers, post graduate qualification, officers on Salary scale U5-U4 must be at graduate level, while officers on salary scale U6, diploma level, then U7, Certificate, U8, 'A' level.

The Parliamentary Service (Staff) Regulations, 2001 part 1, offices and entering the service section 5, qualifications of candidates states that, no person shall be appointed, or in the case of a serving officer be promoted to any office, who does not possess the prescribed minimum qualifications or requisite experience, or both, approved for the office. In addition, the promotion policy of the parliamentary service states that, it shall strive to have a transparent system of staff promotion based on performance, seniority, inter-personal skills and good conduct. Despite the government's effort via its constitutional powers to promote women advancement in leadership, little is known on how gender relations have contributed/influenced its advancement in women leadership.

1.2 Problem statement

According to the Uganda Gender Policy (2007), women constitute 17.4 percent of the heads of department, permanent secretaries as well as, divisions in the civil service while men account for 82.6 percent as per the composition of gender at the different levels of public service in March 2011. To minimize gender imbalance, the Parliamentary Commission Human Resource Manual (2000), under the recruitment, selection and placement policy, requires that all recruitment carried out in the service shall be in accordance to equal opportunities with the Parliamentary Staff Regulations and the existing labour laws, and shall be in line with minimum wage principles in line with Article 33 of the 1995 Constitution of Uganda. Despite the above provisions, the number of women in top leadership at the Uganda Parliamentary Commission remains low. The parliamentary staff list (2014) shows that females in advanced leadership positions (including senior level, principal, and directors) were 48 compared to 98 males. In 2016, they were 52 females and 93 males in advanced leadership positions. The imbalances in leadership positions seem to be as a result of traditional perceptions related to gender roles, gender bias and patriarchy, which subordinate women and limit their chances in leadership advancement in line with the congruity theory. In an attempt to reduce the imbalances in Parliamentary Commission, strategies have been put in place such as; Uganda Women Parliamentary Association (UWOPA) to ensure that there is gender equality in leadership positions, but the gender imbalances are still evidently visible in Parliamentary Commission (Parliamentary Commission Manual 2000). Despite the instituted mechanisms, like instituting UWOPA, women in leadership positions has remained as low as 37%. However, it remains unclear the extent to which gender relations contribute to women advancement in leadership. If such a trend continues the image of the parliamentary commission will be tainted, and will lose credibility as the custodian of ensuring lifting women's plight politically, in managerial positions and leadership among others.

1.3 Purpose of the study

The purpose of the study was to establish the influence of gender relations, on women advancement in leadership positions in the parliamentary commission.

1.4 Objectives of the study

- i. To establish the effect of gender roles on women advancement, in leadership positions in the parliamentary commission.
- ii. To examine the effect of gender bias on women advancement, in leadership positions in the parliamentary commission.
- iii. To establish the effect of patriarchy on women advancement, in leadership positions in the parliamentary commission.

1.5 Research questions

- i. What is the effect of gender roles on women advancement in leadership positions in the parliamentary commission?
- ii. What is the effect of gender bias on women advancement in leadership positions in the parliamentary commission?
- iii. What is the effect of patriarchy on women advancement in leadership positions in the parliamentary commission?

1.6 Hypotheses

The study sought to test the following hypotheses

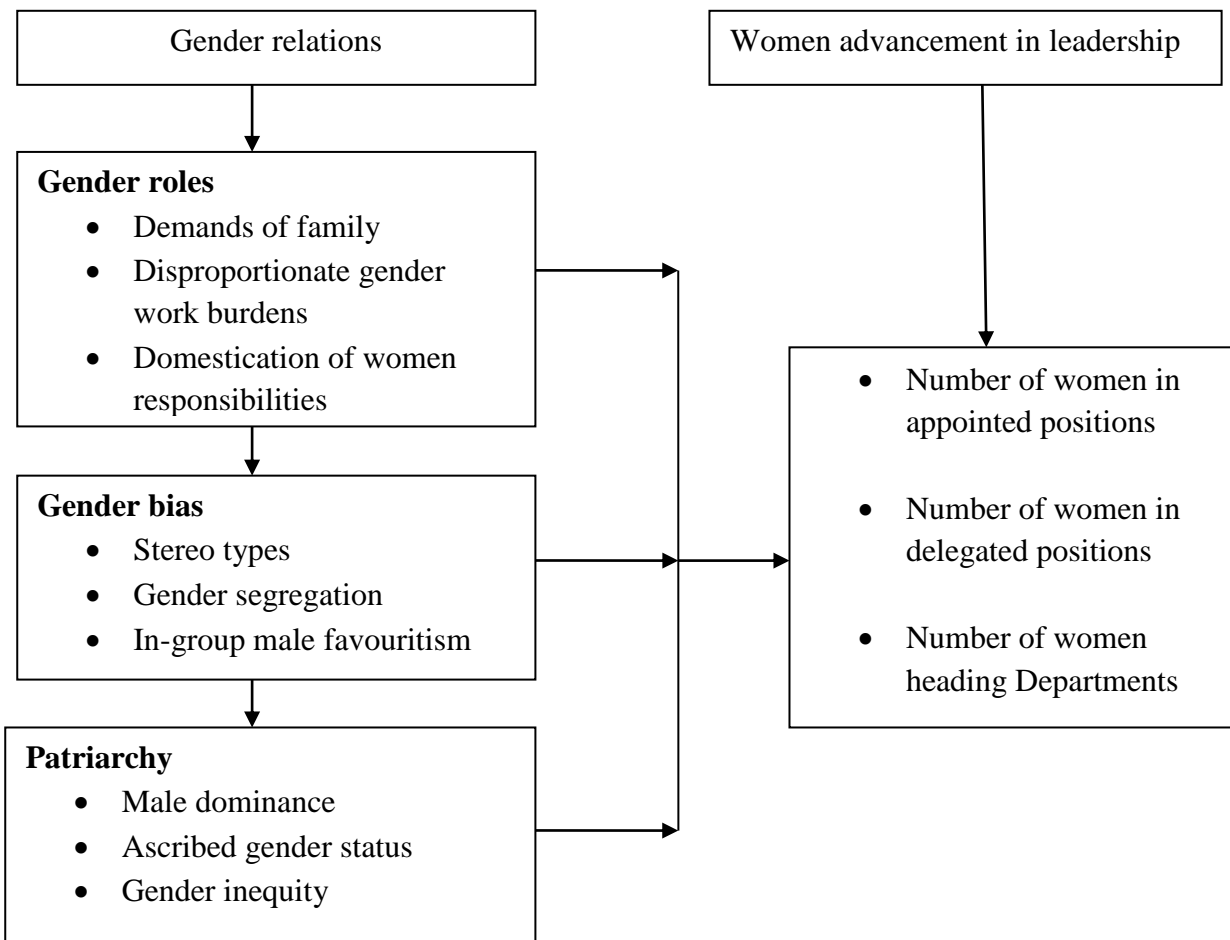
- i. Gender roles have a significant negative effect on women advancement in leadership positions in the parliamentary commission.

- ii. Gender bias has a significant negative effect on women advancement in leadership positions in the parliamentary commission.
- iii. Patriarchy has a significant negative effect on women advancement in leadership positions in the parliamentary commission.

1.7 Conceptual framework

INDEPENDENT VARIABLES

DEPENDENT VARIABLE



Source: Adopted from Olomair (2015) and modified by the researcher.

Figure 1.1 Conceptual framework of the relationship between gender relations and women advancement in leadership positions.

The conceptual framework shows the relationship between the independent variables (gender roles, gender bias and patriarchy) and dependent variable (women advancement in leadership positions). It is conceptualized that gender roles impose heavy demands of family on females,

disproportionate gender work burdens and domestication of women responsibilities, which limits their chances to advance in leadership positions. Gender bias characterized by stereo types, gender segregation and in-group male favoritism, serve to hinder female advancement in leadership. In addition, patriarchy perpetuates male dominance, ascribed status which places men in leadership positions and gender inequity, which portrays females as weak gender incapable of strong leadership.

According to the Parliamentary Commission Human Resource Manual (2000), under the recruitment, selection and placement policy, all recruitment carried out in the service shall be in accordance and equal opportunities with the Parliamentary Staff Regulations and the existing labour laws and shall be in line with minimum wage principles. In support of this, the Uganda's 1995 Constitution (as amended), Article 33 guarantees inclusion of women in national governance and has widened the space for women participation in leadership and decision making at all levels.

1.8 Justification of the study

Female leadership provides a unique perspective and positive experience, enhance scope of research and institutional performance as well as contribute to transformational change (Madsen, 2012). Diehl (2014) asserted that, female leaders come along with interpersonal leadership styles into leadership, trust, concern for others and able to foster inclusion as well as, implement transformational leadership style which is more democratic, future-oriented and participative.

On the contrary, women face key challenges on a global scale. They have not advanced enough to leadership roles or contribute to influential decision making roles (The European Commission Report (2012) revealed that, at the start of 2012, women comprised 13.7% only of the board seats. At the Ugandan Parliamentary commission, females constitute only 37% of the staff members. Therefore, there was a need to conduct the study to establish barriers to women

advancement in leadership positions, with particular emphasis on gender relations. The study is the first of its kind being conducted in Uganda specifically in the Parliamentary Commission.

1.9 Significance of the study

The research findings may contribute to knowledge base on the current debate, on women empowerment and gender equality in Uganda. The findings will bring more insight to policy makers, to be able to come up with proper mechanisms; which may help foster the empowerment of women and promote their participation in advanced leadership positions. The study may also act, as a reference point for researchers, who will pursue further research, on gender relations and women advancement in leadership positions.

1.10 Scope of the study

1.10.2 Geographical Scope: This study was conducted at the Parliament of Uganda, Kampala District because of gender discrepancies in leadership positions.

1.10.3 Content Scope: This study focused on investigating the extent to which gender relations affect women advancement to top leadership positions in the Parliamentary Commission. Particular focus was on gender roles, gender bias and patriarchy in relation to advancement in leadership positions. Among the factors advanced as obstacles are gender related policies, gender stereotypes and work family conflict. As a result, there is a gap that exists between the two sexes in most organizations as postulated by; McVeigh (2012) that needs redress.

1.10.4 Time scope: The study considered the period 2014 to 2016. During this period, there was much advocacy for gender equality and affirmative action, to support the rise of women to top-positions in different Institutions in Uganda (Amooti, 2009).

1.11 Operational definition of terms

Advancement in leadership refers to an individual's ability to influence, progress, enable and motivate other people to make a contribution towards the success and effectiveness of the organisation to which they belong.

Empowerment means the measures which are designed to enhance the degree of self determination and autonomy in communities and people to facilitate them represent their own interests in a self determined and responsible manner, while acting on their authority.

Gender refers to the values, characteristics and meanings which people ascribe to sexes

Gender relations refer to the economic and social relationship that exist in a community, family, workplace, society between females and males.

Patriarchy is a system of practices and social structures where men exploit, oppress and dominate women.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, views of other scholars and researchers in line with gender relations and women advancement in leadership positions were reviewed and critiqued. The chapter details the theoretical review, while the rest of the review was done under each specific objective and study variable. Although there are other factors such as social and environmental factors affect gender relations, literature review was confined to gender roles, gender bias and patriarchy since they are the key study variables.

2.1 Theoretical review

This study was underpinned by the Trait Theory of Leadership (Zaccaro, Kemp & Bader, 2004). The theory is premised on the view that leadership capabilities are embedded in the characters of individuals. The theory further gives important information on leadership which can be applied by people at different levels in various organizations. Managers in different organizations can use the information in the Trait Theory of Leadership to assess how they can strengthen leadership positions. Managers can further obtain a deeper understanding of their identity and how it affects other people in the organisation. From the theory, managers can become more aware of their weaknesses, their strength and understand how to develop their qualities of leadership. In relationship with this study, management at the Parliamentary Commission should borrow ideas from the Trait Theory of Leadership and ensure that gender relations should not impede women's advancement in leadership positions provided they have the leadership qualities or traits as seen by society. Gender roles, gender bias and patriarchy should not be factors to consider when appointing or delegating women to as heads of department. However, the congruity theory observes that unfairness towards female leaders happens due to

inconsistencies which exist between characteristics which are associated with the stereotype about female leaders and typical leadership.

In addition, the study was guided by the role congruity theory (Eagly & Karau, 2002). According to this theory, a group can be evaluated positively when the characteristics it has are recognized to be aligning with typical roles of the group. Bias towards female leaders takes place because discrepancies manifest between characteristics which are associated with the stereotype on the female gender as well as the ones associated with typical leadership. The unfairness towards female leaders is associated with bias and patriarchy which tend to regard females as weak. The role congruity theory is premised on the core view that unfairness can emerge from relationships which people perceive between members' characteristics of a social group as well as the requirements which the social roles occupy. Leadership should be determined by personal traits which include extroversion, intelligence, self-efficacy, conscientiousness as well as openness to the experience which are not attached to either females or males.

2.2 Gender roles and women advancement in leadership positions

According to Sandberg, (2013), traditional gender roles are still strong and alive. In many African societies, even people who try avoiding to fall for stereotyping often find themselves acting according to their "role" at some point whether at home or at the workplace. Dominant gender roles affect many people in their lives and gender roles play the effect of self fulfilling prophecy (Sandberg, 2013).

2.2.1 Demands of family

In line with Kellerman and Rhodes (2014)'s discussion about the challenges that affect women advancement, Keohane (2014) explained factors which make ambitious women to opt-out of leadership roles in institutions of higher learning. She revealed that it is difficult for women to

combine home and family with the demanding leadership position. The author noted that minimum support is found in organizations which implement policies at the workplace such as flexible work schedule, quality daycare, assistance for caretakers which are all meant to support female employees. The issue of family and home responsibilities also affects women advancement to leadership positions in the Parliamentary Commission as established during the study.

A study by Lapovsky (2014) revealed that, a woman's traditional role is to take care of home and children while the traditional role of men is to support the family. Lack of women at the high leadership level in institutions of higher learning have been linked to challenges which women in the academic might face which include personal circumstances, discouragements over career discouragements and other invisible rules which exist in institutions. Pyke (2013) carried out a study to establish factors which make females opt out of leadership positions or withdraw from obtaining promotions. In the study, she carried out an in-depth semi structured interviews with different culturally oriented female lecturers at the Australian University to establish the factors which influence women not to seek promotion in a high academic setting. In this study, researcher noted that demands of the family such as taking care of young children especially when they are sick and attending to other household chores affect women's ability timely carry out some work assignments which affects their potential to advance to leadership positions.

2.2.2 Disproportionate gender work burdens

Studies by Kellerman & Rhodes, (2014); Keohane, (2014) and Pyke (2013) showed difficulty to balance work and family demands emerged as the most common barrier that hinders advancement of females in higher education. According to Kellerman and Rhodes (2014), disproportionate burdens at home whereby women carry out family responsibilities much more than their partners. Similarly, Totam et al., (2010) carried out a study on 18 female leaders in four Universities found in Spain. Findings showed that females in leadership positions had

greater difficulty attending to commitments of career and conflicting demands of the family. In addition, the authors contend that decisions which female leaders make to carry out leadership roles were linked to a specific time in life; for example when children are in school or have left home. Relatedly, Tessens et al., (2011) noted the same issues. They carried out a survey which analyzed the advancement of career developmental needs of more than 200 females leaders in two universities in Australia. Results from the study indicate that challenge which female leaders face include difficulty in balancing work and demands of a family and excessive workload among others. In this study, the researcher noted that disproportionate gender burdens whereby women are loaded with household work confines women in the home environment which limits exposure and opportunity that enable women to advance in leadership positions.

2.2.3 Domestication of women responsibilities

Men and women are biologically different from each other. In most cases, society and culture support strengthen and shape gender roles. Traditionally, women are considered to be nurturing while men are regarded as aggressive. Traditionally, men are considered to be more aggressive and women (Piha, 2006). Women that choose careers over families or in need of still being leaders also have a family and mostly labeled as greedy. Women in most households are the ones that stay awake to take care of the children although men equally have the possibility (Lahti, 2013).

Keohane, (2014) was able to identify gender roles that domesticate women as key in shaping the attitude towards women in leadership responsibilities which limit career advancement opportunities. According to Kellerman and Rhodes (2014), females experience a double standard and double bid because of the existing gender stereotypes linked with masculinity and leadership. The authors stated that assertive female leaders are considered to be insensitive to others and lacking compassion. In the same way, Keohane (2014) noted that domestication of

women is a stumbling block for them to be fairly evaluated according to their accomplishments. She also noted that, women can be viewed as incompetent to take strong decisions due to the associated stereotypes in based on gender which include kindness, sensitivity and nurture.

Sometimes, baseless assumptions are made regarding women's abilities and ambitions. A study by Development Dimensions International (2009) revealed that women do not perform well in their career because of the assumptions on the ambitions of women which include women having a lesser company commitment because of responsibilities from the family and having less ambition. Men and women barely differ in their ambitions. There is barely any difference between senior women and men particularly when they aspire for the highest company roles (Catalyst, 2004). In this study, the researcher established that domestication of women confines women to doing domestic work rather than participation in leadership outside home, hence limited opportunities for advancement in leadership positions.

2.3 Gender bias and women advancement in leadership positions

According to Arini et al., (2011); Kellerman & Rhodes (2014); and Keohane (2014), the perceived or actual obstacles and barriers to the advancement of females in leadership positions are gender based and they function at organisational, social and personal levels. Previous studies by Rhodes and Kellerman (2007) on women leadership in institutions of higher learning revealed the why female leaders are under-represented. Some of the reasons identified included lack of confidence, unconscious bias, fear of failure, difficulty to balance work and family demands, in group favoritism as the obstacles which women in leadership positions often face.

While clarifying the concept of unconscious bias, Arini et al., (2011) revealed that women do not have presumption of competencies in comparison with men whereby they assume need to work very hard to be considered as equal to their male counterparts. The authors put emphasis on the

challenge of in group favoritism which occurs in an environment that is traditionally male-dominant. The overrepresentation of men in higher academic ranks and leadership positions increases cooperation and loyalty among them and leads to marginalization of females who are excluded from obtaining similar leadership positions (Kellerman et al., 2014). In this study, the researcher established that gender bias did not significantly affect women advancement in leadership positions because both men and women held various leadership positions by virtue of their competence in terms of education qualifications, skills and experience.

2.3.1 Stereo types

Heiskanen (2013), in his study about stereotypes of women, he noted that female leaders are expected to act in a different way than men and adopt their behavior regarding what is expected. On the contrary, they should not be very different but able to act according to expectations, situations, and use both feminine and masculine traits. Therefore, females in leadership positions are expected to act in a way that is different from men and should be willing to change their behavior according to people's expectations and still remain themselves (Heiskanen, 2013). During the study, the researcher will establish whether or not stereotypes influence the appointment of women, to advanced leadership positions at the parliamentary commission.

Women in leadership positions are likely to be perceived negatively when they adopt leadership characteristics which are masculine (Heilman & Parks-Stamm, 2007). When women perform male roles but remain feminine, they are considered to lack assertiveness and too emotional (Eagly & Carli, 2007). This implies that women in leadership roles experience a compromise between perceived competence and being liked. In addition, women are faced with second generation biases that are “powerful and at the same time invisible barriers to the advancement of women which emerge from cultural beliefs on gender, practices, work structures, as well as patterns of interactions which favour men” (Ely, Ibarra & Kold, 2011). The second generation biases have of recent been discussed as major causes of women's underrepresentation on boards.

Under objective two of this study, the researcher found that gender biases are not in any way responsible for the lower number of females in higher leadership positions at the parliamentary commission.

2.3.2 Gender segregation

According to Toma et al., (2010), stereotype practices and gender segregation include unfair performance evaluations which are based on male standards, undervaluing women's professional careers as well as, assumptions of women lacking the necessary leadership qualities. Gender segregation has maintained a male-dominant environment and gender roles which are imposed on women affect their ambition for leadership positions. According to Lyness and Heilman (2006), women have to work very hard, in order to be considered as equally competent as men. Women experience stronger gender segregation, while being evaluated for promotions on their potential impact as well as their performance levels. However, the researcher established that such stereotypes do not affect women's advancement to influential positions at Parliament.

2.3.3 In-group male favoritism

Most patriarchal societies regard females as inferior species (Ramos, 2012). Due to this reason, women are denied access to honored and utilitarian role and discriminated against, which hinders female advancement in leadership positions. Roles such as disposal of property, discrimination, leadership roles in societal affairs which include governance and religion exclusively belong to males because they are favoured. However, despite the incremental progress in the participation of women in public spheres, it is recognized that women have largely kept outside formal roles of leadership because of several factors (Ramos, 2012). Such disparities are mainly caused by factors such as unequal socio-economic opportunities, structural barriers as well as inadequate access to support networks and mentors (Meaza, 2009).

2.4 Patriarchy and women advancement in leadership positions

2.4.1 Male dominance

Patriarchy generally explains inequalities and gender differences. It contributes to male dominance and exists in both the private and public spheres (Parker & Reckenwald, 2008). Although much has been written about the concept of patriarchy, Walby (1990) is among the few scholars who “theorized” patriarchy. According to Walby, “the concept of patriarchy” is indispensable for analysis of gender inequality because it promotes the dominance of males in leadership positions.

Heimer (2000) identified various approaches to understand the roles which patriarchy plays in accounting for differences in gender, whereby males dominate leadership positions. The theoretical perspectives include Marxism feminism, radical feminism, dual-systems, liberal feminism. According to radical feminism, male dominance and gender inequality arise from men as a group that controls women as a group. Such form of patriarchy is considered to be an independent social construct which oppresses women in a way that benefits men’s desires and needs, which applies to leadership aspects.

Contrary to Walby’s concept of private patriarchy, public patriarchy involves institutional structures which include schools, employment, the government and churches (Atwell, 2002). Such institutions consider patriarchy in society through promotion of male dominance and perpetuation of inequality between women and men in their power, position and controls in them. Under public patriarchy, women are accepted in the public sphere, but keep oppressed by gender inequalities in education, paid employment, economic conditions as well as positions of power which are held in society. Whereas women participate in the public sphere, patriarchy still exists through part-time work, measures of poverty as well as limited career growth (Heimer, 2000). The authors however, do not show how patriarchy affects women leadership political

institutions such as parliament. Whereas the Parliament of Uganda was a male dominated institution, the researcher established that their dominance has not affected women advancement in leadership positions because both males and females held their positions on merit.

2.4.2 Ascribed gender status

Public patriarchy which is contrary to private patriarchy influences the controls as well as risks placed in different individuals for females and males. Accordingly, different roles are attributed to men and women basing on societal parameters. Whereas private patriarchy keeps women in homes, public patriarchy gives women access to public sphere with specific functions to play. Due to ascribed gender status, women are expected to have careers like secretaries and nurses which have been made feminine while oppressive in terms of societal constructions such as limited access to career growth or low pay (Hagan et al., 2004). The inequities in the public sphere carry into the status which is placed on men and women both at home and at workplace.

However, for women already employed at the parliamentary commission with the required experience and academic qualifications, one would expect that, they equally advance in leadership positions. This study established that patriarchy does not limit women's chances of career growth at the parliamentary commission. According to (Momsem, 2002) the patriarchal society has impacted on both the quality of education which women receive and at the same time, state patriarchal ideologies have also created inequalities in the political representation. This further perpetuates imbalances in the status held by both men and women.

2.4.3 Gender inequity

Gender inequity may still prevail, become controlling, limiting power to females even when patriarchy is not observed. The perpetuation of gender inequity is expressed by patriarchy through institutional structures, as macro level which includes the government, education and

employment. Such type of oppression accepts women into the public sphere contrary to private patriarchy, although it maintains control and power over females through different practices such as discrimination and subordination (Gita, 2013).

In order to break the current negative attitudes that perpetuate inequity between men and women in leadership positions, there is need to understand effects of gender relations on behaviors or perception of both women and men (Gita, 2013). This explains why the researcher chose to conduct this study, also findings established that gender inequity is not strongly prevalent to affect women advancement in leadership positions at the parliamentary commission. Enrin, (2014) contends that, the capitalist and patriarchal system has continuously promoted gender discrimination through taking advantage of both unemployment and poverty, lowered working conditions, which explains why most women in the Caribbean currently work under circumstances that are dangerous. Gender inequality and discrimination are mainly caused by sexual division of labour. This has led to establishment of distinct roles which create a hierarchy that confines women into a situation of economic dependence on men and subordination. Females have been forced into positions related to social reproduction as a result of discrimination. Such positions include teaching, nursing, domestic work which are defined as the work of women, which are majorly characterized by low status, low pay while maintaining patriarchal hierarchy (Ramos, 2012).

In his conclusion, Ramos (2012) concluded that trade unionists and labour movements need to defend feminist movement and stand in solidarity with women activists to advance empowerment and advance women's rights pushing towards societies based on principles of equity, equality and justice. Despite such movements, little still remains on how they have translated into making gender relations contribute women advancement to top leadership

positions. In addition, it is not clear whether men in parliament, still consider women as inferior as a basis against which to discriminate them and whether this contributes to inequality in accessing advanced leadership positions. In this study, the researcher established that, ascribed gender status in terms of roles and responsibilities attributed to men and women by society, has not affected women advancement in leadership positions, because positions are held based on competency.

2.5 Summary of the reviewed literature

The main purpose of reviewing the literature was examining scholarly views on gender relations and female advancement in positions of leadership. Literature review sought to establish the reasons for women's underrepresentation in advanced leadership positions through identifying challenges and barriers encountered. Literature revealed that developing the competency and capacity of women leaders is necessary to minimize disparities that exist in leadership positions. Female underrepresentation in advanced leadership positions is a worldwide phenomenon.

Traditional gender roles are still strong and alive in many societies globally. Dominant gender roles affect many people in their lives and gender roles play the effect of self fulfilling prophecy (Sandberg, 2013). The disparities in women's participation in advanced leadership positions were attributed to factors such as lack of confidence, unconscious bias, fear of failure, difficulty to balance work and family demands, in group favoritism as the obstacles which women in leadership positions often face. The literature further revealed that patriarchy generally explains inequalities and gender differences and contributes to male dominance and exists in both the private and public spheres (Parker & Reckenwald, 2008). The concept of patriarchy is indispensable for analysis of gender inequality because it promotes the dominance of males in leadership positions. However, existing literature is more focused on barriers and challenges

which female leaders face, rather than how gender relations affect female advancement in leadership positions (Madsen, 2012).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three covers the techniques and approaches which the researcher used in data collection while investigating the research problem. Specifically, this chapter presents the design, population of the study, the sample size, techniques and procedure for sampling, methods of data collection, instruments used to collect data and quality control of data as well as measurement of variables and analysis of data.

3.2 Research design

The study adopted a cross sectional study design since it facilitates and enables data collection data single point in time, as Sekaran (2003) suggests. In addition, the study adopted a triangulation of both qualitative and quantitative approaches for collecting and analyzing data. In this case, the quantitative approach allowed the researcher to solicit information expressed in numerical format, while the qualitative approach complemented the quantitative approach by soliciting more detailed information expressed in textual format.

3.3 Population of the study

The population of the study included 285 staff members of the parliamentary commission in Kampala. These were selected from Directors of the different departments, principal officers, senior officers and officers employed at the commission. These were chosen because of their wide knowledge and vast experience at the institution (Parliamentary Commission, The Human Resources Policy Manual, 2000).

3.4 Sample size

The sample size was selected with the aid of Krejcie and Morgan (1970)'s table for determining sample size, as cited in Amin (2005), as further explained in Table 1.

Table 1 Study population and sample size

Category	Total population	Sample size	Sampling Technique
Directors	37	12	Purposive sampling
Principal level	42	23	Simple random sampling
Senior level	67	48	Simple random sampling
Officer level	139	79	Simple random sampling
Total	285	162	

Source: Parliamentary service commission (2016)

As shown in Table 1, the sample size of 162 staff members was selected from a population of 285. This selected sample was sufficient for the generalization of the study findings, as further supported by Amin (2005) who noted that for quantitative studies, a sample size of 93 or more is sufficient.

3.5 Sampling Technique and Procedure

The study used both simple random and purposive sampling techniques to select the sample, as further explained below;

3.5.1 Purposive sampling

Purposive sampling was employed to select key informants from directors, since these were expected to be more knowledgeable about the topic under study. Mugenda and Mugenda (1999) asserted that purposive sampling enables a researcher choose participants of his own interest based on their knowledge and expertise.

3.5.2 Simple random

The simple random sampling technique was employed to select respondents from principal, senior level and officer level staff members. This was because, they had many staff members, all of whom had equal chances of participating in the study. This was premised on the fact that the

simple random technique gives respondents an equal chance of participating in the study and giving reliable data, as Amin (2005) emphasizes.

The researcher obtained a list of staff members from the human resource department and assign each staff member a code number. Next the code numbers was folded, mixed and put in a box from which she randomly selected the required number of respondents for each category (principal, senior level, and officer level). The researcher established the population of respondents from each level, after which sample size was determined using a staff list of 2016 & Krejcie & Morgan (1970) for sample size selection.

3.6 Data collection methods

The data collection methods used were both quantitative and qualitative because the study targeted a big population. The questionnaire survey method was used for collection of quantitative data, while the in-depth interview and documentary review methods was used to collect qualitative data.

3.6.1 Questionnaire survey method

The researcher employed questionnaire survey method because the study targets a large number of people i.e. principal officers, senior officers and officers (Amin, 2005). The questionnaire is an efficient data collection method, since it has advantages of high complete responses within a short period. This enabled the researcher to collect first-hand information and thus enhance the validity (accuracy) of the responses (Mugenda & Mugenda, 2003). The questionnaire method also helped the researcher to reduce on the cost and time implications, besides enabling greater responses.(And the demands of the questionnaire not captured)

3.6.2 Interview method

In-depth interviews were used to obtain data from key informants such as Directors who were purposively selected because of the information they hold. The interviews were structured comprising a set of issues on gender relations and female advancement in leadership positions. According to Amin (2005), interviews have the advantage of generating more information through probing. In addition, interviews also allowed for clarification and capturing facial expressions of the interviewees.

3.6.3 Document review method

This is a data collection method which involves collecting information from already written materials (Sekaran, 2003). This was used to obtain secondary data. Various books, reports, journals and manuals were reviewed to get a deeper understanding of the variables under study. The documents to use included annual reports, recruitment manual and staff list of the parliamentary commission among others.

3.7 Data collection instruments

Data collection instruments are the tools used by the researcher for data collection. Instruments such as questionnaires helped the researcher to obtain first hand information over a short period of time (Kothari, 2008). The study used questionnaires, interview guides, and document review checklists as the main instruments of data collection. These enabled the researcher to collect adequate data that was used to make a comprehensive report.

3.7.1 Questionnaire

A questionnaire is a pre formulated set of questions written to which respondents provide recorded answers within alternatives that are closely related (Sekaran, 2003). A questionnaire was used in data collection because this was used to establish the number of respondents who hold opinions that either agree or disagree with the study variables. In this case, close-ended

questionnaires were designed for the study, because they facilitated quick response from a large number of respondents (Kothari, 2004; Amin, 2005). In addition, questionnaires were used because they increased the degree of reliability due to the many items in them and they enhance the chances of getting valid data, (Amin, 2005). The questionnaires were arranged on a 5 point likert scale, to establish different levels of agreement or disagreement with constructs in the questionnaire. The questionnaire consisted of mainly closed items to facilitate quick data collection and analysis. The questionnaires were self-administered and were given to respondents from the different Departments of the parliamentary commission.

3.7.2 Interview Guide

A semi structured interview guide was designed and administered to Directors in different departments to capture in-depth qualitative data on gender relations and women advancement in leadership positions. This guide was purposely intended to get more information about gender relations like; gender roles, gender bias, patriarchy in relation to women advancement in leadership positions. According to Amin (2005), interviews have the advantage of generating more information through probing. In addition, interviews also allowed for clarification and capturing facial expressions of the interviewees.

3.7.3 Document review checklist

Documentary review guide is a data collection instrument, which is used to collect information from already written materials (Sekaran, 2003). A guide listing documents with information to be gathered was prepared before reviewing documents and files in the human resource department. The documents to use included annual reports, recruitment manual and staff list of the parliamentary commission among others. These provided supportive evidence, on how gender relations affect women advancement in leadership positions.

3.8 Quality Control of Data Collection

Data quality control measures were undertaken to ascertain accuracy and consistence of the data collected. The data collection instruments were pre- tested to ensure validity and reliability. Validity and reliability are important concepts in the acceptability of the use of an instrument for research purposes. Validity refers to the appropriateness of the instrument in collecting the data that is supposed to be collected while reliability refers to its consistency in measuring whatever it is intended to measure (Amin, 2005)

3.8.1 Validity

Prior to the actual data collection, the developed data collection instruments were pretested to ascertain their validity. Relevant items were identified, while the irrelevant ones were discarded or modified. Particularly, Content validity was used to ascertain the extent to which the content of the instrument corresponded to the theoretical content; it will be designed to measure (Amin, 2005). The instruments were presented to two experts who assessed the items and rated them basing on the suitability of a given item to the research study objectives to determine the validity index for each of the items. The researcher used expert judgment where pre testing each selected items using the formula below;

$$\text{CVI} = \frac{\text{Number of instruments rate relevant}}{\text{Total number of instruments in the questionnaire}}$$

The results of above 0.7 revealed that the instrument as supported by Kathuri and Palls (1994) who argued that for any instrument to be considered valid, the CVI should be 0.7 greater. If the CVI of research instrument is below 0.7, given results the instrument is considered not valid.

Table 3.2 Results from CVI tests

Variable	CVI	No. of items
Gender roles	0.875	8
Gender bias	0.75	8
Patriarchy	0.857	7
Women advancement in leadership positions	0.714	7

Source: Primary data

Results in Table 3.2 show that CVI for gender roles was 0.875, gender bias 0.75, patriarchy, 0.857 and women advancement in leadership positions, 0.714. The CVI for all variables was above 0.7 which implies that the data collection instruments were valid to collect reliable data for the study.

3.8.2 Reliability

The study adopted the test-retest method as propounded by Charles (1995) cited in Amin, (2005). Questionnaires were given to ten respondents who did not participate in the final study, after which their responses were analyzed for reliability T using SPSS software to establish the Cronbach's alpha. The higher the score, the more reliable the generated scale is. This study adopted a reliability threshold of 0.7(Sekaran, 2003)

Table 3.3 Results from reliability tests

Variable	Cronbach's Alpha	No. of items
Gender roles	0.726	8
Gender bias	0.833	8
Patriarchy	0.775	7
Women advancement in leadership positions	0.765	7

Source: Primary data (2017)

Results in Table 3.2 show that Cronbach's Alpha for gender roles was 0.726, gender bias 0.833, patriarchy, 0.775 and women advancement in leadership positions, 0.765. The CVI for all variables was above 0.7 which implies that the data collection instruments were in position to collect reliable data for the study.

3.9 Data Collection Procedure

Upon successful proposal defense, the researcher secured the introduction letter from UMI to introduce her for the respondents during data collection. The researcher as part of the introduction explained the purpose of the study to respondents and adapt to suitable language where necessary. The researcher also sought permission from top management of parliamentary commission, to access staff members participating in the study.

3.10 Data Analysis Techniques

Data will be analyzed both qualitatively and quantitatively.

3.10.1 Quantitative Data Analysis

This is a data analysis method used to reduce the gathered data to computer able form of information and enable the researcher enter the data into the data base and using statistics for the social scientists for analysis (Mugenda and Mugenda, 2003). SPSS was employed to aid to process and summarize information got from the questionnaires. The data was sorted, coded and fed into the SPSS to generate various results. Data was analyzed for percentages, frequencies as well as standard deviation and mean values which were presented using tables. Relational statistics like correlations were used to illustrate the existence of the relationship between variables (if any), while the regression analysis was employed to explain the way independent variables affect the dependent variable.

3.10.2 Qualitative Data Analysis

This type of data analysis helps a researcher reveal the content in a source of communication (Neuman, 2011). Qualitative Data analysis from in-depth interviews will be done using thematic analysis. Responses from the key informants were sorted and organized in line with the different thematic areas (variables and objectives under study). This was by identifying the data which was related to classified patterns according to research objectives. The information which fitted under particular patterns was noted and put with corresponding patterns and thereafter, data will be combined into themes. Quotations and other interpretations were used to back up quantitative data. This helped to triangulate findings of the study.

3.10.3 Documentary analysis

Documentary analysis involved the review of secondary data obtained from Parliamentary commission reports on women and leadership, journals and manuals, in order to provide supportive evidence of the researcher's study findings. Documentary analysis was further used to cross-reference the researcher's findings and the views of other scholars are noted in the literature review.

3.11 Measurement of Variables

Gender roles were measured in terms of demands of family, disproportionate gender work burdens and domestication of women responsibilities (Kellerman & Rhodes, 2014). Gender bias was measured in terms of stereo types, gender segregation and in-group favoritism (Heiskanen, 2013; Toma et al., 2010; Ramos, 2012). In addition, patriarchy was measured in terms of male dominance, ascribed gender status and gender inequity (Heimer, 2000) while women advancement in leadership was measured in terms of number of women in appointed and delegated positions as well as women heading departments. The variables were further measured

with a likert scale with standardized response which ranged from scale of five to one as strongly agree to strongly disagree respectively to measure the extent to which respondents agree or disagree with the statement. The response over several items and respondents were summed up to give the overall level of agreement or disagreement. The variables in the interviews were categorized using nominal scale. According to Amin (2005), the Likert scale can measure attitudes, perception, behaviors and values of individuals on a particular phenomenon.

3.12 Ethical Consideration

The researcher emphasized confidentiality of all her research findings and used research assistants where she anticipated bias during data collection. The researcher ensured that information obtained from respondents remained confidential. The researcher sought consent of the respondents before administering the questionnaires. This aimed at ensuring that respondents participated in the study basing on their own free will. In addition, the researcher proved the authenticity of the research being conducted and acknowledged all sources where information was got to ensure that there was no plagiarism. The respondents' names were withheld and codes used to ensure anonymity and confidentiality in terms of future prospects. All data was kept safe from access by use of passwords to limit easy access of unauthorized persons.

4.1 Limitations of the study

Most respondents at the Parliamentary Commission had a busy schedule, and not be readily available at the time the researcher wants to engage them in the study. However, the researcher made a schedule and sought appointments with all selected respondents to reserve time for her and provide the required data for the study. In addition, some respondents hesitated to provide the required information due to the nature of the topic (fear to be viewed as gender biased in regard to their responses). The researcher assured all respondents that the information given would be treated with confidentiality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

Chapter four presents the response rate, background characteristics of the respondents according to age, gender, level of education, level of administration and length of service at the parliamentary commission. The chapter further presents study findings, analysis and interpretation of findings basing on objectives of the study.

4.1 Response rate

Table 4.1 Response rate

Research Instrument	Targeted Number	Actually conducted	Percentage
Questionnaires	150	125	83
Interviews	12	12	100
Total	162	137	84

Source: Primary data

Table 4.1 shows that out of the 150 questionnaires distributed, 125 filled questionnaires were returned, giving a percentage response rate of 83%. In addition, all the 12 planned interviews were carried out which gave a response rate of 100%. The overall response rate was 84%. This response rate was above the recommended two-thirds (67%) response rate (Mugenda and Mugenda, 1999). This indicates that the researcher was able to get enough data for a comprehensive report.

4.2 Background Information

4.2.1 Age of respondents

Table 4.2 Age of respondents

Age group	Frequency	Percent
18-27	8	6
28-37	42	34
38-47	60	48
48 and above	15	12
Total	125	100

Source: Primary data

Results in Table 4.2 show that majority 48% of the respondents were aged between 38-47 years, 34% were aged between 28-37 years, 12% were aged 48 years and above while 6% were aged between 18-27 years. The statistics imply that all participants were mature and able to provide reliable data for the study.

4.2.2 Gender of respondents

Table 4.3 Gender of respondents

Gender	Frequency	Percent
Female	61	48
Male	64	52
Total	125	100

Source: Primary data

Results in Table 4.3 show that 52% of the respondents were males while 48% were females. Thus the study sought response from both sexes providing balanced opinions from males and females.

4.2.3 Education level of respondent

Table 4.4 Education level of respondents

Education level	Frequency	Percent
Diploma	4	3
Bachelors Degree	53	42
Masters Degree	68	54
Total	125	100

Source: Primary data

Results in Table 4.4 show that 54% of the respondents had Master's Degree, 42% had Bachelor's Degree while 3% obtained Diploma. This implies that all the respondents were educated, able to read and understand the questions in order to provide relevant and reliable data for the study.

4.2.4 Level of administration

Table 4.5 Level of administration

Level	Frequency	Percent
Principal	23	18
Senior level	33	27
Officer level	69	55
Total	125	100

Source: Primary data

Results in Table 4.5 show that 55% of the respondents were at officer level, 27% were at senior level while 18% were at principal level. Participants were from different administration levels and were able to provide reliable data on gender relations and women advancement in leadership positions as it occurs in their respective managerial levels. This also represents a normal

pyramidal structure of organisation where support staff tend to be many compared to top management officers.

4.2.5 Length of service at Parliamentary commission

Table 4.6 Length of service at Parliamentary commission

Duration	Frequency	Percent
Less than 1 year	7	6
1-5 years	31	25
More than 5 years	87	69
Total	125	100

Source: Primary data

In Table 4.6, results show that 69% of the participants worked at the parliamentary commission for more than five years. In addition, 25% worked for 1-5 years while 6% worked for less than one year. Since majority of the respondents had worked for more years, it implies that they were in position to provide reliable data based on the vast experience they have accumulated while working at the parliamentary commission.

4.3 Empirical findings based on objectives of the study

4.3.1 Women advancement in leadership positions

During the study, a set of statements on women advancement in leadership positions were presented to respondents to establish their opinion. Strongly Agree (SA)=5, Agree (A)=4, Not sure(NS)=3, Disagree (D)=2 while Strongly Disagree (SD)=1.

While presenting the findings, respondents who strongly agreed and those who agreed were combined to form one category of “agree” since they all consented while those who strongly disagreed and those who disagreed were also combined to form a category of “disagree” with the

statement. In the analysis the third category is of respondents who remained neutral and undecided. The findings were further verified with mean and standard deviation.

Table 4.7 Responses on women advancement in leadership positions

Statement	SD	D	NS	A	SA	Mean	Std
There is an increase in the number of women appointed to senior positions	14%	27%	18%	34%	7%	2.94	1.207
There is an increase in the number of women in delegated positions	13%	29%	16%	37%	5%	2.94	1.183
There is an increase in the number of women in influential positions	12%	27%	18%	31%	12%	3.04	1.247
Most influential positions are held by females	44%	17%	20%	9%	10%	2.16	1.227
Influential positions in parliamentary commission are accorded basing on the gender of staff members	26%	36%	26%	10%	2%	2.24	1.003
Majority of the Departmental heads are females	30%	43%	19%	6%	2%	2.10	.979

Source: Primary data (2017)

During the study, 41% of the respondents agreed that there is an increase in the number of women appointed to senior positions. However, 51% disagreed with the statement while 8% were not sure. The findings were further verified with a mean of 2.94 which is below average of 3.0 while the standard deviation of 1.207 represented the number of respondents with varying responses. Since most respondents disagreed with the statement, it implies that there has not been an increase in the number of women appointed to senior positions. Analysis of staff list parliamentary commission showed that in 2014, there were seven female directors while in 2016, female directors were eight. In addition, in 2014, there were 15 female principals and 18 female principals in 2016. This means there has been a marginal increase in the number of

women appointed to senior positions attributed to male dominance as a result of fewer females at the entry level and in-group male favoritism.

Relatedly, 42% of the respondents agreed that there is an increase in the number of women in delegated positions while 52% disagreed and 6% were not sure. The corresponding mean for the statement was 2.94 which is below average while the standard deviation 1.183 representing the number of respondents with varying responses. Since the obtained mean value is below the average of 3.0, it means that there is no increase in the number of women in delegated positions. On the contrary results from face to face interviews indicated that there are more females in delegated positions as quoted below;

“There are many females who work in delegated positions although the number is still less than that of their male counterparts. Parliamentary commission should confirm them to allow them work in full capacity.”[Interview 001]

Whereas descriptive statistics show that there are few females in delegated positions, results from key informants indicate that there are many women working in delegated positions although they are less than male counterparts. This implies that compared to the number of males in delegated positions, women are still few, an indication that not more women have advanced in leadership positions at the Parliamentary commission in Uganda.

During the study, 43% of the respondents agreed that there is an increase in the number of women in influential positions. However, 39% disagreed with the statement while 18% were not sure. The findings were verified with a mean value of 3.04 which is above average while the standard deviation of 1.247 represented the number of respondents with varying responses. Since the obtained mean was above the average of 3.0, it implies that there is an increase in the number of influential position.

Influential positions include Directors, Principal and Senior Officers, where members are in position to participate in managerial activities and influence decision making at Parliament. This was further confirmed by a male key informant who had this to say;

“There is an increase in the number of women in influential positions because there are many qualified and competent women with ability take on leadership roles. Most of them are substantial senior officers that influence activities at parliament”.

[Interview 003]

Whereas the above revelation indicates that there is an increase in the number of women in influential positions, results from descriptive statistics revealed the contrary. Only 19% of the respondents agreed that most influential positions are held by females while 61% of the respondents disagreed with the statement while 20% were not sure. The findings were further verified with a mean of 2.16 which is below average and standard deviation of 1.227 which implies that few respondents were in agreement with the statement. This shows a contradiction in the responses obtained. However, what can be noticed is that verbatim responses from males indicate that there is an increase in the number of females while women themselves reported that there is no increase in the number of women in influential positions. Considering that 64 males and 61 females participated in the study, and that respondents tend to give objective opinions while answering self administered questionnaires, it implies that few females hold influential positions at the parliamentary commission as revealed by results from descriptive statistics. The above findings were further confirmed by a female key informant who had this to say;

“Most influential positions at the parliamentary commission are held by males. In fact there are very few females who hold positions such as Head of Department or even senior officer because majority of the leaders are males and they tend to always favour fellow men during staff recruitment promotions.”[Interview 002]

The above findings imply that, due to in-group favouritism, there are few females who hold influential positions and this has affected women advancement in leadership positions at the parliamentary commission in Uganda. On whether influential positions in parliamentary commission are accorded based on the gender of staff members only 12% of the respondents agreed with the statement while majority 62% disagreed and 26% were not sure. The corresponding mean for the statement was 2.24 while the standard deviation was 1.003. Since the obtained mean was below average of 3.0, it implies that most respondents held the opinion that influential positions in parliamentary commission are not accorded based on gender of staff members. In support of the above findings, one of the key informants had this to say;

“Influential positions are not accorded based on the gender of staff members. All the women who are where they are, they have worked for it.” [Interview 005]

From the above findings, it was noted that gender is not considered while according influential positions which is contrary to earlier responses indicating that most influential positions are held by males due to in-group favoritism. This has varying implications; that staff members are accorded influential positions based on merit and candidates' ability to perform the required duties, while on the other hand, both males and females did not want to admit that they obtained their positions on the basis of gender but rather merit and competence.

When respondents were asked whether majority of advanced leadership positions such as Director, Principal and Senior officer in the parliamentary commission are held by females, only 8% agreed compared to 73% who disagreed and 19% that were not sure. The obtained mean for the statement was 2.10 which is way below average and standard deviation of .979 which implies that majority of advanced leadership positions in the parliament are held by males. The above findings point to the fact that few females hold advanced leadership positions at the parliamentary commission. This implies that leadership at parliamentary commission is dominated by males who out voice the few female parliamentary leaders. Failure to have a

gender balanced leadership at the parliamentary commission has negative implications on decision making on issues of gender because most decisions made favor the majority males especially when put to a vote.

4.3.2 Gender roles and women advancement in leadership positions

During the study, eight statements on gender roles were presented to the respondents and results are presented in Table 4.7 below;

Strongly Agree (SA)=5, Agree (A)=4, Not sure(NS)=3, Disagree (D)=2 while Strongly Disagree (SD)=1.

Table 4.8 Responses on gender roles

Gender roles	SD	D	NS	A	SA	Mean	Std
Family work load is considered while offering staff members leadership positions at the parliament.	34%	34%	14%	14%	4%	2.22	1.175
Family responsibility affect females' ability to work in this place	15%	20%	18%	35%	12%	3.09	1.283
Gender is considered while offering leadership opportunities at the parliament	23%	21%	22%	29%	5%	2.71	1.243
The amount of responsibilities one has in relation to gender are considered while offering leadership positions	27%	39%	20%	12%	2%	2.22	1.028
Some leadership positions are offered based on the sex of the candidate.	32%	26%	18%	19%	5%	2.38	1.249
Leadership positions are offered based on the roles staff members play at home	57%	30%	9%	2%	2%	1.64	.919
Females should be more involved in domestic work rather than public work	66%	21%	4%	7%	2%	1.57	.978
Domestic work determines the leadership position one holds in parliament.	59%	22%	8%	6%	5%	1.76	1.146

Source: Primary data (2017)

Results in Table 4.8 show that only 18% of the respondents agreed that family work load is considered while offering staff members leadership positions at the parliament. Majority 68% disagreed while 14% were not sure. The corresponding mean was 2.22 which is below average while the standard deviation was 1.175. This implies that family workload is not considered while offering leadership positions at Parliament. Therefore, family work load does not affect women advancement in leadership positions. This was confirmed during face to face interviews when a key informant had this to say;

“Family workload is not considered while offering staff members’ leadership positions at the parliament. The considered aspects are emotional intelligence, competence, initiative & creativity, innovative, team leaders, professional conduct, high levels of ethics, qualification and technical ability.” [Interview 003]

From the above revelation, it can be noted that rather than gender roles such as family work load, the parliamentary commission considers candidates ability to perform specific duties. Therefore, the duties and responsibilities women hold at family level do not affect their advancement in leadership positions.

Whereas the findings indicated that family workload is not considered while offering staff members leadership positions, majority 47% of the respondents reported that family responsibility affect females’ ability to work at the parliamentary commission yet 35% disagreed and 18% of the respondents were not sure. The findings were verified with the mean of 3.09 which is above average and standard deviation of 1.283. This implies that family responsibilities affect females’ ability to work at Parliament although not considered by the commission while offering leadership positions. To confirm this finding, one of the respondents had this to say;

“ By nature, women have certain domestic roles to play. For example women have to get maternity leave while others tend to absent themselves because of their

demands back home, though not that major aspect. These may negatively affect them at the promotional level” [Interview 006]

Another respondent further confirmed saying;

“Family responsibilities affect females’ responsibility at parliament because demands of family such as preparing meals and feeding children at home, breast feeding pause a heavy burden on females because they sometimes delay women reporting to work.” [Interview 005]

Yet another respondent had this to say

“Even when we (women) get the jobs, we still play our roles which are actually demanding. For example, when a baby falls sick, still it is the mother to take the baby to hospital. Therefore, work of taking care of children especially who are still in infant stage affects most of the outcome and outputs of our work at parliament.” [Interview 009]

The above revelations imply that family responsibilities such as taking care of young children at home affect females’ ability to perform duties at the work place, especially that this was revealed by women themselves. This makes leaders not promote females to leadership positions, thinking that family responsibilities will hold them back and affect their ability to perform the required duties.

On whether gender is considered while offering leadership opportunities at the parliament, only 34% of the respondents agreed, while 44% disagreed and 22% were not sure. The corresponding mean of 2.71 which is below average shows that few respondents were in agreement with the statement while the standard deviation of 1.243 represents the number of respondents with varying responses. Since the obtained average was below average, it implies that gender is not

considered while offering leadership opportunities at parliament. This was further confirmed by a respondent who had this to say;

“The ground is levelled. Females are able to perform just like males. The system is open and everyone is free to compete, even when a female is pregnant and has a baby, they are free to compete.” [Interview 010]

Similarly, another respondent had this to say;

“Where the women have demonstrated the capabilities, they have been given the opportunity. Therefore, gender is not considered while offering leadership opportunities”[Interview 008]

This was further supported by a respondent who had this to say;

“Gender is not considered while offering leadership opportunities because the parliamentary commission never refers to it. Both males and females are equal.”[Interview 011]

However, another respondent had this to say;

“Sometimes sex is key as an element to ensure that both males and females are represented. Other key elements are character, assertiveness and competence.”[Interview 009]

Similarly another respondent had this to say;

“I think gender is not considered because there is no substantial female Head of Department at parliament” [Interview 002]

The above revelations indicate that gender is not considered while offering leadership opportunities although one of the key informants reported that sometimes, sex is considered to ensure that both males and females are represented. When gender is not considered, competition for leadership positions is open for both males and females. It further implies that the number of

males or females appointed to leadership positions is determined by the number of candidates from either sexes who apply and prove competent for the job.

During the study, only 14% of the respondents agreed that the amount of responsibilities one has in relation to gender are considered while offering leadership positions. On the other hand, majority 66% disagreed while 20% of the respondents were not sure. The corresponding mean obtained was 2.22, which is below average while the standard deviation was 1.028, implying that the amount of responsibilities one has in relation to gender are not considered while offering leadership positions. In relation to the above finding, one of the key informants had this to say

“The amount of responsibilities one has in relation to gender are not considered while offering leadership positions. Instead it is the ability to do the work and regional balance of the members of staff that are considered.” [Interview 010]

From the above findings, it can be noted that responsibilities of staff members in relation to gender are not considered at the parliamentary commission. This further means that the responsibilities held by women in relation to gender do not affect their ability to be offered leadership positions.

During the study, the researcher sought to establish whether some leadership positions are offered based on the sex of the candidate. To this, only 24% of the respondents agreed while majority 58% disagreed and 18% were not sure. The findings were verified with a mean value of 2.38 which is below average and standard deviation 1.249 representing the number of respondents with varying responses. Since the obtained mean was below average, it implies that leadership positions at parliament are not offered based on the sex of the candidate. This was further confirmed by a respondent who had this to say;

“Sex is not one of the determinants, it is merit, experience, performance, education and interpersonal relations that are vital. Females should compete with males favorably.” [Interview 003]

Both results from descriptive statistics and key informant interviews point to the fact that leadership positions are not offered based on the sex of the candidate. This means that both males and females compete favorably for leadership positions at the parliamentary commission. That leadership positions are offered based on the roles staff members play at home was only consented to by 4% of the respondents. Majority 87% disagreed while 9% were not sure. The corresponding mean for the statement was 1.64, which is way below average while the standard deviation was .919. This implies that leadership positions are not offered basing on the roles staff members play at home. This was further supported by a respondent who had this to say;

“Leadership positions are offered based on past performance through appraisal, knowledge and skills, team work, oratory (speaking) and testing of the individuals through interviews.”[Interview 009]

From the above findings, the researcher noted that the roles staff members play at home are not considered while offering leadership positions at the parliamentary commission. Therefore, staff members’ performance record and skills are fundamental determinants of advancement in leadership positions.

On whether females should be more involved in domestic work rather than public work, only 9% of the respondents agreed while 87% disagreed and 4% were not sure. The obtained mean of 1.57 which is below the average shows that most respondents were not in support of the statement while the standard deviation of .978 represents the number of respondents with varying responses. Since the obtained mean was way below average, it implies that females should not be more involved in domestic work rather than public work. Similarly, only 11% of

the respondents agreed that domestic work determines the leadership position one holds in parliament. Majority 81% disagreed with the statement while 8% were not sure. The statistics were further verified with a mean of 1.76 which is below average and the standard deviation 1.146 which shows that very few respondents agreed that domestic work determines the leadership position one holds in parliament. This means that domestic work should not be considered in determining the leadership positions women should hold at the parliamentary commission.

4.3.3 Gender bias and women advancement in leadership positions

During the study, eight statements on gender bias were presented to the respondents and results are presented in Table 4.7 below;

Table 4.9 Responses on gender bias

Gender bias	SD	D	NS	A	SA	Mean	Std
Females are confident to hold leadership positions in at this work place.	3%	8%	6%	49%	34%	4.03	1.008
Males are more confident to hold leadership positions at this work place	13%	22%	18%	30%	17%	3.15	1.302
Both males and females are equally confident to hold leadership positions in the parliament.	0%	6%	9%	38%	47%	4.26	.870
Females are in position to make good leaders compared to men in the parliament	9%	17%	29%	25%	20%	3.31	1.221
Males are in position to make good leaders compared to females in the parliament	13%	30%	28%	22%	7%	2.80	1.136
Females have a positive attitude towards holding leadership positions in parliament	2%	8%	14%	49%	26%	3.89	.969
Some parliamentary jobs are more suitable for men rather than women	21%	27%	13%	26%	13%	2.81	1.372
Gender is considered to favour people obtain leadership jobs in the parliamentary commission.	24%	31%	22%	18%	5%	2.48	1.175

Source: Primary data

During the study it was established that females are confident to hold leadership positions in at the parliamentary commission. This was reported by 83% of the respondents who agreed with the statement. Only 11% disagreed while 6% were not sure. The findings were verified with a mean of 4.03 which is way above average and the standard deviation of 1.008. Since the obtained mean was above average, it implies that females are confident to hold leadership positions at parliament. However, results from more key informant interviews showed that women are less confident to hold leadership positions as quoted below;

“Female tend to fear to apply for leadership positions especially in the Departments of Library, Accounts, Legal etc.” said one of the Directors [Interview; 001]

Similarly, another Director had this to say;

“Women not being strong as men, many women do not bother to apply for seniority positions because they already have a heavy work load.” [Interview 004]

In addition, another director was quoted saying;

“Women have inner fear for leadership because of lack of confidence in leadership. They lack courage to compete with men for leadership positions.” [Interview 011]

“Women tend to get contented at some level. Again, females feel less ambitious and do not want to enter into higher positions.” Said a Director [Interview 012]

“Some females lack self confidence among females, lack of motivation, and they also lack self-esteem to hold leadership positions.” Said one of the Directors [Interview 009]

Although results from descriptive statistics indicate that females are confident to hold leadership positions at the parliamentary commission, results from key informant interviews show that women are less confident to apply or hold leadership positions. Considering the total number of 125 respondents who provided responses for descriptive statistics from questionnaires, a high

number of respondents (83%) agreeing points to the fact that women are confident to hold leadership positions. On the other hand, results from key informant interviews confirm the bias held against women regarding their ability to hold leadership positions. Responses such as “.....women are not as strong as men.....,” “.....women have inner fear for leadership.....” have no foundation and are an indicator that gender bias affects women advancement in leadership positions.

When respondents were asked whether males are more confident to hold leadership positions at this parliament, 47% of the respondents agreed while 35% disagreed and 18% were not sure. The findings were further verified with a mean of 3.15 which is above average while standard deviation of 1.302 represented the number of respondents with varying responses. Since the obtained mean was above the average of 3.0, it implies that most respondents held the opinion that males are more confident to hold leadership positions at the parliamentary commission. This is in line with earlier revelations from key informant interviews which indicated that some females lack self confidence and motivation to aspire for leadership positions. This means that more men compared to women aspire for top positions which limits the number of women who advance in leadership positions.

Descriptive statistics showed that both males and females are equally confident to hold leadership positions in the parliament. This was revealed by 85% of the respondents who agreed with the statement compared to only 6% who disagreed and 9% who were not sure. The corresponding mean was 4.26 which is above average and the standard deviation of .870 representing the number of respondents with varying responses. This implies that most respondents held the opinion that both males and females are equally confident to hold

leadership positions at parliament. However, results from face to face interviews revealed that some respondents were biased as indicated in the quotation below;

“Male/Female cannot walk at the same level. Therefore, males are more confident than females to hold leadership positions in parliament.” Said a Director [Interview 007]

Whereas results from descriptive statistics indicate that both males and females are equally confident to hold leadership positions, key informant interviews showed contradicting results; that males are more confident than females to hold leadership positions which shows stereo type, portraying women as less confident to take charge of senior leadership positions. This implies that to some extent, gender bias affects women advancement in leadership positions.

When respondents were asked whether females are in position to make good leaders compared to men in the parliament 45% of the respondents agreed, 26% disagreed while 29% were not sure. The obtained mean for the statement was 3.31 which is above average while the standard deviation was 1.221 representing the number of respondents with varying responses. The fact that the obtained mean was above the average of 3.0 implies that most respondents held the opinion that females are in position to make good leaders compared to men. However, the few respondents who disagreed with the statement represent members who are biased that women cannot make good leaders. To support the idea that women are not in position to make good leaders compared to men, one of the key informants had this to say;

“Females lack perseverance, lack resilience as well which affects their ability to make good leaders.” Said a Director [Interview 012]

The above revelation implies that females may be segregated against on the basis of the existing stereo type which brands them as people who lack perseverance and resilience. This in turn affects their advancement in leadership positions.

Relatedly, only 29% of the respondents agreed that males are in position to make good leaders compared to females in parliament while 43% disagreed and 28% were not sure. The findings were verified with a mean of 2.80 which is below average and standard deviation of 1.136. This implies that, few respondents held the opinion that males are in position to make good leaders compared to females in parliament. This was further confirmed by one of the Directors who had this to say;

“It is not true that, males are in position to make good leaders compared to females because there are a number of women, who have performed better than their male counterparts.”[Interview 008]

From the above revelation, it can be noted that women are equally competent to hold leadership positions and some women are capable of performing better than men. This means that sex should not form the basis for determining the person to hold leadership position which can lead to increase in the number of women in advancement leadership positions.

Study findings further revealed that, females have a positive attitude towards holding leadership positions in parliament. This was revealed by 75% of the respondents who agreed with the statement. Only 10% disagreed while 14% were not sure. The corresponding mean obtained was 3.89 which is above average implying that, most respondents were in agreement with the statement while the standard deviation of .969 represented the number of respondents with varying responses. Since the obtained mean was above average, it implies that females have a positive attitude towards holding leadership positions in parliament. On whether some parliamentary jobs are more suitable for men rather than women 39% agreed with the statement while 48% disagreed and 13% were not sure. The findings were further verified with a mean

value of 2.81 which is below average and standard deviation of 1.372. This implies that most respondents were not in agreement with the statement that some parliamentary jobs are more suitable for men rather than women. To support the above findings, one of the Directors had this to say;

“All jobs require ability to perform, being pro-active, aggressive in the way one does things, reliability in doing work and availability for work, experience, years in the service and qualifications with the right documents.”[Interview 005]

Relatedly, another director was quoted saying;

“Not really! Parliamentary jobs are not more suitable for men because appointments are done based on suitability, due to academic qualifications and competence each job requires. Therefore, whoever qualifies, whether male or female is considered suitable for the job”[Interview 011]

The above assertions imply that both males and females are suitable to hold parliamentary jobs provided they have the required academic qualifications and other competencies. Therefore, if there are more suitable women with the desired competencies, there can be an increase in the number of women that hold advanced leadership positions at the parliamentary commission.

Asked whether gender is considered to favor people obtain leadership jobs in the parliamentary commission, only 23% agreed with the statement while majority 55% disagreed and 22% were not sure. The findings were further verified with a mean which was below average 2.48 and the standard deviation of 1.175, which represented the number of respondents with varying responses. Since the obtained mean was below the average of 3.0, it implies that gender is not considered to favor people obtain leadership positions at the parliamentary commission. In support of the above, one of the key informants had this to say;

“Not really! Gender is not considered to obtain leadership jobs in parliament. It is about competence. They look at fairness because favouring people risks compromising quality of work done.” [Interview response; 009]

The above revelation implies that people’s competency is considered to obtain leadership jobs at the parliamentary commission. Therefore, if there are more competent women vying for leadership positions there will be increase in the number of women advancing in leadership positions without compromising the quality of work.

4.3.4 Patriarchy and women advancement in leadership positions.

During the study, seven statements on patriarchy were presented to the respondents and results are presented in Table 4.10 below;

Table 4.10 Responses on patriarchy

Patriarchy	SD	D	NS	A	SA	Mean	Std
Management promotes the domination of males in parliamentary leadership	23%	31%	19%	18%	9%	2.58	1.265
Some positions in parliament are meant to be held according to gender.	25%	38%	17%	15%	5%	2.38	1.155
In parliament, females are regarded as inferior to hold some positions	39%	33%	15%	10%	3%	2.05	1.106
High status jobs are meant for males	45%	40%	5%	9%	1%	1.81	.948
I feel that the male is dominant and that the woman must "get around" the male to attain power.	34%	37%	6%	19%	3%	2.20	1.198
Men are strong decision makers in comparison with women in parliamentary commission	31%	34%	12%	18%	5%	2.32	1.229
There is inequity based on gender in the distribution of leadership roles by the parliamentary commission	21%	27%	13%	27%	12%	2.82	1.356

Source: Primary data (2017)

Results in Table 4.10 show that only 27% of the respondents agreed that management promotes the domination of males in parliamentary leadership. Majority 54% disagreed while 19% were not sure whether management promoted the domination of males in parliamentary leadership.

The obtained mean for the statement was 2.58 which is below average while the standard deviation was 1.265 implying that few respondents were in agreement with the statement. Since the obtained mean is below average, it implies that management does not promote the domination of males in parliamentary leadership. Whereas descriptive statistics revealed that management does not promote domination of males in parliamentary leadership, results from key informant interviews showed that some members promote male domination as quoted below;

“To an extent, a few male look down on women, they feel women have issues because of their socialization. They therefore promote domination of males in parliamentary leadership.” Said a Director [Interview 002]

The above revelation indicates that some males promote the domination of males in parliamentary leadership as further indicated by some other respondents, using descriptive statistics. This means that there are some elements of patriarchy which affect women advancement in leadership positions at the parliamentary commission.

Asked whether some positions in the parliament are meant to be held based on gender, 20% of the respondents agreed, while majority 63% of the respondents disagreed and 17% were not sure. The findings were further verified with a mean of 2.38 which is below average while the standard deviation of 1.155 represented the number of respondents with varying responses. Since the obtained mean is below average, it implies that most respondents held the opinion that positions in the parliament are not meant to be held based on gender. In support of the above findings, one of the key informants had this to say;

“There are no positions meant to be held based on gender because the ground is leveled and training is provided for all and when an opportunity shows up, the best

candidate takes the slot, regardless of whether being a male or a female.” [Interview response; 009]

The above assertion implies that leadership positions in parliament are meant to be held by both sexes regardless of gender. This means that both men and women are able to hold leadership positions provided they qualify which can lead to increase in the number of women in advanced leadership positions at the parliamentary commission.

Study findings further revealed that only 13% of the respondents agreed that in parliament, females are regarded as inferior to hold some positions. Majority 72% disagreed with the statement while 15% were not sure. The corresponding mean for the statement was 2.05 which is below average while and standard deviation 1.106, implying that very few respondents agreed with the statement. Since the obtained mean is way below average, it implies that females are not regarded as inferior to hold some positions. In relation to the above findings, one of the respondents had this to say;

“Women are not regarded as inferior in parliament because women can play the roles men play. Sometimes we are held up and if given a chance, women can favourably compete with men.”[Interview 001]

On the other hand, another respondent was quoted saying;

“A few members still believe in the patriarchy setting. The women feel male are strong enough to lead” [Interview 012]

From the above results, it can be noted that most members regard women as competent and with ability to hold leadership positions although one of the key informants reported that women feel males are strong enough and more competent to hold leadership positions. Such opinions promote male dominance and discrimination against women when there are opportunities for advancement in leadership positions.

When respondents were asked whether high status jobs are meant for males only 10% of the respondents agreed with the statement. Majority 85% disagreed while 5% were not sure. The findings were further verified with a mean of 1.81 which is way below average, and standard deviation of .948. The fact that the obtained mean is way below average implies that few respondents held the opinion that high status jobs are meant for males only. On whether respondents felt that the male is dominant and that the woman must "get around" the male to attain power, only 22% of the respondents agreed. Majority 71% of the respondents disagreed while 6% were not sure. The findings were further verified with the mean value of 2.20 which is below average and standard deviation of 1.198 which implies that the male is not dominant and the woman must not get around the male to attain power.

During the study, respondents were asked whether men are strong decision makers in comparison with women in parliamentary commission. To this, only 23% of the respondents agree while 65% disagreed and 12% were not sure. The corresponding mean for the statement was 2.32 which is below average and the standard of 1.229. This implies that women are equally decision makers at the parliamentary commission. Asked whether there is inequity based on gender in the distribution of leadership roles by the parliamentary commission 39% of the respondents agreed with the statement, while 48% disagreed and 13% were not sure. The obtained mean for the statement was mean 2.82 which is below average and standard deviation 1.356 which shows that most respondents disagreed with the statement. Since the obtained mean is below average, it implies that few respondents held the opinion that there is inequity based on gender distribution of leadership roles by the parliamentary commission.

4.4 Correlation analysis

During the study, the researcher conducted Pearson correlation analysis for the component variables to establish their respective relationship with women advancement in leadership positions. Results are presented in Table 4.11

Table 4.11 Correlation analysis for gender roles, gender bias, patriarchy and women advancement in leadership

Table 4.11 Pearson (*r*) correlation coefficient matrix of the component variables

Variables	1	2	3	4	5
Women advancement in leadership-1	1.000				
Gender roles -2	.320**	1.000			
Gender bias-3	.278**	.769**	1.000		
Patriarchy – 4	.055**	.664**	.680**	1.000	

** Correlation is significant at the 0.01 level (2-tailed).

4.4.1 gender roles and women advancement in leadership

The findings in table 4.11 above revealed that gender roles had a significant relationship with women advancement in leadership because the p-value was less than the significance level (0.01). The Pearson correlation coefficient ($r=0.320$) was less than 0.5 which shows a moderate positive relationship with women advancement in leadership. Therefore gender roles have a statistically significant moderate positive relationship with advancement in leadership positions at the parliamentary commission in Uganda. This means that gender roles have a moderate effect on women advancement in leadership positions.

4.4.2 Gender bias and women advancement in leadership

The results indicated that gender bias had a significant relationship because the p-value was less than the significance level (0.01). The correlation coefficient ($r=0.278^{**}$) showed a weak positive relationship with women advancement in leadership positions. Therefore, gender bias has a statistically weak positive relationship with women advancement in leadership positions at the parliamentary commission in Uganda. This means that stereotype, gender segregation and in-group male favoritism have a weak effect on women advancement in leadership positions.

4.4.3 Patriarchy and women advancement in leadership

The study indicated that patriarchy exhibited a weak relationship with women advancement in leadership at the parliamentary commission in Uganda since the p-value was above the significance level (0.01). The correlation coefficient ($r=0.055$) revealed a weak positive relationship between patriarchy and women advancement in leadership positions. This means that male dominance, ascribed gender status and gender discrimination do not affect women advancement in leadership positions at the parliamentary commission in Uganda.

4.5 Multiple regression analysis

Table 4.12 Regression analysis of the component variables

Model	Un standardized Coefficient		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.116	.414		2.697	.008
Gender roles	.321	.102	.273	3.129	.002
Gender bias	.302	.121	.221	2.491	.014
Patriarchy	.041	.079	.045	.517	.606
R=0.383 R-square= 0.146 F= 6.919 Sig=0.000					

Source: Primary data (2017)

Table 4.12 shows the components of gender relations that is, gender roles, gender bias and patriarchy which significantly predict women advancement in leadership positions in the parliamentary commission as shown by the significance level (.000). The regression analysis showed that the study variables had a moderate positive relationship with women advancement in leadership positions in the parliamentary commission ($R = 0.383$). The study variables explain 14.6 % of the variance in women advancement in leadership positions in the parliamentary commission. This means that gender relations in terms of gender roles, gender bias and patriarchy influence women advancement in leadership positions by 14.6%. Therefore, if the parliamentary commission disregards issues such as stereo types which perpetuate gender segregation, in-group favoritism, male dominance and gender discrimination, there can be improved women advancement in leadership positions. In relation to the above findings, one of the Directors was quoted saying;

“Males need to stop considering themselves superior and more confident than females to hold leadership positions. Females are equally competent and in some situations, females even perform better than males. If gender bias and discrimination are dealt away with more women at the parliamentary commission will advance in leadership positions.” (Interview 003)

The above assertion implies that if men acknowledge that women are equally confident to hold leadership positions and stop gender bias as well as discrimination, there can be increased women advancement in leadership positions at the parliamentary commission.

However, results from other key informant interviews revealed that women’s ability to advance in leadership positions is hindered by few females who access jobs at parliament at the entry point as quoted below;

“At the entry point; few females entered at the Parliamentary Commission and

therefore we expect to have few females at the top.”[Interview 008]

Similarly, another key informant had this to say;

“Even the ones (staff members) coming in externally, few women apply or males perform much better than them.”[Interview 007]

From the above revelations, it can be noted that other than gender relations, there are other factors that affect women advancement in leadership positions in the parliamentary commission. If few women compared to men get jobs at the parliamentary commission, then few women will advance to leadership positions. In addition, key informant interviews further showed that competence, academic qualifications and experience among others are key in selecting staff to hold leadership positions. Therefore, if more men apply and qualify and perform better than females, they will be inclined to hold more leadership positions at the parliamentary commission. This further implies that in order to enhance women advancement in leadership positions, affirmative action that promotes female education needs to be promoted at lower education levels from primary school up to university level. This will provide more females an opportunity to obtain the required education and competencies thus increase the number of females that access jobs at the entry level.

The findings further revealed that gender roles (Beta=.273, Sig.<.002) was a better predictor of women advancement in leadership positions. This means that improvement in gender roles leads to increase in women advancement in leadership positions by 0.273. However, gender bias with (Beta=.221, Sig. <.014) is not a significant predictor of women advancement in leadership positions at the parliamentary commission. This implies that women advancement in leadership positions is not statistically dependent on gender bias. It further implies that gender bias affects women advancement in leadership positions by .221. In addition, patriarchy with (Beta=.045, Sig.<.606) implies that patriarchy is not a significant predictor of women advancement in leadership position because positions at the parliamentary commission are offered based on

academic qualifications, suitability and competence. The Beta value of .045 further implies that increase in patriarchy affects women advancement in leadership positions by .045. At the entry point, there are few females who join the parliamentary service commission either because few women apply or males perform better than them. Eventually, this leads to fewer females at the top.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

5.1 Summary

Findings indicated that gender roles significantly predict women advancement in leadership positions at parliamentary commission. However, findings indicated that gender bias is not a significant predictor of women advancement in leadership positions at the parliamentary commission. Results further indicated that patriarchy is not a significant predictor of women advancement in leadership positions

5.1.1 Gender roles and women advancement in leadership positions

According to study findings, gender roles have a statistically significant effect on women advancement in leadership positions because the significance value (Sig.<.002) was less than 0.05. level of significance. Findings revealed that family responsibility affect females' ability to work. Females should not be more involved in domestic work rather than public work and that leadership positions should not be offered based on the roles staff members play at home. In addition, leadership positions should not be offered based on the sex of the candidate.

5.1.2 Gender bias and women advancement in leadership positions

Basing on findings from the study, gender bias does not have a statistically significant effect on women advancement in leadership positions at the parliamentary commission because the significance value (Sig.<. 014) was above 0.05 level of significance. Females are confident to hold leadership positions. Females are in position to make good leaders they have a positive attitude towards holding leadership positions. In addition, there are no parliamentary jobs more suitable for men rather than women.

5.1.3 Patriarchy and women advancement in leadership positions

Patriarchy does not have a statistically significant effect on women advancement in leadership positions at the parliamentary commission because the significance value (Sig.<. 606) which above 0.05 level of significance. This is due to the fact that few females are recruited at the entry level either because fewer women apply for jobs or they are out competed by men. At the same time, the parliamentary commission considers academic qualifications, experience and competence to offer leadership positions. In addition, it is normal for male dominated institutions to indicate that patriarchy does not affect women advancement leadership because males want to show that there is equity and fairness despite the prevailing invisible rules. High status jobs are not meant for males but rather for both males and females who qualify. Positions in parliament are not meant to be held according to gender and females are not inferior to hold some leadership positions. In addition, men are not strong decision makers in comparison with women.

5.2 Discussion

5.2.1 Gender roles and women advancement in leadership positions

During the study, it was established that gender roles had a moderate positive relationship with women advancement in leadership positions ($r = 0.320^{**}$; $p = 0.000$). The study further established that family work load is not considered while offering staff members' leadership positions at the parliament. The considered aspects are competence, initiative & creativity, innovative, team leaders, professional conduct, high levels of ethics, qualification and technical ability. The study further showed that family responsibility affects females' ability to work because most women have responsibilities such as; taking care of sick children at home. This is in agreement with Kellerman and Rhodes (2014) who contends that, disproportionate burdens in the home, where women attend to family responsibilities more than their spouses, affect their performance at the workplace. This is further supported by Tessens et al (2011) who revealed

that, challenges faced by female leaders included; excessive workload, difficulty balancing the demands of family and work which have a negative effect on their work output.

The study revealed that by nature, women have certain domestic roles to play. They get maternity leave while others, tend to absent themselves because of their demands back home, thereby affecting their performance. This is in agreement with Piha (2006) who revealed that, women and men are biologically different from each other and usually culture and society shape and strengthen gender roles. When a baby falls sick, still it is the mother to take the baby to hospital, and this affects most of the outcome and outputs of females' work at parliament. This is further supported by Lapovsky (2014) who stated that, the traditional role of men is to support their family and the role of women is to take care of children and home.

During the study, it was established that gender is not considered while offering leadership opportunities at the parliament. This is in agreement with Pyke (2013) who revealed that, gender should not be used to discriminate against women and deny them leadership opportunities. When gender is not considered, competition for leadership positions is open for both males and females which can lead to increase in the number of women who advance in leadership positions. Study findings further revealed that, the parliamentary commission does not consider the amount of responsibilities one has in relation to gender while offering leadership positions. Instead the commission considers qualifications, competence and the ability to do the work. Therefore, the responsibilities held by women in relation to gender, do not affect their ability to be offered leadership positions. In addition, the study showed that leadership positions are not offered based on the sex of the candidate. This is in agreement with Catalyst (2004) who stated that, women and men hardly differ in their ambitions and capability to perform duties at work.

Therefore, they should be given equal opportunities to compete favorably, which leads to increased number of women in advanced leadership positions.

In addition, study findings revealed that leadership positions are not offered based on the roles staff members play at home. Leadership positions are offered based on past performance through appraisal, knowledge and skills, team work and testing of the individuals through interviews. Therefore, staff members' performance record and skills are fundamental determinants of advancement in leadership positions. According to Lahti (2013), in most households, women are still the ones who stay at home to take care of children, which are derived from gender roles that affect women's career aspirations. On the contrary, findings from this study indicated that, females should not be more involved in domestic work rather than public work. When asked whether domestic work determines the leadership position one holds in parliament, most respondents disagreed. However, Keohane, (2014) identified that, gender roles domesticate women, and area leading factor in shaping attitudes towards women in leadership roles, which hinder opportunities for career advancement.

5.2.2 Gender bias and women advancement in leadership positions

According to study findings, gender bias had a weak positive relationship with women advancement in leadership positions ($r = 0.278^{**}$; $p = 0.002$). Whereas descriptive statistics indicated that, females are confident to hold leadership positions, results from more key informant interviews showed that, women are less confident to hold leadership positions. Women have inner fear for leadership because of lack of confidence in leadership. They lack courage to compete with men for leadership positions. This is in agreement with Kellerman and Rhodes (2014) who revealed that, lack of confidence and fear of failure, are the obstacles women in leadership tend to face. Therefore, gender bias affects women advancement in

leadership positions. The study revealed that, some females lack self confidence and self-esteem to hold leadership positions. Relatedly, the study established that males are more confident to hold leadership positions at parliament. According to Tomas et al (2010), there are gender stereotypes which are maintained in a male dominant environment. Since parliament is dominated by males, they may be perceived as more confident than females, and this has a negative effect on women advancement in leadership positions.

Study findings further showed that, both males and females are in position to make good leaders. This is contrary to Diehl (2014) who contends that, barriers and obstacles are perceived as gender-based and function at social, organizational, and personal levels often portray women as incapable of making good leaders. Jobs at the parliamentary commission require ability to perform and being proactive, which applies to both males and females. This is supported by Kellerman & Rhodes, (2014) who stated that, leadership positions should be held by competent people with ability to perform well. In addition, the study revealed that, females have a positive attitude towards holding leadership positions in parliament. This has given them zeal to aspire for leadership positions. According to findings from this study, in some situations females perform their duties better than males.

During the study, respondents were not in agreement with the idea that some parliamentary jobs are more suitable for men rather than women. Both males and females with similar qualifications and experience are equally competent to hold jobs at the parliamentary commission. Whoever qualifies, whether male or female is considered suitable for the job. Therefore, both males and females are suitable to hold parliamentary jobs, provided they have the required academic qualifications and other competencies. If there are more suitable women with the desired competencies, there can be an increase in the number of women that hold advanced leadership

positions at the parliamentary commission. This is contrary to Heilman & Parks-Stamm (2007) who asserted that, women leaders are likely to be viewed negatively when adopting leadership positions considered masculine.

5.2.3 Patriarchy and women advancement in leadership positions

During the study, it was established that patriarchy had a weak positive relationship with women advancement in leadership positions ($r = 0.055^{**}$; $p = 0.543$). Findings from the study revealed that, management at the parliamentary commission does not promote the domination of males in parliamentary leadership. However, few males look down on women, they feel women are incapable of good leadership. Thus, some males promote the domination of males in parliamentary leadership. Therefore, there are some elements of patriarchy which affect women advancement in leadership positions. This is in agreement with Toma's et al. (2010) who asserted that, gender inequity and stereotypes are maintained in a male-dominant environment. Similarly, Ramos, (2012) contends that in most patriarchal societies, females are regarded as inferior of the species. The fact that parliament is dominated by males, some of them are tempted to look down on women which perpetuates further patriarchal tendencies. The study further showed that, there are no positions in the parliamentary commission meant to be held based on gender. This is because the ground is leveled and training is provided for both males and females. When an opportunity shows up, the best candidate takes the slot, regardless of whether being male or female. Therefore, advanced leadership positions are meant to be held by both sexes regardless of gender. Both men and women are able to hold leadership positions provided they qualify, which can lead to an increase in the number of women in advanced leadership positions.

The study showed that, females are not regarded as inferior to hold some positions in parliament because, women can play the roles men play. Sometimes if given a chance, women favourably compete with males and perform better. However, few members still believe in the patriarchy setting. Some women also feel males are strong enough to lead. Such opinions promote male dominance and discrimination against women, when there are opportunities for advancement in leadership positions. This is in agreement with Momsem (2002) who stated that, the patriarchal society has not only impacted the quality of education women receive, but state patriarchal ideologies have created further inequalities in political representation. Some women have maintained patriarchal ideologies that, males are stronger than females to hold leadership positions.

Study findings revealed that, high status jobs are not meant for males only. This implies that both males and females are capable of holding high status jobs. This contravenes Gita, (2013) who pronounces that under public patriarchy, oppression allows women to join the public sphere, but maintains power and control over females through various practices, such as; subordination and discrimination. At the parliamentary commission, females are not subordinated but, are given opportunities to hold high status jobs whenever they qualify. In addition, study findings established that men are not strong decision makers in comparison with women in parliamentary commission. They are all capable of good decision making. This is contrary to Parker & Reckdenwald, (2008) who asserted that, patriarchy promotes gender differences and inequalities, contributes to male dominancy and portrays males as better decision makers.

5.3 Conclusions

5.3.1 Gender roles and women advancement in leadership positions

Basing on findings from the study, it was concluded that gender roles have a significant effect on women advancement in leadership positions. Although women bear the burden of domestic responsibilities more especially, taking care of children which present heavy workload, demands of the family should not affect their leadership position and women responsibilities, should not be domesticated in order to enhance women advancement in leadership positions.

5.3.2 Gender bias and women advancement in leadership positions

It was further concluded that, gender bias has a statistically significant effect on women advancement in leadership positions because positions are largely offered based on academic qualifications, suitability and competence. If more females acquire more educational qualifications, obtain the required skills and competence, their abilities over power the attributes of gender bias and this leads to improved women advancement in leadership positions.

5.3.3 Patriarchy and women advancement in leadership positions

In addition, it was concluded that patriarchy does not have a statistically significant effect on women advancement in leadership positions. If women have the required qualifications and abilities, they equally compete with men, which increase women's opportunities to advance in leadership positions.

5.4 Recommendations

5.4.1 Gender roles and women advancement in leadership positions

The study recommends that, parliament should sensitize women and empower them to embrace leadership. It should support the women get qualifications to compete favourably with their male

counterparts. Parliament should make a deliberate policy that if male directors, should be deputised by females and vice versa. This will increase opportunities for women advancement in leadership positions.

5.4.2 Gender bias and women advancement in leadership positions

The study recommends that, parliament should hold counselling sessions, seminars for both males and females to encourage females face up to the task, of leadership while men should be constantly reminded that females are equally competent leaders. In addition, leadership trainings should be tailored to explain the relevancy of female participation in leadership positions.

5.4.3 Patriarchy and women advancement in leadership positions

The study further recommends that, deliberate efforts both at entry level, affirmative action should be encouraged as well. This will provide an opportunity for more females to access leadership positions and neutralise male dominance which perpetuates patriarchal tendencies.

5.5 Area for further study

Further study may be conducted on the effectiveness of affirmative action towards women empowerment in Uganda.

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Appendix 1: Questionnaire for staff members of the Parliamentary Commission

I am Esther Namukasa, a Masters Student at Uganda Management Institute Kampala, currently carrying out a research study in partial fulfillment of the requirement for the award of Master’s Degree in Management Studies (Public Administration and Management) of the Uganda Management Institute. My research study is focusing on *Gender relations and women advancement in leadership position at the parliamentary commission in Uganda*

You have been identified as one of the core and resourceful informants on this study. Accordingly, I am kindly requesting you to spare your precious time and participate in this exercise by attending to this questionnaire.

The information given will be kept and treated with utmost confidentiality and will be used for academic purposes, in addition to adding to the body of knowledge in gender relations and female advancement in leadership positions. Participation of participants will be on a voluntary basis.

Please, tick the relevant box

Section A: Background Information:

1. Age

- 1) 18-27
- 2) 28-37
- 3) 38-47
- 4) 48 and above

2. Gender

- 1) Female
- 2) Male

3. Highest Level of Education attained

- 1) Secondary
- 2) Diploma
- 3) Degree
- 4) Masters and others

4. Level of administration

- 1) Principal
- 2) Senior Level
- 3) Officer level

5. Length of Service at Parliamentary commission

- i. Less than 1 year
- ii. 1-5 years
- iii. More than 5 Years

In the next section, please indicate your level of agreement or disagreement by selecting the most suitable response to the following statements that cover gender roles, gender bias patriarchy and female advancement in leadership positions.

5	4	3	2	1
Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree (SD)

Section B: Gender roles

	Gender roles	SD	D	NS	A	SA
1	Family work load is considered while offering staff members leadership positions at the parliament.	1	2	3	4	5
2	Family responsibility affect females' ability to work in this	1	2	3	4	5

	place					
3	Gender is considered while offering leadership opportunities at the parliament	1	2	3	4	5
4	The amount of responsibilities one has in relation to gender are considered while offering leadership positions	1	2	3	4	5
5	Some leadership positions are offered based on the sex of the candidate.	1	2	3	4	5
6	Leadership positions are offered based on the roles staff members play at home	1	2	3	4	5
7	Females should be more involved in domestic work rather than public work	1	2	3	4	5
8	Domestic work determines the leadership position one holds in parliament.	1	2	3	4	5

Section C: Gender bias

	Gender bias	SD	D	NS	A	SA
1	Females are confident to hold leadership positions in at this work place.	1	2	3	4	5
2	Males are more confident to hold leadership positions at this work place	1	2	3	4	5
3	Both males and females are equally confident to hold leadership positions in the parliament.	1	2	3	4	5
4	Females are in position to make good leaders compared to men in the parliament	1	2	3	4	5
5	Males are in position to make good leaders compared to females in the parliament	1	2	3	4	5
6	Females have a positive attitude towards holding leadership positions in parliament	1	2	3	4	5
7	Some parliamentary jobs are more suitable for men rather than women	1	2	3	4	5
8	Gender is considered to favour people obtain leadership jobs in the parliamentary commission.	1	2	3	4	5

Section D: Patriarchy

	Patriarchy	SD	D	NS	A	SA
1	Management promotes the domination of males in parliamentary leadership	1	2	3	4	5
2	Some positions in parliament are meant to be held according to gender.	1	2	3	4	5
3	In parliament, females are regarded as inferior to hold some positions	1	2	3	4	5
4	High status jobs are meant for males	1	2	3	4	5
5	I feel that the male is dominant and that the woman must "get around" the male to attain power.	1	2	3	4	5
6	Men are strong decision makers in comparison with women in parliamentary commission	1	2	3	4	5
7	There is inequity based on gender in the distribution of leadership roles by the parliamentary commission	1	2	3	4	5

Section E: Women advancement in leadership positions

	Women advancement in leadership positions	SD	D	NS	A	SA
1	Female gender is considered while appointing staff members to senior positions	1	2	3	4	5
2	Gender has an effect on appointed leadership abilities	1	2	3	4	5
3	Considering gender to delegate responsibilities contributes to effective leadership	1	2	3	4	5
4	Parliamentary service commission considers gender balance while advancing staff in leadership positions.	1	2	3	4	5
5	Influential positions in parliamentary commission are accorded basing on the gender of staff members	1	2	3	4	5
6	Majority of advanced leadership positions in the parliamentary commission are held by females	1	2	3	4	5

Appendix ii: Interview guide for directors

1. How do gender roles affect women advancement in leadership positions in the parliamentary commission?
2. What are some of the factors considered while appointing staff members in leadership positions?
3. In your opinion, is gender equality considered while appointing or delegating duties to staff members in the parliamentary service commission?

If yes, why; and if not, why not?

4. How do gender roles affect advancement of females in leadership?
5. In your opinion, explain whether there is bias while appointing women to leadership positions at the parliamentary commission.
6. What are the barriers to female advancement in leadership at the parliamentary service commission?
7. How does patriarchy affect women advancement in leadership position at the parliamentary service commission?
8. How can the position of females in leadership be advanced in the parliamentary service commission?

Appendix iii: Documentary review checklist

Parliamentary commission annual reports,

Recruitment manual and

Staff list of the parliamentary commission

Appendix iii: Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970.