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Socio-cultural Factors that Hinder Women's Access to Management Positions in Government Grant Aided Secondary Schools in Uganda: The Case of Eastern Region

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ABSTRACT

The need for women participation in management positions in secondary schools in Uganda is significant to ensure sensitivity within schools for the good of adolescent girls. In addition, to provide girls beginning to consider career choices with role models of women decision-makers, women leader, and to address issues of social justice by providing gender equity between adults within the education sector. Quite often women have been marginalized. Their rights and contributions have not been recognized. Accordingly, they have been deprived of accessing management positions in Government Grant-Aided secondary schools. The exclusion of women in decision making positions makes Africa lose human resource in development. It is against this background that this study attempted to critically explore the factors that hinder women from accessing management positions in Government Grant-Aided secondary schools. The conceptual framework helped to focus on the variables that hinder women's access to management positions in Government Grant-Aided secondary schools in Uganda. The descriptive survey research design was used in the study. The study population was 18 female head teachers of secondary schools, 460 secondary school female teachers employed by the Education Service Commission, 32 Chief Administrative Officers, 32 District Education Officers and 32 Gender Focal Persons employed by Uganda Local Government in Eastern Uganda. The study established an array of barriers to women's access to management positions in Government Grant Aided secondary schools. They are social, cultural, religious, home-based, individual, education level, Government policies, and political barriers. That is, discrimination by cultural and religious beliefs, political, social norms, male dominated interviewing panels, sexual harassment, limited support from various stake holders, and negative criticisms by men hinder women from accessing management positions in Government Grant-Aided secondary schools.

Keywords: Women, participation, secondary schools, Government Grant Aided, Uganda

INTRODUCTION

Gender inequality in management positions in various sectors of employment has received great attention in many countries worldwide, particularly at legislative and research levels (Kiamba, 2008). It was generally

accepted that women were underrepresented in management positions virtually in all spheres of employment and education is no exception to this widely held position (Chabaya et al., 2009; Tikoko and Kiprop,

2012; Logan, 1999). Indeed, Smith (2010) asserts that in European countries like Britain and Wales only 36% females are in management positions. In agreement to this view, Coleman (2001) noted that women in educational management are a minority in the UK, but they are also in a minority in most of other countries, both those in comparable levels of development and those that constitute the newly emerging economies. The need for female representation in education leadership positions in education systems worldwide is necessary to provide a gendered perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making levels. The presence of women in leadership positions at the secondary school level contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginning to consider career choices with role models of women decision-makers and leaders. It is also important that women be actively involved in leading educational change given the vital role that the education system of a country plays in both national development and the development of a gender equal society. For women to be active participants in the change and development process, they must be present and provided with the necessary skills and understanding needed to participate effectively in educational leadership and policy-making at both school and national levels (Sperandio and Kagoda, 2005).

In Kenya, the need to involve women in management of education at all levels is highly underscored. This is evidenced in its administrative structures. The constitution of Kenya (Republic of Kenya, 2010) states that in all appointments one third gender policy must be applied. This legislation was put in place because previously almost all management positions in almost all sectors of the economy were held by men, yet there were qualified and competent women who could also occupy these positions. In 2004, the Kenya government took a bold step through a policy framework (Republic of Kenya, 2005) to make it compulsory that at least one third of Boards of management of secondary school positions should be held by women. This policy has been implemented in all public primary and secondary schools. The Kenya government's determination to involve women in management of higher education is also being emphasized. Thus in the first quarter of the 21st century, many women scholars have been appointed to positions of chancellors, vice-chancellors, Deputy Vice chancellors and principals of public universities, institution university colleges and the women in these capacities have demonstrated excellent performance. The startling performance of these women have motivated appointment of women in other sectors of the economy and government, for instance cabinet

secretaries, principal secretaries and chairpersons of state corporations and independent commissions.

In many countries, concerns about gender disparities in education have focused on student performance, particularly in terms of under-achievement of girls, differences in access at various levels of schooling, dropout rates in subjects taken and these have evoked a range of explanations and policies around gender gaps in educational outcomes (Davies, 1990). However, the question of gender disparities in the management structures of schools and colleges has received little attention, despite the fact that there is recognition in education of both the importance of equal opportunity and the strengths that women bring to management (Coleman, 1994). The 1995 Declaration on Gender Equality and Development by United Nations (Beijing Declaration, 1995) guarantees equal opportunity to women and men in accessing management positions. Additionally, the 4th World Conference on Women (Beijing Declaration, 1995) called for governments worldwide to create a gender sensitive education system in order to ensure full and equal participation of women in educational administration, policy and decision making. This declaration was to be achieved by 2005 but it has not been met, except in South Africa and Mozambique (Kiamba, 2008). It was therefore necessary for an investigation to be undertaken into the factors that hinder women's access to management positions in Government Grant-Aided secondary schools in Uganda.

At regional level, effort had been made to enable women access management positions. In Uganda, the government has encouraged women to access management positions in all institutions by putting in place various gender equality policies as a commitment to redressing the disparities that characterize the provision of education for girls. In education for example, girls who qualify to gain admission to universities are accorded 1.5 points (Sperandio & Kagoda, 2005). Similar opportunities are accorded to women in political parties and leadership. In addition, protective laws against gender bias in the opportunities of employment have been enacted (Wakholi, 2006). For example in Kenya affirmative action is applied in admission criteria to University education whereby female students are admitted two points lower than their male counterparts. Despite these progressive policies on gender equality, women are still concentrated in low income and low status positions like deputy head teachers and classroom teachers (The Republic of the Government of Uganda, 2013). Despite the fact that the constitution of Uganda (1995), stipulates equality for all citizens, women are still few in number in management positions in Government Aided secondary schools (The Republic of the Government of Uganda, 2013). In Eastern Uganda, out

of the 142 Government Grant-Aided secondary schools, only 15 schools (10%) are headed by female head teachers. As observed by Kiamba (2008), traditionally and culturally men have been favored to access management jobs including leadership of Government Grant-Aided secondary schools. On that note, the common assertion, that women teach and men manage in schools, still holds despite a multitude of strategies to rectify the gender imbalance in educational management (Chabaya *et al*, 2009). It was therefore necessary to investigate the factors that hinder women from accessing management positions in secondary schools in Government Grant-Aided secondary schools in Uganda. The number of women in management positions in secondary schools in Uganda is very small compared to that of men (Sperandio & Kagoda 2005). For example out of the 1,536 Head teachers of Government Grant-Aided secondary schools in Uganda, only 277 are women (12%). This same trend is also applicable to privately owned secondary schools which have only 238 (10%) female head teachers as opposed to 1,780 male head teachers. In Eastern Uganda, only 15 (10%) out of the total of 142 head teachers are women (Ministry of Education and Sports, 2014).

Research Objective

To establish socio-cultural factors that hinder women's access to management positions in government grant aided secondary schools in Eastern Region, Uganda.

METHODOLOGY

Descriptive survey research design was used in this study. The population of the study was 15 female head teachers, 460 secondary school female teachers employed by the Education Service Commission, 32 Chief Administrative Officers, 32 District Education Officer, and 32 Gender Focal person in Eastern Region. Purposive sampling was used to select the Chief Administrative Officers, District Education Officers, Gender Focal Person, and female head teachers for the study because they are in management positions and therefore had the pertinent information for the study. The sampling unit was the districts. From the population of 32 districts, 5 districts were purposively selected because they have the least number of female head teachers. These Districts are: Mbale, Bududa, Sironko, Manafwa and Tororo. Simple random sampling was used to select the female teachers to participate in the study. Using the recommended sample sizes by Krejcie and Morgan (1970) as cited in Amin (2005), 210 female teachers were randomly sampled from the population of 460. The sample size for the study was 5 Chief Administrative Officers, 5 District Education Officers, 5 Gender Focal

persons, 5 female head teachers, and 210 female teachers. The study utilized interviews, questionnaires and document analysis to collect data. The statistical Package for analyzing social science data known as Epi Info 7 assisted in data analysis. The area of study was Eastern Region and it was chosen because it had fewer female head teachers as compared to other parts of Uganda. It lies between longitudes 32° 54' East and 34° 40' East; and Latitudes 00° 17' 20" North and 3° 39' 18" North. It covers 2,672.4 km² with the population density of 3,107 per square km². Eastern region is bordered by Kenya on the East, Nakapiripiriti on the North East, Moroto, Lira, Dokoro, and Lake Kyoga on the North, River Nile on the west, and Lake Victoria on the South. It comprises of 32 Districts. However, the study was carried out in purposely selected 5 districts, namely; Mbale, Tororo, Sironko, Manafwa and Bududa which were purposively selected because they had the least number of female secondary school head teachers (The Republic Government of Uganda, 2013).

Conceptual Framework

The conceptual framework (Figure 1) was based on the Agassy's (2013) concept of gender equality. The conceptual framework postulates that socio-cultural factors do hinder women's access to management positions in secondary schools in Uganda and worldwide. This is due to the fact that women in society are considered to be inferior to men. The literature review supports this fact. However, the effect of these factors is moderated by intervening variables such as women's income, age, experience in leadership position and participation in entrepreneurship. Studies by Onyango et al (2011) in Kenya established that socio-cultural factors do hinder women participation in educational management. These factors were discouragement by spouses, domestic chores, lack of interest, gender bias, lack of motivation, inferiority complex, religion and political interference.

Socio-cultural factors such as individual factors do hinder women's access to management positions in secondary schools, particularly negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that hinder women participation in educational management at various levels. The impact of such factors is however moderated by intervening variables such as experience and income. The other independent factors do influence women's access to management position in secondary schools in different aspects. There is also a relationship between the intervening variables and independent variables which hinder women's access to management positions in secondary schools.

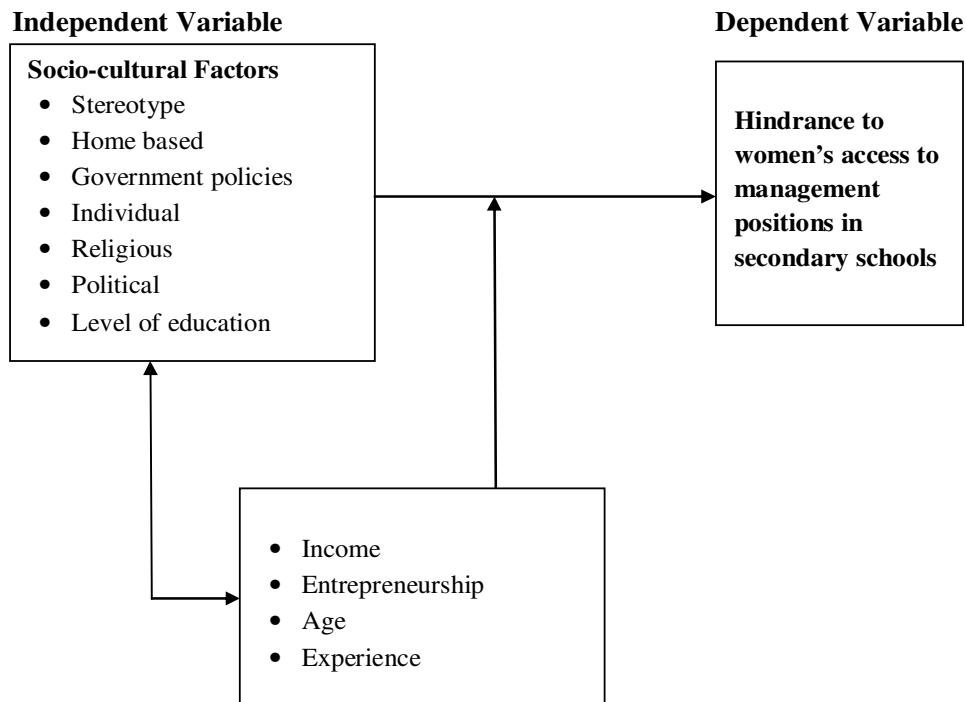


Figure 1. Socio-cultural factors that hinder women's access to management positions in secondary schools

The conceptual framework helped to focus on the variables of the study. The study established that the conceptualized socio-cultural factors hindered women's access to management positions in Government Grant – Aided secondary schools in various aspects.

RESULTS

The research question responded to was: What are the socio-cultural factors that hinder women's access to management positions in Government Grant -Aided Secondary schools in Eastern Region, Uganda. The responses were as shown in Table 1.

The findings of the study show that there is an array of barriers to women's access to management positions in secondary schools. The interview results and response in the questionnaire as shown Table 1 were harmonized, categorized and discussed thematically under the following socio-cultural factors. These are; social, cultural, religious, home-based, individual, education level, Government policies and political barriers.

DISCUSSION

Social Barriers: According to the findings on Table 1, there is a misconception about women within African societies. For instance a belief that women are made to

produce children and do kitchen work, will always cause things to go wrong does not hold, are less intelligent, because they too can do what a man can do as it was expressed by the female headteachers. In an interview with Awoja, (pseudonym) a woman can fulfill her motherhood obligation and still manage office work. She said, a woman can also manage to do what a man does". Societies /communities need to realize the potentials and capabilities of women. They expect the women to do house duties, gardening, and washing up while men go out for duty and also for go for further studies outside the family as women stay back to take charge of the family. In addition, negative criticisms by men make women hate management position as indicated in Table 1. Like it is mentioned before, men's negative comments affect women's morale of taking up leadership assignments. Accordingly, women leadership needs to be appreciated, and supported by men and the Government as a whole. If this is put under consideration, it will avoid discrimination against women which is one of the leading factors to women's access to management positions. These findings concur with those of Onyango, Simatwa and Ondigi (2011) who found that men are assigned heavy tasks while women are assigned light work by superiors in organizations because management is stereotyped as masculine and a male domain. Onsongo (2004) also in a study reported that management is still viewed from a masculine perspective. In fact in Kenya it is an

Table 1. Responses on Socio-cultural Barriers to Women's Access to Management Positions in Secondary Schools (Female teachers n = 210)

Questionnaire item	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Women are meant to produce children and do kitchen work	27(13%)	38(18%)	6(3%)	36(17%)	103(49%)
Women will always cause things to go wrong	3(1%)	4(2%)	6(3%)	29(14%)	168(80%)
Men should always lead while women follow	4(2%)	19(9%)	13(6%)	48(23%)	126(60%)
It is only men who can sustain management challenges	11(5%)	8(4%)	8(4%)	65(31%)	118(56%)
Only men are born with leadership traits	3(1%)	3(1%)	8(4%)	29(14%)	167(80%)
Women are less intelligent than men	00	6(3%)	6(3%)	8(4%)	190(90%)
Only men can go for higher education	00	6(3%)	8(4%)	6(3%)	190(90%)
Only men can manage leadership in Government Grant-Aided secondary schools	4(2%)	3(1%)	6(3%)	146(70%)	51(24%)
Women cannot influence decision making	11(5%)	8(4%)	8(4%)	15(7%)	168(80%)
Management theories only favor men	46(22%)	15(7%)	99(47%)	42(20%)	8(4%)
There is a lot of discrimination against women in Government Aided Secondary Schools	80(38%)	4(2%)	48(23%)	15(7%)	63(30%)
Women's economic status cannot enable them hold management positions	44(21%)	34(16%)	13(6%)	25(12%)	94(45%)
Women's education is very low so they cannot access management positions in Government Aided Secondary Schools	23(11%)	4(2%)	15(7%)	6(3%)	162(77%)
Women have a negative attitude towards management positions	42(20%)	13(6%)	15(7%)	12(6%)	128(61%)
Negative criticisms by men make women hate management positions.	109(52%)	46(22%)	19(9%)	21(10%)	15(7%)
Women need a lot of lobbying in order to access management positions in Government Aided Secondary Schools	94(45%)	21(10%)	36(17%)	15(7%)	44(21%)

established fact that women are discouraged from participating in educational management by male colleagues and spouses due to social stereotypes and this makes women lack confidence in their abilities as managers thereby becoming ineffective (Onyango et al., 2011). Men as such prefer their spouses to take care of children at home and perform domestic chores (Schein, 1990). Women also view school management as too demanding as meetings take a lot of time in view of their core functions at home, the domestic chores (Osumba,

2010). The consequence of which is to shun participation in educational management activities.

Sexual harassment is another barrier to access of women to management positions. In an interview with Ogare,(pseudonym) she observed that sexual harassment by male supervisors is another barrier for women to access management positions in Government Grant Aided secondary schools. She said. "Male supervisors ask for sex advances from the female teachers before recommending them for headship.

According to Awoja men think that women belong to them as their property. Misconception that men should lead and women to follow is misleading, and a belief that men make better leaders than women as observed by Betz and Fitzgerald (1987) and Kiamba (2008) does not hold. This understanding is misleading, because the findings of the study show that women make good leaders especially in the management of Government Grant Aid senior secondary schools. Female head teachers are parental, transparent, caring about the school, accountable, and dependable. They urge that the few women who are in management positions do perform better than some men. This is in support with Agaba's (pseudonym) observation (Commissioner for secondary schools), as cited by Ogare during the interview. She quoted Agaba saying, "We like women administrators because they are good, accountable, well organized, and transparent." Besides, Ogare observed that female headteachers are despised by the male teachers and are never taken seriously. They describe them with contempt. She said, "*kakasi nako*" meaning a woman also. She also shares a similar view with Hojgaard (2002) that the tradition that leadership is a masculine domain and regarding women as 'home makers'. This is a barrier to women's access to management positions in Government Grant Aided secondary schools.

Cultural Barriers: Culturally, there is a belief that women are supposed to be led but not to lead. Infact stereotyped notions about women constitute major barriers; assertiveness is frequently interpreted as aggression. In this respect women find it difficult to exert authority over males since the society still suffer from the myth that women are too emotional and weak for senior management. When women share these stereotypes and accept them uncritically it leaves them marginalized and with limited career effectiveness. Culturally women who get into leadership are seen as trouble makers, more specifically strong and assertive women (Daily Nation, 2009). These findings agree with those of Kloot (2004) who found that there is subtle discrimination in universities disguised in the requirements for promotion and appointments. These findings also concur with those of Brunner and Kim (2010) who reported that some barriers that women thought were significant include: school boards prejudices against women administrators, school board members' perception that women are not strong managers and their perception that women are unqualified to handle budgeting issues and finances.

Moya, Zamorano, Juan, Perez and Ge (2010) and Kiamba (2008) observed the same as women's barrier to management positions. For instance, girls are trained to become good mothers, while boys are prepared for white collar jobs like administrators. On the other hand, most of

the respondents did not second the idea that men should lead and women follow. The training of women should start at an early age at family level, school level and at societal level to empower them for their future careers as managers or leaders. This with time will remove the cultural biasness of men towards women, and also for girls to build confidence that they can manage the management responsibility.

Sadie's (2005) and Smith's (2010) view that women face patriarchal system where decision making powers are in the hands of males is evident. The study found that the interviewing panels are mostly dominated by men and that at other times the interviewing panel comprises only men. The practical implication of this finding is that there is need to balance gender on the interviewing panels to minimize gender disparities. Further, African culture expects women to be submissive to men, and also to take charge of domestic and family responsibilities as cited by Kiamba (2008). The study established the same challenge as women's barrier to management positions. The results further show that Stereotype that men have over women is a barrier to women's access to management positions in Government Grant Aided secondary schools which according to Kiamba (2008) are associated to customs. African customs favour men. According to Emmett (2001), socialization of the girl child in many societies is to blame. In other words, limits are put on girls as opposed to boys. To overcome this anomaly, there is need to sensitize societies and communities on the potentials God has bestowed into women, therefore they should not be underrated and discriminated on terms of being women. Yet everybody is because of a woman. She carefully carries a baby in her womb for nine months and even after birth, she ensures it is safe, in terms of treatment, feeding, love, care and the like, otherwise if she chose to abort it like other non responsible and heartless women one would be no more what so ever.

Religious Barriers: Women are believed to being a cause of bad leadership. For example Islam quotes Eve to have misled her husband Adam. Accordingly, they generalize that women should not be in the lead instead men should always lead, while women follow. Some Christians quote Paul (1 Corinthians 14:34) that women should be silent in meetings. This also indirectly pushes the women to the back benches. Awoja observed that women are naturally disadvantaged in a way that they are not allowed to lead. She quotes, "that if women attend an interview and the interviewing panel has more Muslims than members of any other religion, they will never appoint a woman to be headteacher."

Home-based Barriers: It was observed that females have home based tasks which have to be accomplished.

Table 2. Female Teachers Highest Academic Qualifications

Qualification	Frequency	Percentage
Degree	111	54.95
Diploma	78	38.61
Masters	13	6.44
Total	210	100.00

These tasks were as the result of socially defined roles as put across by Betz and Fitzgerald (1987) and Jones (1990). Sadie (2005) adds that confining women's identity to the domestic sphere is a barrier to women's entry to management positions. The study further revealed that some husbands deprive their wives of further education by living for them the entire responsibility of parenting and taking care of the family while for them they progress in studies. Surprisingly, even when they complete their further studies, they do not give opportunity to their wives also to go for studies. In an interview with female headteachers, Namaleya says, "Some husbands do not allow their wives to go for further studies". This view is shared by Awoja who says "unsupportive husbands do not allow their wives to go for further studies." It was revealed in an interview that some husbands want their wives to keep their homes, while others fear that when their wives go for further studies, they mess up with other men. In addition, it was found out that if their wives attain high qualifications than them, they will despise their husbands.

Individual Barriers: It is also noted that women have individual barriers that prevent them from accessing management positions in Government Grant Aided secondary schools. Wanale and Awoja (pseudonym) attribute failure to access to management positions to fear by female teachers. For example they note that some women fear management challenges, and feel that they cannot handle. Such challenges include insufficient funds to run the institution, drop in academic performance, and political interference. As a result, they fear negative criticisms and this makes them give up attempts to aspire for management positions. The results further, indicate that some headteachers lack self esteem as a result of inferiority complex. Thus, they lack authoritative character, they cannot speak out, they are shy and lack confidence.

Education Level: It was established that majority (55%) of the female teachers who participated in the study have the required academic qualifications but still have not accessed leadership of Government Grant-Aided secondary schools as indicated on Table 2. So the

allegation that female teachers' academic level is low is not true. Awoja confirms that women have the minimum requirements for the secondary school headship. In her school where she is a headteacher, 20 female teachers out of the 45 teachers in the school have qualifications for heading a Government Grant Aided secondary school.

Government Policies: The study also found out that there are some policies on Gender balance but they are never monitored and implemented at all levels. There is need to fully implement the gender equality policies at all levels and also formulate policies that give women equal access to management positions. Affirmative action policy for instance if adhered to, to the letter has high influence on effective participation of women in educational management as it can increase effective access to management positions. That is, the policy in schools and colleges would result in more leadership positions in education and hence increase the participation of women in education management thereby increasing the role models. In Kenya, the government introduced affirmation action policy that requires that one third of all positions of management in education be held by women (Republic of Kenya, 2005). This has been achieved to a large extent. These findings concur with those of Wirth (2004) who reported that can increase the participation of women in educational management.

Political Barriers: It was also noted that Area politicians to a certain extent interfere with the management of schools. This may cover from Local Government 1 up to highest levels like Member of Parliament. For example the headship of the school is sometimes believed to be supportive by the area politician. Usually men are substituted for women as men are thought to be more party supporters than women. In addition, the respondents argued that it is not that women are poor communicators that they fail to access management positions in Government Grant secondary schools as some people think. This argument was carried through/across the respondents and is represented with the lowest percentage as indicated on the Table 1. Instead, women attribute the barriers to other reasons of which limited support from staff and government rank the

highest. The few women who are in management positions in Government Aided secondary schools express that they are not given support by their staff members, both male and female, and that the government deliberately or through her policies has shown minimum support to female headteachers. Besides the above, interference by other structures such as religion, culture, and politics play a big role on women's access to management positions in Government Grant Aided secondary schools. In an interview with Awoja, one of the only three female headteachers in Mbale district confirms that if the panel which interviewed her had Muslim men, they would not have appointed her a headteacher. This is what she said, "Muslim religion does not allow women to head them, so if the panel has Muslim men they won't give a lady headship" Discrimination against women in Government Aided senior secondary schools in Uganda is another barrier to their access to management positions. In an interview with Namaleya (pseudonym), she attributes women's failure to access management positions in Government Aided secondary schools to the assumption that societies have about women. Cultural values and religious values like women being submissive also affect women's access to management positions. However, some women fear management responsibilities as stated by Wanale during the interview with her.

CONCLUSION

In summary, there was a cross section of factors that hinder women's access to management positions in Government Grant-Aided secondary schools in Uganda. However, though the government of Uganda has tried to correct the anomaly by putting in place Gender equality policies these policies, they have not been fully implemented in order for women to access management positions, in Government Grant Aided secondary schools. Women are not simply made to produce children and do kitchen work, but can do more including school leadership and participate in management positions. The few women who have been given opportunity to manage schools have done perfectly, and thus proving wrong the fear that woman will always cause things to go wrong, and that therefore the men have to be in the lead as the women follow. This has also proven wrong the thinking that only men are born with leadership traits that manage challenges and influence decision making as against the philosophy that women are ignorance and timidity. Furthermore, learning from a few women who have progressed indicates that more women would do better if only given the opportunity and not discriminated upon by cultural, religious, political, social norms, men on

interviewing panel and subjected to negative criticisms by men.

RECOMMENDATIONS

The Government of Uganda should do the following if gender balance in allocation of jobs especially in management positions is to be achieved, and fulfilling the Millennium Development Goal 3 which encourages promoting gender equality and empowering women.

An important finding is that women are not supported to access management positions in Government Grant-Aided secondary schools in Uganda. The Government of Uganda should revise the gender equality policies to cater for and support gender balance in the recruitment process. There should be a deliberate plan to promote women to management positions because they are dependable, committed and good financial managers.

Negative criticisms by men make women hate management positions. Like it is mentioned before, men's negative comments affect women's morale of taking up leadership assignment. Accordingly, women leadership needs to be appreciated, and supported by men and a government as a whole. If this is put under consideration, it will avoid discrimination against women which is one of the leading barriers to women's access to management positions.

The study also found out that the interviewing panels are mostly dominated by men and that at other times the interviewing panels comprises only men. There should be gender balance on the interviewing panels to minimize gender bias.

The findings also confirmed that there are very few female headteachers in government Grant Aided secondary schools in Uganda. Therefore there must be a deliberate plan to increase the number of female headteachers by fishing out hardworking female teachers and promote and support them in the management of schools.

All the female headteachers interviewed showed a great concern about women's minimal occupation of management positions in Government Grant Aided secondary schools in Uganda. There is need for the Government of Uganda to recruit more female headteachers in Government Grant Aided secondary schools in order to tap the unutilized potential.

Results showed that minimal occupation of women to management positions in Government Grant Aided secondary schools was as a result of corruption, and sexual harassment. The government and other respective stakeholder must fight corruption and sexual harassment by putting in place the disciplinary measures against the culprits.

Upholders of culture and society norms should be sensitized as it regards to the women and the management of schools.

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