Gender Imbalances Among Academic Staff in Kyambogo University of Uganda and Development Implications

Grace Lubaale
Accepted 20 March 2020

Department of Teacher Education and Development Studies, Kyambogo University, Kyambogo University of Uganda. Email: lubaalegrace@yahoo.com

ABSTRACT

Kyambogo University (KyU) is one of the nine government universities in Uganda experiencing gender inequalities among academic staff with glaring development implications in a country with 34.6 million people with women as the majority (50.7%). This paper aims to establish gender imbalances in terms of nature and causes at KyU and development implications and then provide a way forward. A mixed-methods approach that combined desk review and interviews were used. The findings indicate that the nature of imbalance is reflected in the higher degree achievements, promotions and staff leadership while the causes are patriarchy, family obligations, gender stereotypes and roles, gender violence and biological vulnerability. The development implications are colossal in terms of imbalances in the number of staff, higher degree achievements, staff leadership, research, innovations, publications, returns to education, and reduced self-esteem. The paper concludes that gender imbalances in KyU are a reality and recommends promoting gender equality by all stakeholders majorly through the KyU Gender Mainstreaming Directorate, and through the establishment and operationalization of KyU Gender Policy, Anti- Gender Violence Policy, Gender Responsive Budgeting, and Gender Monitoring and Evaluation.

Keywords: Gender Imbalances, Academic Staff, Higher Education, Kyambogo University, and Development Implications.

INTRODUCTION

On the 18th of July 2003 by statutory instrument No. 37 of 2003 as provided in section 22(1) of the Universities and Other Tertiary Institution Act 2003 as amended, established Kyambogo University as a Public University from a merger of three institutions namely: Uganda Polytechnic Kyambogo (UPK), Institute of Teacher Education Kyambogo (ITEK) and the Uganda National Institute of Special Education (UNISE). KyU is now 16 years old with the vision of being a centre of academic and professional excellence which should be manifested in gender equality in terms of academic teaching staff, academic managers like deans and heads of departments and top management as well as representation to council and committees in the university which will attract and propel equal admissions of students, retention and completion.

Additionally, The Universities and Other Tertiary Institutions Act 2006 as amended, The National Council for Higher Education (NCHE) established in 2001 and The Education (Pre-Primary, Primary and Post Primary) Act 2008 all provide for the provision of equal education for all (females and males) as well as employment opportunities. This is further buttressed by the 1995 constitution of the Republic of Uganda article 21 which provides for equal and fair treatment of all persons in Uganda without discrimination in all spheres of life including education and employment as well as article 30 which provides for the right of education for all females and males. According to the Universal Declaration of Human Rights, 1948 article 26 provides that all people should receive education and article 23 provides for equal employment opportunities, pay and working conditions for both males and females. The 17 Sustainable Development Goals (SDGs) of 2015-
2030, agreed upon by 193 countries including Uganda on 25th of September 2015 at the United Nations, goal number five is gender equality which goal was equally found in the Millennium Development Goals (MDGs) of 2000-2015 number three of promoting gender equality and empowerment of women. The National Gender Policy (NGP) of Uganda 2007 provides for equal treatment of females and males in Uganda in terms of education and equal employment opportunities. In the same line, Kyambogo University Human Resources Manual 2014 as amended and the Kyambogo University Gender Policy of 2014, both provide for equal treatment of females and males in terms of education and equal employment opportunities. All the above imply fair treatment of both females and males in Uganda in general and KyU in particular in terms of no discrimination, equal rights and opportunities for all to access education and employment chances which would translate into gender balance among academic staff in all the departments, faculties, schools, programmes and leadership.

However, Kyambogo University (KyU) is one of the nine government universities in Uganda experiencing gender inequalities that are greatly affecting her development and the nation at large in such a populated country of 34.6 million people (UBOS, 2016) in which women are the majority (50.7%). In 2018, the population was estimated 39,041,200 million with women still in the lead (UBOS, 2018). Girls in Uganda are disproportionately discriminated against boys in terms of education; they face tougher barriers when trying to gain any education and it has left the female population disenfranchised, despite government efforts to close the gap (Hasaba, 2014). This challenge of female limited education access from primary continues into secondary and higher education institutions to the apex Ph.D. degree achievement indicating gender imbalances. This is evident from the National Council for Higher Education (NCHE) 2019, it is estimated that there are 2000 Ph.D. holders in Uganda of whom 76% are male while 24% are female which is a big gender disparity. There are 152(36.2%) females against 267(63.8%) males employed in KyU by 2019 of whom 43(32.5%) females against 89(67.5%) males have Ph.Ds which is a clear manifestation of gender imbalances at this 16-year-old university.

This paper therefore attempts to provide an insight into the nature of gender imbalances at KyU among academic staff, causes and development implications on the development spectrum of the institution and beyond with clear presentation of the way forward for gender equality at this higher education learning institution.

**LITERATURE REVIEW**

The National Gender Policy (NGP) of Uganda 2007 is to raise women to the status of men. The focus on women in Uganda is majorly three-fold: Raise the status of women; Increase their influence and participation in politics, economics, social issues, and education and Reduce culture/other factors or conditions that inhibit the progress of women (NGP, 2007).

Despite the National Gender Policy of Uganda 2007, 12 years of its implementation, there are still glaring gender imbalances in the nation as evident. Uganda has 82 members of the executive in which 32% are women against 68% men. In parliament, there are a total of 452 legislators in which women are 157(35%) against 295 (65%) men (www. parliament.go.ug, 2020). In the judiciary, there are a total of 117 judges in which female are 59(50.7) against 58(49.3) men, registrars are 36 in which men are 18(50%) while women are 18(50%) and lastly in the same docket, magistrates are 144(54.6%) against 124(45.4%) women (www. Judiciary.go.ug, 2020). In local government administration, there are 113 (98%) men as district chairpersons against 2(2%) women; in the same area, there are 95(88%) men as Chief Administrative Officers against 13(12%) women and lastly in the same docket, there are 22 (100%) men as Town Clerks against 00(00%) women(molg.go.ug, 2020). The men in paid employment are 62.7% while women are 37.3% (UBOS, 2016). The above trickles down to Kyambogo University as evident with 419 academic staff in which 152 (36.2%) are women and 267 (63.8%) men. Out of 132 Ph.D. holders in KyU, 43 (32.5%) are women against 89 (67.5%) men. There are 08 Deans of faculties/schools in which 02(25%) are female against 06(75%) males (Kyambogo University, 2019).

The Gender Mainstreaming Programme of 2007 at Makerere University (Mak) now boasts of scholarships that have increased female enrolment into Mak through scholarship programs, engendering the curriculum; conducting and encouraging gendered research; developing gender-sensitive policies and budgets; making campus space safe for all; enabling women to access management positions and inspiring student to respect one another’s femininity and masculinity without any biases (Gender Mainstreaming Division, 2007). Makerere University has achieved this through its Gender mainstreaming programmes in two ways namely: The access and teaching-learning division which majorly addresses three major strategic issues namely: scholarships; engendering university curriculum and university outreach programs. Secondly is the welfare division which makes it possible to work towards the improvement of policies and practices that are related to the general wellbeing of male and female members of the university community like; gender sensitization among staff and students; gender-friendly human resource policies; housing and accommodation; recreation and sports facilities; campus security; staff recruitment, promotion and retention; and a wide range of social support services. Such innovations continue to enhance the enrolment, retention and improvement of
Gender and Sex

Gender refers to the culturally/socially constructed attributes/role/functions of male and female. It is the interpretation of our biology by our culture, how we ought to behave as male (masculine) or female (feminine) (Julia, 1994). These constructed labels differ in different societies. For example, in some societies, there is a belief that women are weak and men are strong. So being weak is considered to be feminine and being strong is masculine. Though sex is genetic, you can do nothing to change it, gender is acquired through interaction in the social world and changes over time. We learn to be masculine or feminine and therefore, gender is determined by culture. On the other hand, Sex is determined by biological characteristics, which define a person as male or female. You have nothing to do with the difference between male and female. It is determined by sex organs, which happen (form) naturally. Examples of sex characteristic include: menstruation, change in body size, and growth of hair among others.

Gender Roles and Gender Stereotypes

Gender roles refers to what women and men are expected to do and how they are expected to behave towards each other. Gender roles are different across communities and across the world. They change overtime in response to changing community circumstances (for example during wars when women take on more leadership roles in the home) and changing ideas about what is acceptable or not acceptable behaviours and roles. Gender roles and characteristics affect power relations between men and women at all levels and then result into inequality in opportunities and outcomes for some groups. On the other hand, Gender Stereotypes is a set of characteristics that a particular group assigns to women or men (for example men are leaders and women follow).

**Division of Labour and Gender Relations**

Division of Labour concept looks at the different tasks and responsibilities undertaken by either women or men. The allocation of activities on the basis of sex is learned and clearly understood by all members of a given community/society. The triple role of women includes Productive work (production of goods and services for consumption by the household or for income). Reproductive work (bearing and raising children), domestic work and maintenance of the household) and Community work (provision and maintenance of resources used by everyone – water, health care, education, and leadership). Men render to be more involved in community and productive work. On the other hand, Gender Relations refers to the social relations between women and men in particular how power is distributed between them, their impact on men’s and women’s position in society and tend to disadvantage women. Gender hierarchies are often accepted as natural but they are socially determined relations that are culturally based and subject to change over time.

**Gender Disparity or Gap and Discrimination Against Women**

Gender Disparity or Gap refers to a specific difference or inequality between girls and boys or men and women in relation to their conditions or how they access or benefit from a resource (for example men’s and women’s access to health services, school drop-out rates of girls and boys). On the other hand, Discrimination Against Women means any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. Men and women are treated differently (restricted or excluded or violated) in the family, the workplace or society due gender stereotypes. For example, when a woman is not promoted to a leadership position (even when she has suitable qualifications and experience) because society believes that only men can make important decisions.
Gender Condition and Gender Position

Gender Condition refers to the material state in which men and women live (for example food, quality of health care and housing) while Gender Position refers to women’s and men’s political, social, economic and cultural standing in society (for example unequal representation in the political process, unequal ownership of land and property).

Sex –Disaggregated Data and Non-Sex Disaggregated Data

Sex –Disaggregated Data refers to quantitative statistical information on the differences between men and women, boys and girls for a particular issue or in a specific area. Looking at data for individuals and breaking it down by the sex of the individuals (for example data of life expectancy, school enrolment, smoking prevalence divided by men and women). Sex –disaggregated data shows us if there is a difference in a given situation for women and men, girls and boys while Non-Sex Disaggregated Data lumps all men and women together on a particular event without showing the sex distinction score or output.

Gender Analysis and Gender Blind

Gender Analysis provides a deeper understanding of the situation for and between men and women, their constraints, needs, priorities, and interests. Gender analytical information is essential in designing good policies –because it tells us why the differences exist– the causes. Gender analysis is an important part of policy analysis that identifies how public or policies (programmes /projects) affect men and women differently. Conducting gender analysis requires well-developed social and gender analytical skills and is usually carried out by appropriately trained and experienced social researchers or gender experts. On the other hand, Gender Blind is being unaware of gender concepts and the impact that they have on life experiences and outcomes for girls and boys, men and women.

Gender Mainstreaming and Gender Responsive Budgeting

Gender Mainstreaming is an approach or a strategy of achieving broad-based gender equality throughout society –by getting gender issues into the mainstream. In other words, it is broadening of responsibility for achieving gender equality which essentiality involves acceptance by the mainstream to actively address the gender issues relevant to them, their relationships and work, with the aim of achieving gender equality throughout society. On other hand, Gender Responsive Budgeting refers to a budget that acknowledges gender patterns in society and allocates money to implement policies and programmes that will change these patterns in a way that moves towards a more gender equal society (Gender Budgeting Handbook of the Government of India, 2007).

Gender Monitoring and Gender Evaluation

Gender Monitoring refers to the systematic ongoing approach of checking if interventions are on track to achieving their goals –specifically designed to reveal the differences in experiences and impact on men and women. On the other hand, Gender Evaluation is the systematic approach to assessing the policy intervention, program or project (from a gender perspective) whether it achieved its objectives, what the broad impact was and why it was successful or unsuccessful. Therefore, while monitoring is at the implementation (more micro) level and ongoing, evaluation occurs at the strategic (more macro) level and less frequently –typically mid-term and completion.

Gender Equality and Gender Equity

Gender Equality refers to a situation in which women and men’s similarities and differences are recognized and equally valued. Men and women enjoy equal status, recognition and consideration. In other wards women and men enjoy Equal conditions to realize their full potential and ambitions; Equal opportunities to participate in, contribute to, and benefit from society’s resources and development; Equal freedoms and quality of life and Equal outcomes in all aspects of life. (Gender Mainstreaming Division, 2007; Ssali, 2007). On the other hand, Gender Equity means the process of being fair to men and women –such as equitable allocation of resources and opportunities. Equity can be seen to be the means and gender equality as the end. Equity contributes to Equality.

METHODOLOGY

This paper used a mixed-methods approach that combined desk reviews and interviews (Creswell, 2017; 2009). Quantitative data was derived from documents while qualitative data was from the interviews. Kyambogo University has a total of 419 academic staff (Kyambogo University, 2019) who were the target population, from whom 42(10%) interviews from staff were conducted (Gay, 1992). Further, this helped to reach data saturation (Mugenda and Mugenda, 1999). Validity of the instruments was ensured by giving to 10 experts in education to judge their appropriateness. From this rating, the Content Validity Index (CVI) was calculated and approved. The CVI for each item was calculated and all items whose score was below 0.8 were modified (Amin, 2005). Reliability of the items was
Table 1. Showing Gender Imbalances in Academic Staff Higher Degrees Achievements in 2019 at Kyambogo University by Gender.

<table>
<thead>
<tr>
<th>Academic Staff with Ph.D by Faculty/School</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Social Sciences</td>
<td>12</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>Education</td>
<td>06</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Engineering</td>
<td>04</td>
<td>09</td>
<td>13</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>Special Needs &amp; Rehabilitation</td>
<td>01</td>
<td>08</td>
<td>09</td>
</tr>
<tr>
<td>Vocational Studies</td>
<td>05</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Management &amp; Entrepreneurship</td>
<td>04</td>
<td>06</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total and Percentage</strong></td>
<td>43 (32.5%)</td>
<td>89 (67.5%)</td>
<td>132(100%)</td>
</tr>
</tbody>
</table>

Source: Kyambogo University Graduate School Guidelines, 2019.

Table 2. Shows Promotions and Current Ranks of Academic Staff of Kyambogo University in 2019 by Gender.

<table>
<thead>
<tr>
<th>Academic Staff Rank</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Fellow</td>
<td>24</td>
<td>40</td>
<td>64</td>
</tr>
<tr>
<td>Assistant Lecturer</td>
<td>38</td>
<td>74</td>
<td>112</td>
</tr>
<tr>
<td>Lecturer</td>
<td>72</td>
<td>99</td>
<td>171</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>15</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>03</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Professor</td>
<td>00</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td><strong>Total &amp; Percentage</strong></td>
<td>152 (36.2%)</td>
<td>267 (63.8%)</td>
<td>419 (100%)</td>
</tr>
</tbody>
</table>

Source: Kyambogo University Human Resources Employment Record Status, 2019.

determined using the test-retest method. The Cronbach Alpha test score of 0.6 was obtained (Amin, 2005). Data was analyzed using descriptive statistics for quantitative data and content analysis for the qualitative data by identifying themes, summarize the findings (Pope et al., 2007) and thereafter researchers’ interpretation. Ethical Considerations were ensured through the confidentiality of participants, ethical approval and the use of informed consent (Bean, 2005).

RESULTS AND DISCUSSION

Nature of Gender Imbalances

The nature of gender imbalances among academic staff in Kyambogo University is manifested in the following ways as evident in the various KyU documents:

Higher Degrees Achievements

The achievements of higher degrees in KyU among staff is central because it has both public and private returns. University ranking world over has Ph.Ds as one of the criteria and KyU has been moving steadily as evident below despite the gender imbalances by 2019 since its formation in 2003.

Table 1 clearly shows gender imbalances of 43(32.5%) female against 89(67.5%) males in which men continue to beat women in all faculties, the worst imbalance being evident in Special Needs with 01(11%) female against 08(89%) men. Such academic achievement imbalances imply more gaps in promotions, leadership, mentorship and nation building.

Promotions

All academic staff in a university are privileged to be promoted from Teaching Assistant to Assistant Lecturer, to Lecturer, to Senior Lecturer, to Associate Professor and Professor as provided in the Act 2006 Section 51& 52 and KyU Human Resources Manuel 2014 as amended. At 2003, there was one Associate Professor who was a male and 10 Senior Lecturers all of whom where males. The situation remains bad by 2019 as evident in Table 2.

Table 2 clearly shows gender imbalances of 152(36.2%) female against 267(63.8%) males in which men continue to beat women in all ranks, the worst imbalance being evident at professorial rank with no female at all. Such imbalances in promotion imply more gaps in academic achievements, leadership, mentorship and nation building.

Academic Staff Association Leadership

The Act 2006 Section 68, provides that in every public university, there shall be an academic staff association.
Table 3. Shows Chairpersons of Kyambogo University Academic Staff Association (KYUASA) Since 2003 By Gender.

<table>
<thead>
<tr>
<th>Name of Chairperson</th>
<th>Gender</th>
<th>Period</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr. Bikirwa Francis Muntu</td>
<td>M</td>
<td>2003-2005</td>
<td>Education</td>
</tr>
<tr>
<td>Mr. Victor Locor</td>
<td>M</td>
<td>2005-2010</td>
<td>Special Needs</td>
</tr>
<tr>
<td>Ms. Edith Mbabazi</td>
<td>F</td>
<td>2010-2012</td>
<td>Education</td>
</tr>
<tr>
<td>Dr. Charles Twesigye</td>
<td>M</td>
<td>2012-2014</td>
<td>Science</td>
</tr>
<tr>
<td>Rev. Dr. Grace Lubaale</td>
<td>M</td>
<td>2014-2019</td>
<td>Education</td>
</tr>
</tbody>
</table>

Source: Kyambogo University Academic Staff Association Leadership Records, 2019.

Table 4. Shows Deans of Faculties of Kyambogo University in 2019 by Gender.

<table>
<thead>
<tr>
<th>Name of the Dean</th>
<th>Sex</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Prof. Joyce Asiimwe Ayikoru</td>
<td>F</td>
<td>Education</td>
</tr>
<tr>
<td>Asst. Prof. Bosco Bu</td>
<td>M</td>
<td>Vocational Studies</td>
</tr>
<tr>
<td>Asst. Prof. Mohamud Wambede</td>
<td>M</td>
<td>Graduate School</td>
</tr>
<tr>
<td>Dr. Lawrence Eron</td>
<td>M</td>
<td>Special Needs</td>
</tr>
<tr>
<td>Dr. Justus Kwetegyeka</td>
<td>M</td>
<td>Science</td>
</tr>
<tr>
<td>Dr. Elizabeth Kyazike</td>
<td>F</td>
<td>Arts &amp; Social Sciences</td>
</tr>
<tr>
<td>Dr. Stephen Kasumba</td>
<td>M</td>
<td>Management</td>
</tr>
<tr>
<td>Dr. Michael Kyakula</td>
<td>M</td>
<td>Engineering</td>
</tr>
</tbody>
</table>

Source: Kyambogo University Human Resources Employment Record Status, 2019.

KyU has been compliant since 2003. The process involves elections of leaders among the staff population. Since 2003, Kyambogo University Academic Staff Association (KYUASA) has had 5 chairpersons with only one female as a chair. The other posts of leadership in the association, the proportion has been at a ratio of 2:8 of Female and Male respectively (Kyambogo University Academic Staff Association Leadership Records, 2019).

Table 3 clearly shows gender imbalances of 01(20%) female against 04(80%) males which situation continues to perpetuate gender imbalances as if they are natural yet artificial largely because of earlier disparities in academic achievements, promotion, mentorship and nation building.

Academic Administrative Leadership

The Act 2006 Section 53 & 54, provides that in every public university there shall be academic administrative positions of leadership namely Head of department and Dean of a faculty/school or Principal of a college/school. The Act 2006 provides for election of these leaders by members of their own concerned unit and in case no one qualifies, then the Vice Chancellor will appoint leaders in acting capacities. KyU has been compliant since 2003 where elections have been held in 2012, 2015, 2016, and 2017. In 2012, three males were elected deans and no female. One female was elected head of department while six males where elected.

In 2015, one female was elected dean and two males. In 2016, two males were elected deans against zero females. In 2017, one female was elected dean and one male. By January 2019, there were 2 (25%) female deans against 6(75%) males and 13(34%) Female heads of Department against 25(66%) males. The above scenario indeed depicts clear gender gaps in leadership (Kyambogo University Human Resources Employment Record Status, 2019).

Table 4 clearly shows gender imbalances of 02(25%) female against 06(75%) males which situation continues to perpetuate gender imbalances as if they are natural yet artificial largely because of earlier disparities in academic achievements, promotion, mentorship and nation building.

Academic Management Leadership

The Act 2006 Section 30-37, provides that in every public university there shall be managers of the institution. KyU has been compliant since 2003 where by managers like the University Secretary, University Bursar, Academic Registrar, Dean of Students, University Librarian, Director of Planning and Development, Director of Internal Auditor, and Director of Human Resources have been appointed from time to time. The process requires making an advertisement in the newspapers and interested candidates apply. From 2003 to 2019, out of 3 University Sectaries only 1 was female (33.3%) and 2 males (66.6%); out of 4 University Bursars, none was
Table 5. Top Managers of Kyambogo University in 2019 by Gender.

<table>
<thead>
<tr>
<th>Name of the Top Manager</th>
<th>Sex</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Eli Katunguka</td>
<td>M</td>
<td>Vice Chancellor</td>
</tr>
<tr>
<td>Prof. Maria Musoke</td>
<td>F</td>
<td>Deputy Vice Chancellor- Academic Affairs</td>
</tr>
<tr>
<td>Asst. Prof. Fabian Nabugoomu</td>
<td>M</td>
<td>Deputy Vice Chancellor- Finance and Administration</td>
</tr>
<tr>
<td>Mr. Charles Okello</td>
<td>M</td>
<td>University Secretary</td>
</tr>
<tr>
<td>Mr. Bukulu Kasirye</td>
<td>M</td>
<td>University Bursa</td>
</tr>
<tr>
<td>Dr. Annie Begumisa</td>
<td>F</td>
<td>Academic Registrar</td>
</tr>
<tr>
<td>Dr., Eliz Nassali State</td>
<td>F</td>
<td>University Librarian</td>
</tr>
<tr>
<td>Ms. Mildred Tibananuka</td>
<td>F</td>
<td>Dean of Students</td>
</tr>
</tbody>
</table>

Source: Kyambogo University Human Resources Employment Record Status, 2019.

female(0%) and 4 males (100%); out of 3 Academic Registrars, 1 was a male(33.3%) and 2 males (66.6%); out of 3 Deans of students, 1 was a male(33.3%) and 2 males (66.6%); out of 3 University Librarians, 1 was a female(33.3%) and 2 males (66.6%). For the post of Vice Chancellor and Deputy Vice Chancellors in charge of Academic Affairs and Finance & Administration the process demands an advertisement in the newspapers so that interested candidates can respond. After responding, the search committee makes recommendations to Senate which in turn makes recommendations to the University Council and then to the Chancellor who appoints. KyU has been compliant since 2003. For the post of Vice Chancellor out of 3, all are males (100%) and 0 female (0%); For the post of Deputy Vice Chancellor in charge of Academic Affairs, out of 4, 3 are males (75%) and 1 female (25%). For the post of Deputy Vice Chancellor in charge of Finance and Administration, 2 are males (100%) and 0 female (0%) (Kyambogo University Human Resources Employment Record Status, 2019).

Table 5 clearly shows gender balance of 04(50%) female against 04(50%) males. Very surprising at Top Management level by 2019 and it gives hope for the future in terms of polices and affirmative action needed for gender equality in KyU.

CAUSES OF GENDER IMBALANCES

It was important to find out from the respondents their perspective on the causes of gender imbalances in KYU through interviews.

Patriarchy

Patriarchy is the rule of the father. It originally had a narrow meaning referring to a system, historically derived from Greek and Roman law, in which the male head of household had absolute legal and economic power over his dependent female and male family members, and male and female slaves. More recently, the term patriarchy has come to be used to describe male dominance over women and children within the family and the extension of this dominance in all other areas of society like in the; government, military, education, industry, business, health care, advertising, and religion (Julia, 1994; Tuyizere, 2007). The reason why it is often so hard to challenge gender roles is because most societies in the world are patriarchal KyU inclusive and through this power structure, traditional gender roles in which women are subordinated are upheld and perpetuated. It does not imply that women are totally powerless, or totally deprived of rights, influences and resources, rather that the balance of power is in the favour of men.

During the interviews, a number of respondents identified patriarchy as one of the key causes of gender imbalances as explained:

In our community, culture has really spoilt things. Everybody thinks that it is men to be leaders all the time while ladies are to follow them. Even in the university, leadership positions are to be given to men first even if the women have better qualification. It is just because men are seen as heads of everything, a female academic staff said.

A male academic staff said that women cannot be equal to men because of the patriarchal nature of society in which male views are upheld in self-esteem than those of women.

Another female academic staff said that patriarchy controls women by excluding them from access to necessary economically productive resources as well as restricting their sexuality. Men exercise their control in receiving personal service from women, in not having to do housework or rear children, in having access to women's bodies for sex, and in feeling powerful and being powerful.

Patriarchy is rule of the father which keeps women dominated and subordinated by men in all spheres of life (political, economic and social) including education attainment, promotion and leadership hence the current gender imbalances in KyU, a female academic staff said.

The above statements mean that patriarchy is a
Table 6(a): Shows General Gender Stereotypes In Uganda.

<table>
<thead>
<tr>
<th>Men are:</th>
<th>Women are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>Active</td>
<td>Passive</td>
</tr>
<tr>
<td>Leaders</td>
<td>Followers</td>
</tr>
<tr>
<td>Independent</td>
<td>Dependent</td>
</tr>
<tr>
<td>Strong</td>
<td>Weak</td>
</tr>
<tr>
<td>Courageous</td>
<td>Timid</td>
</tr>
<tr>
<td>Risk takers</td>
<td>Avoid risks</td>
</tr>
<tr>
<td>Aggressive</td>
<td>Polite</td>
</tr>
<tr>
<td>Rational (reason)</td>
<td>Intuitive/ emotional</td>
</tr>
<tr>
<td>Sciences</td>
<td>Arts</td>
</tr>
<tr>
<td>Tough</td>
<td>Tender</td>
</tr>
<tr>
<td>Assets</td>
<td>Liabilities</td>
</tr>
<tr>
<td>Superior</td>
<td>Inferior</td>
</tr>
<tr>
<td>Handsome</td>
<td>Beautiful</td>
</tr>
<tr>
<td>Rulers</td>
<td>Ruled</td>
</tr>
<tr>
<td>Dominants</td>
<td>Subordinates</td>
</tr>
</tbody>
</table>

Source: Lubaale, 2018

Family Obligations

Given the patriarchal nurture of our society in which men head families in terms of the wife, children and assets while women respond by doing domestic work, produce and raise children and comply to the men’s rule indeed perpetuates gender imbalances (Kabonesa, 2007; Tong, 1989). During the interviews, a number of respondents identified family obligations as one of the key causes of gender imbalances as explained:

A female respondent said that she wanted to contest as a chairperson of KYUASA but on a second thought, she weighed out the extra time it requires to be a chairperson and her family obligations and gave up. I never stood.

Being pregnant, producing children, raising children, domestic chores and taking care of the husband who paid bride price indeed takes a lot of academic staff women’s time, thoughts, energy and resources which undermines their academic progress or self-esteem to lead hence academic staff men surpassing them in all largely, a female academic staff said.

The above statements mean that family obligations are a reality to the extent that even when people go to school and reach university levels, family obligations in terms of division of labour, hierarchy, and structure largely based on culture and religion in which men have dominance over women are alive up today in society including KyU. This sad reality continues to be reinforced as a result of history, perception and practice which perpetuates male dominance over female in the home to the detriment of women’s progress in access to higher education, excellent achievement and participation in the university leadership activities.

Gender Stereotypes and Roles

Gender Stereotypes refer to the characteristic of masculine or feminine as defined/determined by culture i.e. illustrates the gender pattern of male and female behaviours as determined by culture. (Lubaale, 2018, Ssali, et al., 2007, Julia, 1994).

The above gender stereotypes (Table 6a) in Uganda are useful in comprehending the gender imbalances in KyU.
Table 6(b): Shows General Gender Roles In Uganda.

<table>
<thead>
<tr>
<th>Men are</th>
<th>Women are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominants</td>
<td>Subordinates</td>
</tr>
<tr>
<td>Husbands</td>
<td>Wives</td>
</tr>
<tr>
<td>Head families</td>
<td>Members</td>
</tr>
<tr>
<td>Inheritance</td>
<td>Less</td>
</tr>
<tr>
<td>Decision makers</td>
<td>Follow</td>
</tr>
<tr>
<td>Provide security</td>
<td>Enjoy</td>
</tr>
<tr>
<td>Marry</td>
<td>Get Married</td>
</tr>
<tr>
<td>Not their work</td>
<td>Cook (domestic work)</td>
</tr>
<tr>
<td>Assist</td>
<td>Bear / rear children</td>
</tr>
<tr>
<td>Accounting officers</td>
<td>Assist</td>
</tr>
<tr>
<td>Bread winner</td>
<td></td>
</tr>
</tbody>
</table>

Source: Lubaale, 2018.

Gender Roles refer to a set of particular behaviour, roles, functions carried out just because we are male or female or to reflect/show our masculinity or femininity like in dressing, attitudes, personality, work; both within and outside the home, sexuality, family commitments, etc. Gender roles are learnt from childhood. They sometimes differ from culture to culture although many cultures agree to them in common. They are strictly determined by culture therefore socially constructed. The above gender roles (Table 6b) in Uganda are useful in comprehending the gender imbalances in KyU. During the interview, respondents in the university affirmed that Gender Stereotypes and Gender Roles as one of the causes of gender imbalances in society as well as in KyU as follows:

A female respondent said that she wanted to be head of department. She shared with her husband who objected and she complied. A female respondent wanted to go for her Ph.D. and her husband objected. He said produce children first and then go which delayed her career for six years. After producing three children and the husband was happy, he told her you can now proceed for your studies. Men study science courses while women arts and is a serious gender stereotype which causes gender imbalances in which men continue to dominate sciences as women follow. The male respondent told the researcher that there are 15(33%) women with Ph.Ds. in sciences/engineering against 30(67%) men.

Domestic chores and beauty/ smartness gender roles consume women’s time to research and thus get promoted as men hence the gender imbalances as reflected in having many more professors being men compared to women in KyU, according to a male respondent.

From the above responses of respondents, it becomes clear that Gender Stereotypes and Gender Roles exist and its effect on people is a reality including highly educated people in the university setting where one would not expect such. Indeed gender roles and stereotypes are nurtured right from childhood so that even when people grow and get educated up to university, such nurturing has been rooted in them thus appearing like “genetic” and starts to occur “naturally” yet it is not a scientific fact but a social fact which is a reality as evident above. Such gender stereotypes and roles have greatly contributed to the gender imbalances in KyU and eventual underdevelopment as a result of history, perception, and practice. They are not natural phenomena but socially constructed with far-reaching impacts on women through experiencing a lot of pain, stress, abuses, insults, and psychological torture which eventually reduces their self-esteem, freedom, motivation and ambition. This automatically limits women’s chances to higher education access, excellent achievement and leadership in the university and beyond.

Gender Violence

Gender Violence refers to a situation of mistreatment, suffering and injury of someone as a result of his or her gender. In other words, one suffers because of being male or female. It normally occurs as Sexual Harassment, Sexual Based Violence, Domestic Violence and Gender-Based Violence.

Sexual Harassment: This is a situation in which persons of the opposite sex who are not in love, one of them does/ directs sexual linked actions/behaviors to the other party who feels offended. It does not involve sexual intercourse of any form. It occurs in the following ways: Indecent greeting,dressing, sitting,clapping and hugging. Seductive walking style as well as kissing, intimidation/threats of sexual requests as well as abusive language or vulgar language in a sexual way, unnecessary phone calls as well as letter writings/communications, and seductive body language in totality including sexy eye contact among others.
Sexual Based Violence: Refers to a situation of having sexual intercourse in an abusive way by persons of opposite sex normally without consent of the other party. It occurs in the following ways: Defilement, Forced Marriages, Rape and Marital Rape.

Domestic Violence: Refers to a situation of exploitation, suffering and mistreatment among persons of opposite sex who are in love or intimate relationship by one of the parties. In other words, one of the persons in love harms the other. Domestic Violence occurs in the following ways: Physical, Psychological, Sexual, Economic, Political, Religious and Cultural.

Gender-Based Violence: Refers to a situation of suffering, mistreatment or injury caused unto someone as a result of their gender. In other words, someone suffers because of being a male or female caused by persons of the same sex, opposite sex, society or institution. Gender-Based Violence occurs in the following ways: Physical, Psychological, Sexual, Economic, Political, Religious and Cultural (National Gender Policy, 2007; Lubaale, 2020; Julia, 1994; Gender Mainstreaming Division, 2007; Ssali, 2007).

During the interview at KyU, respondents said that gender violence is one of the serious causes of gender imbalances in the following ways by their statements:

Some academic staff men are in love with female academic staff at KyU and they continue to dictate their actions and ambitions which affects their progress, said a female respondent.

A male academic staff at the faculty of special needs taught a female academic staff. It was very humiliating particularly on the female as a person and all fellow women staff. Such bulldozing behaviors indeed create fear in women which affects their progress, said a male respondent.

A female respondent said, “Men make various comments on women’s sexual outlook and life which undermines their self-esteem besides asking them for sex as if they are their sexual objects.” Sometimes men in leadership give favours based on their relationship with women. This affects a series of women who are not willing to give in sexually or accept such sexual harassment to go uncontested hence losing out on some favours.

A female respondent said Society of KyU continues to interpret leadership as a male preserve hence sidelining women in this endeavor said a male respondent.

During the campaigns for the post of Deputy Vice-Chancellor in charge of Academic Affairs, there were two major contenders a male and female. Both men and women greatly campaigned against the female candidate on the ground of being a female which is so unfortunate. This gender violence continues to threaten and further act as a drawback for women’s progress according to a male respondent.

The above statements mean that Gender violence is a reality to the extent that even when people go to school and reach university levels, gender violence manifestations, features and dynamics of sexual harassment, sexual based violence, domestic violence and gender-based violence continue to occur. This sad reality continues to be reinforced as a result of history, perception and practice which perpetuates male dominance over females in all spheres of life. The impacts on women in KyU as a result of gender violence manifests itself in terms of suffering, pain, stress, abuses, insults, contracting diseases, unwanted pregnancies, physical disabilities, poverty, and psychological torture which eventually reduces their self-esteem, freedom, motivation and ambition hence limiting their chances to higher education access, excellent achievement and leadership in the university.

Biological Vulnerability of Women

The female biological structure in terms of anatomy and physiology puts women in a more vulnerable situation than men. This is evident in terms of reproductive organs, breast, menstrual periods, pregnancy of nine month, giving birth to children with its related challenges including death, lameness and disability to mention but a few, cervix cancer, fibroids, and sexual based violence’s (rape, and marital rape) among others puts women in KyU in a more disadvantaged position than their counterparts.

During the oral interview at KyU, respondents mentioned that biological vulnerability is one of the serious causes of gender imbalances in the following ways:

Some women have painful menstruation periods which affects their productivity, said a female respondent.

The sanitary facilities in KyU are not to the standard of housing mature female academic staff, said a male respondent.

Giving birth to children keeps off many women from hard work, said a male respondent.

The maternity leave of ninety days given leaves a big gap on their academic productivity and by the time they return, the men are far ahead already, said a female respondent.

Sexual based violence’s that women receive at home and place of work, quite often leaves them frustrated, embarrassed, emotionally and physically drained which is detrimental to their academic achievement, said a female respondent with tears.

From the above statements, it becomes clear that biological vulnerability of women is universal including highly educated women. From the interviews, it becomes clear that this situation sometimes and differently to different women leads to psychological torture, stress, sickness, pain, poverty, hatred, discouragement, low self-esteem, freedom, motivation and ambition hence
limiting KyU women’s chances to higher education access and achievement, hence the current gender imbalances.

DEVELOPMENT IMPLICATIONS

Such gender imbalances as illustrated above have great implications in the university management and development process of Uganda as a whole and beyond in the following ways:

Higher Degrees Achievements

As illustrated above, the achievements of higher degrees in KyU among staff has been unequal for a very long time hence creating gender gaps and below are the interview responses:

Such low achievements among the female in comparison to men leads to gender imbalances in promotion majorly to ranks of Senior Lecturer, Associate Professor and Professor which eventually kills motivation, self-esteem, freedom and hope among the current staff & students as well as those still in school. A male respondent said. Such a scenario becomes a stumbling block to the nurturing of talents particularly of academic excellence and achievement hence many women's scholarship, mentoring, and research contribution in KyU. A female respondent said. A male respondent said that such gender imbalances makes men and women miss the special nurturing, mentorship and leadership of qualified women. A female respondent further affirmed that such imbalances makes the situation look natural yet it is socially constructed and continue to perpetuate gender imbalances which ultimately affects individual and joint collaboration for development. We have indeed missed on grants and projects where gender balance is a must, a male respondent said.

From the above, it is clear that the current development challenges of KyU and Uganda are partly because of gender imbalances because of missing women’s talents, nurturing, and research contribution as well as joint collaboration with men in development programmes including winning grants that require gender balance hence perpetuating underdevelopment.

Staff Leadership

This involves staff providing leadership among themselves, students, and university community. The scenarios of gender imbalances above in terms of recruitment, retention, completion, and achievement of higher degrees among staff indeed leads to gender gaps in leadership positions. During the interview, some of the respondent’s statements are:

All leaders require qualifications, experience, mentorship, role models, guidance and support from all people particularly people of your gender. Many women have missed here, a female respondent said. A male respondent said that the limited number of females in leadership stifles others from coming up and makes the situation look natural yet it is artificial. Such a scenario becomes a stonewall to the nurturing of talents particularly of leadership, management, academic excellence and achievement hence many women missing here as well as men, a female respondent said.

The university overall leadership output hangs in balance because of missing many women’s scholarship, mentoring, nurturing, leadership, supervision, and research contribution in KyU and Uganda as whole and beyond hence perpetuating underdevelopment.

Research, Innovations and Publications

Globally, universities are ranked as a result of evidence of research, innovation, and publications as well as gender consideration. During the interview, respondents said:

Given the above gender imbalances with women being at the bottom, their contribution in research, innovations and publications in journals of international reputation is minimal which undermines KyU ranking and development, said a female respondent. A male respondent said that University ranking world over is tagged to evidence of tangible research, innovations and publications in international journals with a gender balance. We have indeed missed out on grants and research collaborations that require gender balance as a must, a male respondent said.

No wonder KyU in 2019 was ranked six-best university in Uganda partly because of limited women’s contribution to international journals which affects the university progress in the eyes of the public and donors.

Returns on Higher Education Investment

Investment in education comes with both public and private returns. Public returns include increased entrepreneurship, job creation, good economic and political governance, health and social fabric, safety, tax base, savings and investments, delivery of services like teaching, legal counsel and treating, responsible population research and development while private returns include salary, income, job, status, psychological and career development (Bloom et al, 2005). This theory
is further buttressed by the neoclassical who avow that there is a positive relationship between education and development (De Beer and Swanepoel, 2000). In addition, the human capital theory equally asserts that the most efficient path to national development of any society lies in improving its population that is human capital (productive capacity of human power) (Ingemar and Saha, 1989). Besides, Higher Education (HE) leads to the creation, preservation and dissemination of knowledge vital for development (Kasozi, 2003). Finally, Todaro (2015) writes that most economists argue that it is the human resources of a nation, not its physical capital or its natural resources that ultimately determine the character and pace of its economic and social development. During the interview, the respondents were in agreement and stated that:

Gender imbalances therefore creates imbalances in development, a male respondent said. We have indeed missed out on grants and research collaborations that require gender balance is a must, a male respondent said. Public returns of investing in education end up coming from one gender mainly which is not health for holistic development, a female respondent said. Private returns of investing in education go largely to men not women which creates income inequalities, a female respondent said. A good development should be enjoyed by all genders, a female respondent said, insisting that the one at KyU is not celebrated equally by all.

From the above, it becomes clear that human beings who include both males and females are the most active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development. Therefore, a country which is unable to develop the cognitive(knowledge), affective (values) and psychomotor (skills) of her people both male and female as the case is in KyU and Uganda as whole and to utilize them effectively in the development of the university as well as in the national economy will be unable to develop holistically and in particular achieve Uganda Vision 2040.

Self-Esteem

Gender violence, gender stereotypes and gender roles as sighted in the literature above have greatly contributed to gender imbalances in our societies in general and eventual gender imbalances in enrolment and completion of university education at KyU as a result of history, perception, and practice hence perpetuating under development. During the interview, the respondents stated that:

They are not natural but socially constructed with far reaching impacts on KyU women who in the end experience a lot of pain, stress, abuses, and insults that ultimately affect their self-esteem in all forms. A male respondent said. A female respondent affirmed that they create psychological torture which eventually reduces women’s self-esteem, freedom, motivation and ambition.

This automatically limits KyU women’s chances to higher education access, excellent achievement and leadership in the university and beyond, a female respondent said.

It is now clear from the above responses that gender violence, gender stereotypes and gender roles which are a reality in KyU largely because higher education remains patriarchal indeed limits self-esteem, freedom, motivation and ambition of women to complete their career on time. This further ultimately hinders them from serving KyU in various leadership and management positions for holistic development and beyond.

CONCLUSION

It is now clear that there are gender imbalances in KyU as manifested in the higher degree achievements, promotions and staff leadership. These gender imbalances are inhibiting the 16-year-old university from achieving its vision of being a centre of Academic and Professional excellence in terms of equal access to higher education, completion, offering student and staff leadership, higher degree achievements and low self-esteem which are essential in mentoring and shaping ambitions of young generation. Below are possible policy options and strategies of deconstructing the above gender imbalances in order to pave way for gender equality which will translate into holistic development of KyU in particular and Uganda in general.

RECOMMENDATION

Gender Policy

Kyambogo University Director of Gender Mainstreaming must ensure that the KyU Gender Policy of 2014 with its broad aim of achieving gender equality in the university in all spheres is implemented to the letter. This paper recommends increased funding by the University Council to the Directorate in terms of staffing, office space, equipment, scholarships and research which will accelerate gender equality in the university among academic staff.

Gender Mainstreaming Program

Kyambogo University should establish full-fledged
functioning gender mainstreaming programmes in the Directorate of Gender that will address all the imbalances mentioned above in terms of recruitment, promotions and award of scholarship with an affirmative action view. The Directorate should offer technical guidance from time to time.

**Anti-Gender Violence Policy**

KyU must develop immediately the Anti-Gender Violence Policy so that all exploitation, mistreatment, suffering and injury caused on to people in the university as a result of being male or female is in detail explained to the stakeholders from time to time thus becoming preventable. In the event of occurrence, punishments should be spell out in clear terms which may range from warning, caution, counselling, compensation, taking responsibility of motherhood or fatherhood (treatment, renting, & feeding), dismissal, and in case of grave criminality in nature, then the laws of Uganda should be applied. The Gender Mainstreaming Directorate of KyU must provide technical guidance in drawing the policy and support compliance.

**Gender Responsive Budgeting (GRB)**

Kyambogo University has no choice but to adopt a GRB which will lead to the elimination of discrimination on grounds of one’s gender and pave way for equal conditions of males and females to realize their full potential and ambitions in all spheres of life. This will enable more equal access to resources, distribution of benefits and access to services by all genders as a result of appropriate budgeting. To achieve the above, KyU needs to develop guidelines of GRB and distribute them to all departments. There is need to lobby the University Council to make it compulsory for all budgeting officers to follow the GRB guidelines and also train all officers in charge of budgeting how to make gender-responsive budgets. The Gender Mainstreaming Directorate of KyU must provide technical guidance in the above regard and further ensure effective monitoring and evaluation of the progress.

**Gender Monitoring and Evaluation**

Gender monitoring and evaluation should be continuously done by KyU Gender Directorate in view of the polices at hand to ensure that gender imbalances in recruitment, promotions, sponsorship and leadership as well as higher degree achievements are handled chronologically to ensure that the proper problem is identified from time to time. They should ensure that the correct alternative is implemented and that the policies/programmes of gender equality are having the desired effect and cost-effective in view of the intended beneficiaries.

**REFERENCES**


