

**Leadership and Gender: Exploring female students' lived experiences of leadership in
Ugandan public University Councils**

By

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**Submitted in fulfilment of the requirements for the Degree of Doctor of Philosophy in
the Discipline – Educational Leadership, Management and Policy, School of Education,
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Date submitted: December 2018

DECLARATION

I, Christopher Samuel Mayanja declare that:

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Date: 01 December, 2018

ETHICAL CLEARANCE



13 March 2018

Mr Christopher Samuel Mayanja 216075695
School of Education
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Dear Mr Mayanja

Protocol reference number: HSS/0211/018D

Project title: Leadership and Gender: Exploring female students' lived experiences in leadership in Ugandan public University Councils

Full Approval – Expedited Application

In response to your application received on 8 March 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
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Humanities & Social Sciences Research Ethics Committee

/pm

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SUPERVISOR'S AUTHORISATION

This thesis is submitted with my approval.



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Prof TT Bhengu (Supervisor)

Date: 22 November, 2018

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ABSTRACT

Female student representatives on public university councils in Uganda are elected student leaders who are part of the highest supreme organ in the University. The study aimed at exploring female students' lived experiences of leadership in Uganda's public universities. The study specifically attempted to answer four research questions: who the female student leaders participating in public university councils in Uganda were; how they experienced relating with other council members; the challenges they experienced; and the lessons that could be drawn about gender and leadership from the experiences of female student leaders participating in public university councils in Uganda. The study deployed an interpretive research paradigm with a qualitative approach. A phenomenological research design, using a narrative inquiry research methodology was also used. The study targeted five public universities where study participants were drawn using a purposive sampling technique. It also deployed three data generation methods; unstructured interview, transect walk and letter writing. Field texts were transcribed verbatim and the study deployed a two-level analysis – narrative analysis and analysis of narratives. The study found out that female student representatives on public university councils had varying identities which influenced their behaviour as they executed their leadership mandate. It was also found out that the female student leaders faced constraints which derailed effective pursuance of their leadership mandate. These constraints included insufficient leadership capacity of female students to participate in leadership unlike their male student counterparts. Constraints also included roles assigned to female students and female student leaders as ascribed by society, including motherhood, home chores and unpaid care work, which made them vulnerable unlike the male student counterparts. The study drew four conclusions; firstly that identities of female student representatives on public university councils in one way or the other influence their behaviour while pursuing their leadership mandate. Secondly, that the effective participation of female students in leadership of higher educational institutions may not only depend on their identities, but also support of other players. Thirdly, female student leaders still face vulnerability as opposed to their male student counterparts due to the more gender roles they ought to play which may make them overburdened to effectively pursue their leadership mandate. Fourthly, female students in higher educational institutions face a major constraint of insufficient leadership capacity to effectively participate in respective higher educational institution leadership and governance. The study recommended undertaking research on other key factors that may influence leadership styles in higher educational institutions; female student leaders should ride on the support of the key stakeholders and ignore the stereotyping that leadership in higher educational institutions is a reserve of their male counterparts; and that the education and sports sector prioritises leadership capacity building for female students so that they may be encouraged to participate more effectively in higher educational institutions leadership and governance.

DEDICATION

First and foremost, I dedicate this thesis to the Almighty God, who has granted me strength and wisdom to undertake this study. I also dedicate the thesis to my wife, Mrs. Rosette Sanyu Mayanja -- *you deserve even more*. To my Children: Elizabeth, Elijah, Eldridge and Elspeth. May it be an inspiration to them so that they always aim at taking higher strides in life. Like I, together with Mummy, always encourage them -- *'never aim to be Tails but Heads'*.

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ABBREVIATIONS AND ACRONYMS

A' Level	Advanced Level
DSTV	Digital Satellite Television
GAD	Gender and Development
GRC	Guild Representative Council
GUREC	Gulu University Research Ethics Committee
NMBI	Nursing and Midwifery Board of Ireland
O' Level	Ordinary Level
PAD	Postmodernism and Development
PhD	Philosophy Doctor
RENU	Research and Educational Network for Uganda
RoU	Republic of Uganda
S. 5	Senior Five
UNCST	Uganda National Council for Science and Technology
UOTIA	Universities and Other Tertiary Institutions Act
WAD	Women and Development
WID	Women in Development
Wi fi	Wireless Networking Protocol

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CHAPTER ONE

A GLIMPSE INTO THE LIVED EXPERIENCES OF FEMALE LEADERS

1.1 Introduction

The study explored lived experiences of female student representatives on public university councils of Uganda. Literature has dwelled on gender and leadership though scantily covered female student leaders in Uganda and the world over (Appelbaum, Appelbaum, West, Audet, Miller, & International, 2015; Shanmugam, Amaratunga, & Haigh, 2007; Sperandio & Kagoda, 2010). Research has generally dwelled on women in leadership, while for higher education most research has covered females in managerial positions unlike student leaders. Examples of such research include studies conducted by Airini, Collings, Corner, McPherson, Midson and Wilson (2011); Alomair (2015); Ayman and Korabik (2010); Chin (2011); Dunn, Gerlach and Hyle (2014); Gorska (2016), as well as Grove and Montgomery (2003). The study aimed at capturing voices of female student representatives on public university councils in Uganda through sharing their lived experience as they undertook their leadership mandate.

This chapter serves as an introduction to the study, and it starts by giving a background and focus of the study, statement of the problem and justification about why I felt it was worthwhile an investigation. I move on to present the broader aim and specific objectives of the study, research questions, demarcation of the study and towards the end of the chapter I give an outline of the study.

1.2 Background and focus of the study

Advancement of women in university leadership roles is strategically important to the tertiary education sector, to each of its stakeholders; from students through to staff, and those who use the benefit from university services (Airini, Conner, McPherson, Midson, & Wilson, 2011). In line with the aforementioned, Uganda's Universities and Other Tertiary Institutions Act (UOTIA), No 7 of 2001 as amended in 2003 and 2006, makes specific demands in Section 38 about who should be part of university councils in Uganda. As part of the members, the Act suggests that there should be two student representatives, with at least one of them being a

female (Universities & Institutions, 2006). These student representatives, according to the UOTIA hold office for one year though eligible for re-election so long as they are students of the university.

According to the Uganda Gender Policy of 2007, good governance entails respect for the rule of law, democratisation, participation in decision-making, transparency and accountability, and protection of human rights. Gender equity is critical for good governance as it ensures the effective participation of women and men in the democratisation process, leadership, decision-making and law enforcement. The policy posits that the main governance challenges identified for action include; obstacles to women's engagement in elective processes, limited capacity to participate effectively in leadership and decision making, low presence of women in technical and management positions in public and private sector, limited articulation of gender in sector policies and programmes. There is Government commitment towards addressing the raised concerns by strengthening women's capacities and presence in decision making for their meaningful participation in administrative and political processes (RoU, 2007).

There is a general trend world over to promote gender and equity mainstreaming in the development agenda, including the education sector (Sheet, 2012; Bryan, 2008). Women representatives of students on university governing councils are among others expected to champion the “gender and equity mainstreaming” concept within public universities (Kwesiga & Ssendiwala, 2006). The same is also premised in the UOTIA No. 7 of 2001, where a university council has several functions including being the supreme organ of the university and as such responsible for the overall governance of the objectives and functions of the university. Other functions of the university council include the responsibility for direction of the administration and academic affairs of the university; formulation of policies; giving general guidelines to administration and academic staff of the university and taking any necessary decisions conducive to the fulfilment of the objects and functions of the university (Universities & Institutions, 2006). Female student representatives, being part of the university councils are therefore expected to promote issues of their constituents, the students, and more specifically the female students in these universities. These may among others include mainstreaming for gender and equity within the entire university operations. This, according to Kwesiga and Ssendiwala (2006), would

greatly enhance participation of special interest groups in the leadership and governance of public universities in order to promote gender and equity mainstreaming in operations and leadership of the universities. However, Kwesiga and Ssendiwala (2006)'s observation is that several women representatives of students on the university councils have still faced challenges since women's contribution is undermined and less expected.

McCarren and Goldman (2012) promote that world over there has been a lot of stereotyping on feminism in leadership positions across the board. Feminine physical appearance, even in males, is associated with lower ratings for leadership competence. McCarren and Goldman (2012) further assert that a more feminine voice in an experimental job applicant is associated with lower competence rating than a masculine voice, regardless of actual gender of the "applicant" or résumé information. This also indicates how females are perceived in leadership and decision making as a whole. However, many scholars have indicated that female leadership may have a positive contribution in organisations. Mohr and Wolfram (2008) assert that women's feminine leadership style could be rewarded because it is in line with gender stereotypic expectations. This positive effect may be mitigated by the mismatch that their role as leaders presents with respect to gender role expectations: even today, the leadership role is still conceived as being a male role, which adds to the notion of perceived incompetence of women in leadership.

There have been gender spill overs in corporate leadership, a strategic level where university councils fall. Sex difference in the behaviour of members of these councils may reflect differences in preferences by sex. One or both sexes at that level discriminate in favour of members of their own sex and due to differences in information individuals are better able to forward interest of members of their own sex (Matsa, Miller, Matsa, & Zemsky, 2018). This therefore poses another bigger challenge for female student representatives to operate in a male dominated setting of university councils in Uganda. According to White and Özkanli (2011), several authors have identified the preference of women for transformational leadership in contrast to the more traditional male style of transactional leadership, which is characterised by interactive style, sharing power and information, using personal power, enhancing people's self-worth, and making them feel part of the organisation.

Given the background, this study sought to explore the lived experiences of female students who are members of public university councils in Uganda. From their experiences the study looked deeper into the extent of their participation, their experience in relation to how different stakeholders relate to them as female students representing other students. Lastly, the study tried to establish and understand the challenges that women student representatives face while undertaking their roles and responsibilities on the university councils. The study, from the selected female student leaders, contributed towards understanding what it means to be a female student leader in public university councils in Uganda.

1.3 Statement of the problem

Government of the Republic of Uganda has over the years promoted affirmative action especially to give equal opportunities to the different gender groups in all aspects of development, not sparing the education sector (RoU, 2007). At a global level, there has been recurring debates about the issue of student representation in higher echelons of universities, particularly university councils. While there was a clear lack of student representation at the highest level of the universities, gender issues came to the fore in the sense that female representation has always been ignored even when student participation issue was being addressed. As part of attempts to address this twin-pronged challenge of under-representation of students generally and female representatives in particular, the Ugandan government paid special focus on female student representation by legislating on this in order to reverse the untenable situation. For example, under Chapter Four, Article 33 of the Constitution of the Republic of Uganda, “women shall have the right to affirmative action for the purpose of redressing the imbalances created by history, tradition or custom” (Republic of Uganda, 1995).

It is against that background that the Universities and Other Tertiary Institutions Act (UOTIA) No. 7 of 2001, Section 38 considered a need to have at least one female student representative on all public university councils in Uganda (Universities & Institutions, 2006). Again, in 2007, the Ministry of Gender, Labour and Social Development developed a Gender Policy, which reaffirmed the need to have female students participating in all sectoral development processes, including education sector (RoU, 2007). With regards to public universities, it was prescribed

that there should bat least be one female student representative on all public university councils. The main purpose was to ensure that issues uniquely affecting female students were dealt with effectively. University councils as supreme legislative bodies of the universities was going to be main instruments to champion the cause of female students who had faced a number of challenges such broader marginalisation issues. Public universities have tried to comply with the policy of government by ensuring that university councils have at least one female student representative. Therefore, ideally there is an expectation that effective participation of female student representatives on university councils as regulated by the Acts and policies in Uganda should happen and be entrenched.

Literature has shown that there is still a challenge on effective female leadership especially in higher education (Kent, Blair, Rudd, & Schuele, 2010; Growe & Montgomery, 1999; McCarren & Goldman, 2012). There are several barriers that prevent women from achieving their leadership expectations (Sperandio & Kagoda,2010). These scholars assert that these barriers include male domination in many roles, heavy domestic workloads and reproductive roles for women, lack of self-esteem and self-limiting practices, and a lack of sufficient qualifications in some cases (Sperandio & Kagoda, 2010). This picture provides a comprehensive situation about the barriers that female leaders face in terms of how other gender groupings view women and their possible role in leadership responsibilities. These stories assist in us understanding how female student representatives on public university council may be viewed by fellow members and other stakeholders in this structure. Similarly, these female leaders could be facing similar challenges which may be affecting the way in which they perform their duties as representatives of students in university councils.

However, I find it surprising that despite so many years of debates about the need to address this issue, there is still limited literature on participation of female students in leadership of universities in public universities of Uganda and some parts of the world. Many studies have investigated the general picture of women participation in leadership and governance, without necessarily focusing on female student representatives in governance structures of the universities. Other studies have dwelled on investigating women participation in leadership of higher education institutions at faculty level, which mainly has appointed officers in the

universities. This also tends to imply that such studies left out a unique group of leaders at corporate level, the female student representatives on university councils. Neil and Domingo (2016) also agree with the fact that the majority of studies look at interventions to develop grassroots women's leadership or to help women get into formal political positions, unlike the case for female student representatives in higher education institutes leadership. The study therefore aimed at exploring the lived experiences of female students who are members of public university councils in Uganda.

1.4 Rationale for the study

Research has emphasised the importance of students' participation in university leadership. For example Luescher, Klemenc and Jowi (2015) state that as long as students, as members of the academic community, are engaged in academic activities, the protection accorded by the principle of academic freedom applies and thus, justification for student participation in higher education leadership. In writing the rationale for this study I present it from three perspectives, namely, personal, professional and conceptual or theoretical perspectives.

At a personal level, I grew up seeing my sister and other girls in the neighbourhood spending more of their time at home doing some house chores yet I and other boys went out to play soccer. Some would at different intervals be called out to go and have lunch, which would last some little time before they would be back to play more. The question that used to come in my head was on who may have cleared and washed the utensils. This would definitely imply that the sisters and mothers used to do the cleaning, while the boys would be playing. I would once in a while ensure that the utensils were washed in readiness to serve lunch and whenever my sister would be preparing lunch, I would help out with other chores like sweeping the house and compound and mopping the house and veranda. I later learnt that boys could also cook and do several other household chores which society ascribed as a reserve for the girl child.

As I conducted this study, I was a member of the Top Management Team at my work place, Uganda Management Institute (UMI). This institute is one of public higher education institutions in Uganda. As part of my work, I interacted a lot with the institute's governing council through

making submissions of reports and recommendations in my line of work. I was also a member of the Gender Focal Team at the institute, which had the mandate to champion gender and equity mainstreaming in the operations of the institute. Therefore, these two different roles that I was expected to be playing at that level were in line with gender and leadership connotations if there was to be improved service delivery at the Institute. Over a year before the study, the Institute embarked on developing a Gender Policy which for one reason or another, had to date not been implemented. This raised a lot of questions about the extent to which responsible organs considered this important or whether, such a policy actually existed and whether it was applied in practice or not. In short, what I am saying here is that even in my own institution, we seemed not to have this important policy implemented. Such a reality raised interest in me in terms of conducting a study that explores leadership experiences of female student representatives on University Councils in Uganda.

Besides my own personal and professional experiences, I also engaged in literature review on issues of gender and leadership in higher education. Literature (Luescher, Klemenc & Jowi, 2015; Paustian-underdahl, Walker, & Woehr, 2014; Airini, Collings, Conner, McPherson, Midson & Wilson, 2011; Kent, Blair, Rudd, & Schuele, 2010) indicates that women, the world over have still faced challenges to penetrate leadership roles especially at corporate level. This is despite the fact that much has been done in terms of various campaigns to promote active and full participation of women effective in key leadership positions. Where women have been involved, there are still perceptions of them not being up to the task (Airini, et. al., 2011); there is stereotyping of women's ability to perform some functions which society has ascribed to be a male-reserve (Mohr & Wolfram, 2008) and feminine physical appearance, even in males, is associated with lower ratings for leadership competence (McCarren & Goldman, 2012). Nevertheless, female students have been given responsibilities to represent other students in the university councils, but at the moment, we have no knowledge about how they are faring in their responsibilities. We still do not know how they feel about their role in representing other students as female students in university councils.

The Universities and Other Tertiary Institutions Act (UOTIA) No. 7 of 2001 has, as far back as 2001, made policy provision that ensured that female students in public institutions form part of

their leadership by being members on different organs, university councils inclusive (Universities & Institutions, 2006). The Gender Policy of Uganda identifies some of the governance challenges which required action to include women's limited capacity to participate effectively in leadership and decision making, and low presence of women in technical and management positions in public and private sector (RoU, 2007). Many questions had remained unanswered on the extent of participation of female student representatives in activities of university council; how other stakeholders in their respective universities perceive female students leadership roles and responsibilities; and the challenges that the female student representatives face while undertaking their role. It is important researchers and policy makers alike are exposed to some stories that indicate how female student leaders feel and think about their leadership experiences on university councils. Perhaps, when policy makers, for instance, know and understand what these participants are going through, they might do something along the lines of accommodating some of their concerns.

1.5 Aim and Objectives of the study

There was one Aim and four Objectives.

The aim of the study was as follows:

- To explore the lived experiences of female students who are members of public university councils in Uganda.

The study had four objectives. It;

- i. Explored the identities of female student leaders participating in public university councils in Uganda
- ii. Examined how female student leaders who participated in public university councils in Uganda experienced their relations with other council members
- iii. Found out the challenges that female student leaders faced on public university councils in Uganda
- iv. Drew lessons about gender and leadership from the experiences of female student leaders participating in public university councils in Uganda

1.6 Research Questions

The study was driven by one main research question and four questions, and these are as follows.

The main research question of the study was:

- What were the lived leadership experiences of female student leaders who were members of public university councils in Uganda?

The four research questions were the following:

- i. Who were the female student leaders participating in public university councils in Uganda?
- ii. How did female student leaders who participated in public university councils in Uganda experience their relations with other council members?
- iii. What challenges did female student leaders face on public university councils in Uganda?
- iv. What lessons could be drawn about gender and leadership from the experiences of female student leaders participating in public university councils in Uganda?

1.7 Demarcation of the study

The study explored lived experiences of female student representatives on public university councils in Uganda. The study deployed an interpretive research paradigm with a qualitative approach that was phenomenological by design. It used a narrative inquiry methodology while engaging the participants. It engaged the female student leaders in order to gain an understanding of their identities and corresponding leadership practices. Therefore, the study was limited to the narratives of five selected female student representatives from five of possible eight public universities in the country. In terms of geographical location, the study was conducted in four different regions of Uganda, namely, Central, Western, Eastern and Northern regions. Meanings and understandings of the generated data were guided by connotations in three theories; Social Identity Theory, Liberal Feminist Theory and the Ladder for Political Participation.

1.8 Organisation of the study

The thesis is arranged into seven chapters, and each of these chapters is briefly outlined below.

Chapter One

The first chapter is an orientation chapter that introduces the study by amongst other things giving a brief background about issues relating to lived experiences of female student representatives on public university councils in Uganda. Such a discussion forms part of the background to the study, and amongst other issues, tries to locate the problem within policy context, theoretical and experiential contexts which include anecdotal evidence surrounding female student representation in the higher education environment.

Chapter Two

The second chapter provides a detailed discussion about the terrain of higher education and issues relating to student structural and substantive involvement in decision-making processes in the higher education sector broadly and university councils in particular. The review of literature incorporates empirical debates on this subject locally and locally, as well as various dynamics surrounding these issues.

Chapter Three

The third chapter pays special focus on theories and models that provide a framework for analysing participation of female student representatives on university councils in Africa, Uganda and elsewhere in the world. Three theoretical constructs are discussed comprehensively, and these are Social Identity Theory, Liberal Feminism Theory and The Ladder of Citizen-Participation.

Chapter Four

The fourth chapter is dedicated to a discussion of research design and methodology that was utilised for the study. It details how the study on lived experiences of female student leaders who are members of public university councils in Uganda was undertaken and why the study was conducted in that manner. Other methodological processes relating to how narrative enquiry is undertaken are discussed in this chapter, including potential limitations of the study.

Chapter Five

This chapter is the first of two chapters that deal with data analysis. This chapter presents the first level of analysis (narrative analysis), where I unpack personal identities of the female student representatives on public university councils. The chapter represents a move from the field texts that were transcribed *verbatim* from the unstructured interviews, transect walks and letter writing data generation methods. The storied narratives attempt to address the first research question.

Chapter Six

This chapter is the second in the data analysis process, and it presents a re-storying process of the narratives which entails the analysis of the narratives. It captures the meanings and understandings of the lived experiences of the female student representatives on public university councils in Uganda. The chapter attempts to address the rest of the research questions.

Chapter Seven

This is the final chapter which attempts to bring all critical elements of the study together in the form of findings and come up with lessons and implications for various stakeholders such as other teachers, researchers and senior management in public universities. Since the study is about female student representatives in the context of gender and leadership, it is important that lessons learnt from the narratives of the five participants are shared with a broader research community. It captures, from the previously presented identities and lived experiences of female student representatives on public university councils findings that speak to the research questions. The

lessons learnt also address the challenges faced by female student leaders in university leadership.

1.9 Conclusion

The introductory chapter has presented just a glimpse into the study of lived experiences of female students who are leaders on public university councils in Uganda. It has presented various elements of a normal structure of a thesis. This includes but not limited to a presentation of the background to the problem the study is focusing on, the rationale and statement of the problem. Towards the end of the chapter is an outline of the entire thesis. The next chapter provides a detailed discussion about debates about issues of leadership of women generally, and female student representatives in particular and how their experiences influences or affects their leadership practices.

CHAPTER TWO

REVIEWING LITERATURE ON LEADERSHIP AND GENDER

2.1 Introduction

This study sought to explore the lived experiences of female students who are members of public university councils in Uganda. Chapter One has provided an orientation to the study which included the conceptualisation of key terms, the background and rationale for the study, statement of the problem statement, the purpose of the study as well as research questions guiding the study. In exploring the lived experiences of female student representatives on public university councils, my main area of focus is leadership and gender issues. The gender concept in this study relates to male and female identities, and roles related to the two different genders as may be ascribed by society. In fact, scholars such as Hogg and Smith (2007); Stets and Burke (2005); as well as Burke, Stets and Cerven (2007) argue that gender issues such as identities can play a role in how people enact their leadership role and also how they are perceived by their peers. This study further reflected on issues related to the power relations of male and female students and how such relations may influence the involvement and participation of female students in leadership of their respective university councils.

This chapter presents a review of literature on issues of leadership and gender generally, and what other scholars have found in relation to participation of women in leadership and governance in particular. The reviewed literature considers main issues in the study including the identity of female leaders and their level of participation in leadership and governance. These are presented thematically on how female student representatives on public university councils identify themselves, the lived leadership experiences of these student leaders who are members of public university councils, female leaders and identity, female leaders in society and leadership challenges. The chapter also attempts to highlight some identified gaps in reviewed literature, possible limitations of current research and how this study hopes to make a contribution in that regard.

2.2 Who are female student representatives in public university councils?

Shanmugam, Amaratunga, and Haigh (2007) define leadership as the ability to directly or indirectly influence the way a group of people behave, think and act. Yet according to Appelbaum et al. (2015), leadership refers to a display of confidence to prevail over a given group of people in terms of behaviour and attitudes. On the other hand, Appelbaum et al. (2015), and Committee, Hunter and State (2012) define gender as the roles ascribed to male and female by society. The linkage between leadership and gender therefore gives insights into the fact that both male and female would exercise their rights to leadership equally. However, there is still a wide gap regarding females taking up leadership opportunities in equal stances.

In this section I attempt to respond to the question of female student representatives on public university councils broadly but also with regards to Uganda where this study is being conducted. Globally, there is evidence pointing the connection between the notion of leadership and the leaders' identity. The identity of leaders can be regarded as an internal positional designation that represents meanings on how leaders define themselves as unique individuals, role occupants or group members (Carter, 2013). These identities distinguish the leaders both as similar and also as different from other people they live with (Carter, 2013). Similarities and differences in a social group may entail the way people talk; the way they spend their free time; their beliefs; and behaviour. Where people in one social group have similar traits they identify themselves as members of a common group. On the other hand, where there are observable differences regarding behaviour, then people will most probably live in different social groups.

According to Picho and Brown (2009), self-categorisation and depersonalisation of individuals account for how they are recognised in their social groupings. This causes them to internalise group attributes and as such, they tend to behave in line with group norms, which explains how they internalise in-group normative attitudes as their own attitudes. Elaborating on this issue, Pincho and Brown (2009) argue that when individuals recognise themselves as belonging to some specific social groupings, they tend to attach a lot of importance to those particular groups. Therefore, in their personal ways, they tend to articulate their behaviour and beliefs to belong to the social groupings unlike their own.

Drawing from the views the two scholars express in the above paragraph, one can surmise that as a result of the female student representatives categorising themselves as student leaders, they would identify themselves as presenting their constituents' views on the public university councils, unlike their own. This may bring about a change in the female student leaders' beliefs and behaviour in exchange for those of the student groups they represent on respective university councils. This view is also consistent with the tenets of Social Identity Theory. Some of the tenets of Social Identity Theory are dependent on the respective individuals identifying themselves as members in a social grouping due to common medium of communication and interaction (Burke, Stets & Cerven, 2007). These tenets come in handy in facilitating the process of identifying female student representatives and subsequently, how they relate with the respective student groupings, fellow members of the university councils and other categories of people within the university setting.

Relatedly, Hogg and Reid (2006) postulate that leaders are always motivated to make categorisations that favour their respective in-group fit. Accordingly, the female student representatives may in the context of Uganda be motivated to make categorisations that favour respective in-group fit of students in public universities. The Social Identity Theory will also enable not only identification of the female student representatives' cognitive perceptual processes, but also a social process in which they may compete or 'negotiate' over category salience. Picho and Brown (2009) also posit that one of the key arguments of the social identity analysis is that certain female student representatives' attitude effects flow from the perception or knowledge that their attitudes are normative of the self-inclusive student groups with which they identify. Categorisation of group leaders has optimal fit which becomes psychologically salient as a basis of self-categorisation, group identification, and prototype-based depersonalisation (Hogg & Reid, 2006). These scholars further assert that social categorisation accentuates in-group similarities and intergroup differences, enhances perceived social context-relevant group and intergroup behaviour. The argument may also be relevant for this study in the sense that female student representatives' identities may be aligned to the student behaviours and general characteristics.

Ashforth and Mael (2016) assert that social identification is a perception of oneness with a group and that leaders' social identification stems from their categorisation, distinctiveness and prestige of respective groups. Accordingly, the social identification process of female student leaders in this study may bring about behaviours that are congruent with their respective identities. The identification process brings about support for the students' constituencies that these female leaders represent on public university councils that embody their identities, stereotypical perceptions of self, and other students. Hogg and Reid (2006) argue that the individual leaders cognitively represent the student social categories as prototypes. In advancing the prototype issue, Hogg and Reid (2006) further assert that individuals have attributes of respective social groupings even though that may not be entirely applicable in all aspects when compared to other groups. More often than not, they tend to sieve out those similar behaviours among the group members and attribute them to the whole group. They also compare the difference in behaviour and beliefs among social groupings.

In their argument, Hogg and Reid (2006) insinuate that the Social Identity Theory enables the study to capture the right information about identities of the female student representatives and their respective categories. This is because, as the participants identify themselves in the inquiry setting, they definitely bring out traits of characteristics of their student groups. They show how different the student communities are from the other social groupings in the university setting. Ashforth and Mael (2016) also posit that the process of social identification supports outcomes that traditionally are associated with respective group formation, and it reinforces the antecedents of their own identification. Hogg and Reid (2006) further argue that prototypes allow for ease of comparison among leaders and other categories of people. The meta-contrast principle under the Social Identity Theory also enhances the perceptions of female student representatives that they are some kind of property of the respective student groups, and that makes it appear to be a coherent and distinct entity that is homogeneous, well-structured with definite boundaries (Hogg & Reid, 2006). This view also supports the argument that from capturing identities of female student leaders, the study got a clearer understanding of their lived experiences while representing fellow students on respective university council.

Social identity perspective has a potential not only to describe the behaviours of female student representatives but also to prescribe it – telling us how they ought to behave as student group members (Hogg & Reid, 2006). Hogg and Reid (2006) further argue that in-group prototypes have prescriptive potential because they define and evaluate who the individuals are and they are closely tied to self-conception. However, out-group norms also affect behaviour, therefore from a social identity perspective they have a significant impact on how the in-group norms are constructed, particularly in the absence of clear in-group normative information. This implies that the behaviour of female student representatives is also influenced by the norms of other groupings other than the student groups in the public university setting. They may be influenced by norms of the other council representative groups, staff members, top management and other institutional organs. The Social Identity Theory therefore, can enable the study to get a clearer understanding of what brings about the way female student representatives behave in the particular public university context such as that of Uganda. However, Hogg and Reid (2006) further assert that leaders may not always say what they really think or believe in ways that reflect their underlying attitudes, which may then lead to unveiling overt behaviour. Similarly, participants in this study, may not easily portray their true identities, thus the need for the triangulation of different methods of engagement arises.

Leadership, according to Appelbaum et al. (2015), has to do with identification and consideration of a variety of contributing factors including prevailing attitudes. These scholars further argue that women's self-confidence, their prior experience, the corporate environment and the old boy's network could also predict or influence leaders' emergence. In that regard, Appelbaum et al. (2015) assert that leadership emerges as a result of characteristics or behaviours thought to be typically male or female. In the context of this study, the roles that the female student representatives may have been taught to play and the attitudes that they are encouraged to assume may signal certain notions that one may characterise as 'second class'. This implies that the way society ascribes roles of females versus those of males may influence how the different gender categories may pursue leadership. The female student leaders' attitudes are particularly significant if they are to establish themselves as leaders in today's team-based public universities, where leadership is just as likely to be assumed as assigned (Appelbaum et al., 2015).

Empirical data on the nature of leadership in Africa is fairly limited. A lot of existing literature on leadership in Africa mainly focuses on Western managers with a better understanding of how to do business in Africa, unlike African managers (Bolden & Kirk, 2009). Relatedly, according to Ayotunde (2015), Africa has generally failed in the field of leadership due to the loss of social identity between the leaders and the led. This, Ayotunde (2015) argues, is due to inability of the social “selves” to serve as the bond holding the continent together. Ayotunde (2015) further argues that leadership in Africa is characterised by a tendency on the part of the leaders to advance personal advancement instead of collective well-being of the people. Bolden and Kirk (2009 in Bolden, n.d.) reiterate that there are competing accounts that appear to be drawn from various sources which indicate how individuals may be influenced to take up leadership.

On the African continent, aspirations on taking leadership role are founded on humanistic principles, and a desire to ensure that leadership targets involvement and participation of the led, valuing individual differences, authenticity and serving the community (Ayotunde, 2015). However, Ayotunde (2015) further argues that leadership comes with a number of tensions that may discourage individuals to take up leadership. For this reason and more, it may be true that females are discouraged to part-take leadership due to the additional tensions it may come with. Therefore, this could be one of the reasons why a perception persists that female student representatives on public university councils in Uganda face numerous hurdles in executing their leadership role. From reviewed literature on female students’ identities, there is paucity of scholarship about the identity of female student leaders in Uganda. This was one of the motivating factors for undertaking a study of this nature which explores lived experiences of female student representation on public university councils in Uganda.

2.3 The lived leadership experiences of female student leaders who are members of public university councils

To explore lived experiences of female students’ representatives on Uganda public university councils, I thought it prudent to first explore lived leadership experiences of other students elsewhere in the world, including Uganda. Leadership of females may hinge on their respective identities if it is to be effective. According to Committee, Hunter and State (2012), women’s

identity as leaders refers to women's interpretation of their belonging to the social category of "leaders". The study's interest was to capture the leadership experiences as well as identity of female student leaders in the public university setting. Picho and Brown (2009) postulate that "social identity is an individual's knowledge that he/she belongs to a certain social group". In this study, the knowledge of female student representatives that they belong to a supreme organ of their respective public universities could be important in understanding their leadership experience and how they perceive their interactions with others. These interactions could engender some emotional and value significance to them and their group members. Picho and Brown (2009) further posit that social identity is not merely the knowledge that women leaders, like the female student representatives, are members the respective university councils and thus defining their attributes; it also involves an emotional and motivational attachment to their fellow students and the university councils. In the same vein, Hogg and Reid (2006) posit that the Social Identity theory presupposes the individual leader's knowledge that they belong to a certain social group. In this study, self-categorisation by the female student representatives focuses on the basic social cognitive processes, primarily social categorisation that causes them to identify with fellow students and other public university staff.

During the interactions with female student representatives, the study sought to solicit their expression of their attitudes so that they can be able to communicate something about themselves, as advanced by Hogg and Smith (2007). When someone expresses an attitude, we tend to make inferences about other attitudes that they may have (Hogg & Smith, 2007). The Social Identity theory therefore, can assist in identifying other attitudes of female student leaders on how they are able to pursue their leadership roles in a public university setting. Hogg and Smith (2007) further assert that Social Identity Theory has developed into a comprehensive and integrated analysis of the relationship between self-concept and group behaviour. Therefore, the Social Identity Theory is crucial in eliciting some insights about student family, as well as members of public university councils.

Tajfel (1981) postulates that an intensified affiliation with a group is only possible when the group is capable of supplying some satisfactory aspects of the individual's social identity. Tajfel's (1981) postulation has stood the test of time since the Social Identity Theory promotes

that individual leaders' knowledge is attributed to belonging to a given social grouping (Hogg & Reid, 2006). The argument implies that in order for the female student representatives to identify themselves as effective members of the public university councils, they should have been found to be satisfied with the role they play while representing fellow students on these councils. Tajfel (1981) considered three (3) cognitive processes from the point of view of their relevance to the genesis of prejudice among leaders as categorisation, assimilation and search for conceptual coherence. Tajfel (1981) confirms that the display of satisfaction of female student representatives in the role they play on public university councils is demonstrated firstly, by them identifying themselves as effective leaders in their category. Secondly, this factor is closely linked to the first one. When satisfied, female students easily integrate into the public university councils and this enables them to effectively play leaders' roles among fellow students. Thirdly, female student representatives display zeal as they search for consistence and rationality while pursuing their leadership roles. According to Picho and Brown (2009), female leaders' behaviour is interpreted to conform to prototypes of their respective groups, students and university councils for the case of female student representatives in this study. Female student representatives' self-categorisation in respective groups configures and changes their self-conception to match the identities described by the categories of people they belong to. This transforms the female student representatives' perceptions, attitudes, feelings and conduct to conform to the respective category prototypes (Picho & Brown, 2009).

In addition to defining female student leaders' characteristics and distinguishing them in relation to others, their own defined identities are motivational and will be influencing their behaviours when activated in their social situation (Carter, 2013). Therefore, the study can be able to capture how the female student representatives define themselves, what roles they are expected to be playing as they pursue leadership, as well as how they relate with other members of the respective public university councils. By defining themselves as female student representatives in this study, they seek out situations where they can verify the meaning of holding those positions. A verification of what was expected of them as leaders can be done and confirmation of whether they actually deliver to expectation can also be made. The participants then confirmed whether they were easily playing their expected roles or not. The study was able to

capture constraints to effective pursuance of their respective roles and in the end enabled exploration of the relationship between gender and leadership in general.

Stryker and Burke (2009) posit that the leaders' identities are invoked across a variety of situations, or alternatively, as the differential probability across persons that an identity will be invoked in the given situation. This argument helped the study to capture different lived experiences of the female student representatives as they undertake their leadership mandate and as they interacted with fellow university council members as well as with other fellow students, university staff, top management and other members of university organs. Stryker and Burke (2009) further argue that the higher the salience of leaders' identities relative to other identities incorporated into their self, the higher the probability of behavioural choices in accordance with expectations attached to their respective identities. Capturing identities of female student representatives on public university councils in Uganda require specification of the conception of the societies where they lived. These female leaders tend to lead their lives in relatively small, specialised networks of their social relationships with fellow students and public university council members (Picho & Brown, 2009). The Social Identity Theory is also well poised to facilitate an understanding of the commitment of the female student representatives as they relate with other stakeholders in respective university setting (Stryker & Burke, 2009). This indicates that if female leaders' particular identities and roles are foregone, there would be costs of losing meaningful relationships to the other fellow students.

Bolton (2014) also argues that identities are created from self-views which result from people's beliefs about themselves. The Social Identity Theory therefore, can facilitate the study to get a better understanding of lived experiences of female student representatives on public university councils. Borrowing from this theory, questions underpinning the study can be ably answered through interactions with female student representatives themselves. Bolton (2014) further asserts that leaders tend to describe their own identities through the roles they play, as well as displaying satisfaction levels from belonging to respective social groups and their own perceptions of their identity in general. Baker (2010), in agreement with Bolton (2014), also postulates that people feel good when they get what they expect and they feel bad when they do not get what they expect. This implies that in the interactions with female student

representatives, the study can capture their lived experiences in representing their colleagues on public university council. They can indicate whether they feel satisfied or dissatisfied while undertaking their leadership roles. Stets (2005) posits that identities that generate positive feelings among leaders will definitely be played out more often and will move up in the salience hierarchy, unlike those that will repeatedly cause negative feelings. From the interaction with female student leaders, these issues can arise.

According to Growe and Montgomery (1999), leadership in higher education sector is more attuned to feminism than masculine modes of leadership behaviour. These scholars further posit that female leaders, like the female student representatives in public university councils, may have attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative (Growe & Montgomery, 1999). Therefore, the attributes of female leaders stand a better chance of facilitating good leadership and governance at public university councils in Uganda. Kent, Blair, Rudd, and Schuele (2010) posit that leaders, like the female student representatives on public university councils, may be described as manifesting more behaviours that instil pride and respect for them, being more trustworthy, being role models to their followers, as well as being enthusiastic. In any case, men and women lead the same way if they are using the same behaviour (Kent et al., 2010). Kent et al. (2010) advance the notion that women leaders have in the past been portrayed as better communicators than men leaders and that there has been little difference in their results. Paustian-underdahl, Walker, and Woehr (2014), in affirmation the views expressed above, argue that when all leadership contexts are considered together, there may be no significant difference in leadership effectiveness. The scholars also imply that the female student representatives on public university councils can no longer remain on the side-lines hoping for recognition for a job well done. They should instead pursue their leadership mandate without being discriminated against. Paustian-underdahl et al. (2014) further posit that females should not always feel the inferiority complex about the effectiveness of their leadership as compared to the males, but rather, they should rely on a different and newer stereo-type that women are more effective leaders. This implies that the female student representatives on public university councils in Uganda should be allotted sufficient platform to execute their leadership mandate since presently female leaders come with special attributes for effective leadership.

Hasan and Othman (2012, pp. 17) assert that:

Women leaders who prove to have talent and confidence have various traits that make them outstanding when compared to their male counterparts. Their behaviour during leadership is based on how they relate to their subordinates; they always prefer physical contact while communicating; they work in a diverse environment; they bring their personal experience; they despise bureaucracy; and they prefer people centred leadership.

The scholars insinuate that unlike their male counterparts on public university councils, the female student representatives may have better traits to lead at the topmost organ in public universities in Uganda. They pose to be more empathetic and better communicators, which may lead to more effective leadership in the universities, if given sufficient platform to execute their leadership mandate.

If the higher education sector in Uganda is to promote leadership at the topmost organs, women may need to implement a hybrid form of leadership that integrates the effective style of leadership that women have brought in the past. Women in higher education should blend leadership strategies in order to match the agentic style of men's leadership (López & Sánchez, 2008). The arguments, though generic for women leaders, presuppose that female student representatives on the public university councils may also effectively contribute towards effective leadership at respective universities.

In the context of Ugandan educational sector, limited research that is available suggests that women leaders show interest in taking up leadership responsibilities in respective schools but there are very few opportunities (Sperandio & Kagoda, 2010). This also may explain why female leaders still face a lot of challenges to penetrate the patriarchal nature of leadership in Uganda's higher education sector. According to Sperandio and Kagoda (2010), Uganda is characterised by male-domination of leadership responsibility culturally. This has until the very recent past, resulted in a lack of leadership opportunities for female students in schools, within the community and in their family life where they have few rights and many responsibilities. There are generally few female role models and mentors in educational leadership, which has also

impacted negatively on female involvement in higher education leadership in Uganda's education sector (Sperandio & Kagoda, 2010). However, from literature, it can be noted that Uganda has had fewer studies on lived experiences of women leaders. The argument and more justified need to investigate further the lived experiences of female student leaders who are members on public university councils in Uganda.

2.4 Challenges faced by female student leaders on public university councils across the world

In any position of responsibility, there are usually challenges that go with that particular responsibility. This part of the chapter explores some of the challenges that female student leaders face while serving as students representatives on university councils globally. Hoyt (2010) asserts that women have over the years been making incredible strides in taking up top management leadership positions. However, when one takes a closer examination, there is a very real big gap that still exists especially in top leadership positions. One of the challenges relates to 'glass ceiling' syndrome. The 'glass ceiling' metaphor is used to represent unforeseen and unsanctioned barriers, in an ostensibly non-discriminatory organisation, that prevent women from securing top leadership roles (Hoyt, 2010). Some leaders are born female; however, despite this fact, many females with potential capacities to take up high level leadership positions find it dampened due to an array of internal and external factors (López & Sánchez , 2008). Female student representatives on public university councils are evidently talented leaders in the university setting, but end up being side-lined due to the patriarchal nature of leadership environment. Thus, they find it difficult to pursue their leadership mandates due to being discriminated against while undertaking their representational roles on the university councils.

According to Luescher, Klemenc and Jowi (2015), African higher education institutions still face gender disparities where leadership and governance of public universities is dominated by males. Leadership roles, embedded in the rationality of reform, the global knowledge economy and austerity measures, appear to be so over-extended that they represent an unhealthy virility test (Morley, 2013). Morley (2013) notes that there is a need to ask how leadership practices can become more inclusive and sustainable, with concerns about participation, equity and well-being,

as well as, competitive advantage in the global academy. Relatedly, Kele and Pietersen (2015) posit that even where women stand out to engage in higher education leadership, there is a pronounced element of being gender biased. In some instances, there may be gender stereotypes and misconceptions about the ability of female student representatives, which may become barriers to the progression of their leadership mandate. Dunn, Gerlach and Hyle (2014) also assert that the male-centric models and norms have served to limit women's aspirations regarding leadership, as well as their access to leadership roles. This supports the argument that female student representatives on public university councils still face challenges to execute their leadership mandate amidst a masculine environment.

Obiero (2012) indicates that student leaders as members of the 'community of scholars' have minimal contribution in decision-making. Senior academics have the final say in decisions made about the learning and teaching. This is so because student leaders are considered to be minors, and thus, inefficient in matters of the curriculum. Their contribution can be felt only in the identification of the inadequacies in the programmes and teaching. This means that, however much university councils may have student representatives, their contributions can only be within their limits. Other council members constituted by senior academics and representatives of bodies may always take advantage to advance their groups' interests unlike those of students in the universities.

Society-ascribed roles have also taken their share in making participation of females in leadership very challenging. The association of leadership with particular types of masculinity (competitive, ruthless and politically networked) has meant that many women do not think of themselves as leaders, or resist assuming positions which could leave them isolated. This makes them subject to hostility from colleagues who do not recognise their authority (Morley & Crossouard, 2016). Literature has also shown that another challenge that females face in leadership is the lack of confidence to undertake their leadership roles. According to Wakshum (2014), the reason why females are not confident is because of the social background they have. In the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they are not aspired to become leaders. Thus, it can be said that socio-structural factors are the sources of individual factors that cause females' under-

representation in educational leadership in general. Hoyt (2010) also posits that one argument to explain the leadership gap is that women are just different from men when it comes to traits associated with effective leadership.

UNESCO (2002) posits that there are three perspectives that explain the dearth of women in leadership. First, is the person-centred perspective which includes the psycho-social attributes including personality characteristics, attitudes and behavioural skills of women themselves. Second is the structure-centred perspective where women are disadvantaged in organisational structures since they have few numbers, little power and limited access to resources. Third, it is the culture-centred perspective with social construction of gender and the assignment of specific roles, responsibilities, and expectations to women and to men. There are also specific inequalities on the part of women that affect their effective leadership. To that end, Neil and Domingo (2016) argues that barriers to women leadership include absence of enabling conditions, discrimination, leadership policies, segregation, cultural and structural factors, the 'chilly climate' for women in universities having what they termed as a situation of double day while maintaining a competitive record. The above arguments do not spare female student representatives on public university councils in Uganda, since they also form part of the vulnerable groupings in the male dominated leadership arena.

Grove and Montgomery (1999) advance the view that there are several barriers to effective participation of females in leadership including societal attitudes towards appropriate male and female roles, and these may pose several obstacles to the involvement of females in leadership. At the public universities in Uganda, the female student representatives still face challenges of not being given ample space to execute their leadership roles as compared to their male counterparts. Grove and Montgomery (1999) argue that these females may be perceived as not being task-oriented enough, too dependent on feedback and evaluations of others, and lacking independence. The argument indicates that female student representatives' role on the public university councils in Uganda may tremendously be affected due to the stereotype of them not being task-oriented enough. The scholars further argue that females, unlike their male counterparts, receive little or no encouragement to seek leadership positions despite the perceptions on their capabilities. While acknowledging that the study conducted by Grove and

Montgomery on this topic is dated (1999), anecdotal evidence from Uganda continues to confirm what these scholars maintain. This is just one of the reasons that motivated me to conduct this study, particularly at this time in the history of Uganda.

Paustian-underdahl et al. (2014) posit that organisations that are male dominated, like the public universities in Uganda, tend to perceive males as more effective than females. The argument implies that female student representatives in public university councils in Uganda may also be perceived in a similar way. However, Paustian-underdahl et al. (2014) argue that females are rated as significantly more effective leaders than males in the education sector. However, such realities seem to be set aside and preferences continue to favour males. In this regard, Hoyt (2010) advances the view that there is a strong bias towards selecting males for masculine positions, including leadership positions and gender-neutral positions.

Kent et al. (2010) argue that the phenomenon of the 'glass ceiling' is described as a barrier of prejudice and discrimination that excludes females from higher level leadership. The same phenomenon tremendously affects the levels of participation of the female student leaders in a public university setting. Relatedly, Hoyt (2010) posits that both domestic responsibilities and contemporary workplace cultures may differently impact females and their male counterparts in the domain of leadership. Hoyt (2010) further argues that culturally and socially, females' roles are ascribed towards taking up domestic responsibilities. Therefore, foremost among the barriers that female student representatives on public university councils in Uganda confront are the stereotyping, prejudice and discrimination. Hoyt (2010) argues that females may be stigmatised in the leadership context because they have characteristics that indicate low status and power and lead others to evaluate them. These leaders are more likely than their male counterparts to encounter negative expectations and reactions making it more difficult for them to reach positions of respect, influence, and leadership (Hoyt, 2010). If leadership of female student representatives on public university councils in Uganda is to be judged as effective, it is important that their followers accept their influence, and they do that only if they are perceived and evaluated in a positive way. Hoyt (2010) further argues that females may be evaluated less favourably and they may have greater difficulty attaining and seen as being effective in leadership roles than their male counterparts. This argument also supports the fact that female

student representatives on public university councils in Uganda still face barriers towards effective pursuance of their leadership roles.

Grove and Montgomery (1999) advance the idea that society ascribes leadership wisdom to males rather than females; in other words, what society is saying is that only males make good leaders, thus denying females access to leadership roles because they are believed not to be fitting the norm. These scholars further argue that as females seek leadership positions, they face barriers and many times, they give up because they may become overwhelmed in dealing with obvious barriers (Grove & Montgomery, 1999). This also implies that as female student representatives on public university councils attempt to pursue their leadership mandate, they may end up giving-up due to the masculine nature of leadership at these universities. They may be perceived as leaders who are part of these councils basically because of representation, but not necessarily to make considerable contributions towards for instance, the decision-making processes. Grove and Montgomery (1999) further assert that there is generally under-representation of qualified females in leadership positions, which creates a gender gap in public universities. Several scholars like Airini, Collings, Corner, McPherson, Midson and Wilson (2011); Ayman and Korabik (2010); and Mohr and Wolfram (2008) indicate that there has generally been an effort to ensure participation of females in leadership world over. However, university structures and processes have tended to both help but also hinder females' advancement in pursuing leadership. Organisational culture has also not helped in enhancing the extent of females' participation in leadership responsibilities due to the low social status attributed to leaders who are women (Kent, Blair, Rudd, & Schuele, 2010). This perception has contributed to further devaluing of the accomplishments of female leaders. Females have also faced several challenges during execution of their leadership roles. Scholars have indicated that female leaders face hostility from colleagues who do not recognise their authority (Grove & Montgomery, 1999; McCarren & Goldman, 2012). It cannot go without mentioning that most of the accessed literature focuses on the general picture of how female leaders are venerable in the leadership arena. Scanty focus was put on investigating vulnerability of female student leaders at university level, yet they form just a small portion of representation on the university councils. It is against this background that this study aimed at investigating specific perceptions of female student representatives on public university councils in Uganda.

2.5 Lessons that can be drawn about gender and leadership from the experiences of female student leaders participating on public university councils across the world

From the past there is a common belief that traditionally, leadership takes on masculine traits (Gedney, 1999). Yet research has demonstrated that there are far more similarities than differences in the leadership behaviours of women and men, and that they are equally effective. Still, women are less likely to be pre-selected as leaders, and the same leadership behaviour is often evaluated more positively when attributed to a male than to a female (Gedney, 1999). Elaborating on this point, Górska (2016) posits that research has shown that while leadership of men and women might be different from each other, they both emphasise final goal achievement by adopting differentiated behaviours from each other. Therefore, female student representatives serving on public university councils have to believe in differentiating themselves from their male counterparts and adopting more innovative leadership to survive the masculine natured leadership of public universities.

Scroll and For (2015) posit that females have had different experiences and contributions in higher education leadership. One of the major contributions of female leaders identified by these scholars is the fundamental rethinking of what leadership is as a phenomenon and how it can be enacted. From the affirmative action to have more females taking up top leadership positions in the higher education sector, they now reflect mutual power and they influence processes, institutions pay more attention to relationships and tasks, and they deploy more of the democratic leadership style and participatory forms of decision-making. Scroll and For (2015) argue that leadership is now more focused on ethics than the case was in the past eras and female leadership is largely associated with more effectiveness. Implied in the literature reviewed is the notion that if the female student representatives on public university councils are accorded due space to undertake their leadership mandate, they may lead to more effective leadership efficiency at the topmost organs of these universities. While acknowledging the contribution that female student representatives bring to top leadership, it is important to also note that higher education is increasingly market driven, corporate environments that do not favour important leadership approaches typical of women (Scroll & For, 2015). This implies that if their leadership is to be effective, female student representatives on public university councils in Uganda should be very

innovative and focused towards executing their leadership mandate amidst the prevailing leadership environment.

According to various scholars such as Kele and Pietersen (2015); Shanmugam, Amaratunga, & Haigh, 2007; and López and Sánchez (2008), women are no longer afraid of making tough decisions and standing by them in this era, no matter the situation. Furthermore, women are generally strategic thinkers, who also believe in quality deliverables. López and Sánchez (2008), further argue that women believe that they hold posts in order to make decisions, and they consider that, to not do so is to be guilty of a lack of respect. Female student representatives on public university councils therefore, have a key role to play towards effective leadership at these institutions. Kele and Pietersen (2015) argue that the key determinants for effective leadership is involving or consulting with subordinates before making decisions to get their buy-in. In relation to this argument, López and Sánchez (2008) argue that when females assume power, they are seen to be effective in accomplishing significant changes expected by their followers, the majority of whom feel satisfied with those changes. Therefore, female student representatives need to ensure that they give feedback to their constituents as well as getting their views, if their leadership is to be effective.

According to Airini, Collings, Conner, McPherson, Midson and Wilson (2011), it is clear that university structures and processes help and also hinder women advancement in their leadership roles. The above mentioned scholars cited five themes that they believe help and hinder women's advancement in pursuing leadership roles in universities; workplace relationships, university environment, invisible rules, proactivity as well as, personal circumstances. These themes tend to give an impression that, indeed it is not an easy sail through for female student representatives to participate in leadership and governance of universities, including serving on their supreme organs like the university councils. What needs to be noted is that this literature is about women who are not necessarily students, leaving many questions about female students who in several instances are actually younger as compared to many other council members. Morley (2013); and Shanmugam, Amaratunga, & Haigh, 2007; also assert that there is generally male prevalence in senior leadership positions in countries with diverse policies and legislation for gender equality. This implies that even in countries like Uganda with gender policy which advocate for

affirmative action towards representation on different organs like university councils, you still find a challenge on representation of females as compared to their male counterparts. Morley (2013) advances that the trend of males dominating leadership is not only in the developing world but it is also in the developed world.

White and Özkanli (2011) posit that historically, women have been largely excluded from leadership and managerial roles in universities, which in part, reflects differing perceptions of the role of women and men in top positions and the gendering of these positions. This again puts female student leaders in higher education institutions at a disadvantage when taking up their leadership positions. Relatedly, Louise Morley and Crossouard (2016) assert that organisational culture also affects the extent of women participation in higher education leadership. They postulate that studies of academic cultures point to the patriarchal nature of higher education institutions. Frequently, these institutions are represented as unfriendly and unaccommodating to women. This is experienced as gender discrimination and bias, and in extreme terms, as gender based violence (symbolic and actual) on higher education campuses including sexual harassment, and stalking (Louise Morley & Crossouard, 2016). It was therefore, important to understand female student leaders' lived experiences in these structures given negative stories that are known to date.

According to Louise Morley and Crossouard (2016), while some women are entering and flourishing in senior leadership positions, they are few in number. There are consequences of women's under-representation including depressed employment and promotion opportunities, democratic deficit, under-representation in decision-making fora and the reproduction of cultural messages to students, staff and wider society that suggest that women are unsuited to leadership. This means that while there have been efforts to ensure that there are female student representatives on university councils in Uganda, their numbers are very small, in most cases, since there is only one female student representative on a given university council. These may not often have their voices heard due to them constituting a minority in the university councils, thus contributing to less participation in the leadership arena (Louise, Morley & Crossouard, 2016).

Society associates leadership to primarily masculine traits such as aggressiveness and dominance with leadership (Louise, Morley & Crossouard, 2016). However, effective leadership actually requires an androgynous combination of feminine and masculine traits (Louise, Morley & Crossouard, 2016). These traits include (but not limited to) intelligence, emotional intelligence, risk taking, empathy, assertiveness, openness to experience, extraversion, consciousness, integrity and trustworthiness, and the ability to persuade, motivate, and inspire others (Hoyt, 2010). Female student representatives on public university councils in Uganda, by following the listed traits, could make a very big contribution towards effective leadership at the top most organs of these educational institutions. Hoyt (2010) further asserts that the female student representatives on public university councils may lead in a more democratic manner than their male counterparts on these councils. This argument also adds on the fact that female student representatives may need to be allotted a bigger platform in the public universities of Uganda, due to their democratic leadership style, unlike the male counterparts who may deploy autocratic leadership style in dominance of the other styles.

In society, females' leadership styles are different from those of their male counterparts, but we all need to embrace that difference and make room for it in the educational leadership arena (Grove & Montgomery, 1999). This implies that in reality, female and male leaders may have different leadership style, but what the educational sector may have to ride on are the different positive attributes of either sex to improve leadership in public universities in Uganda. Grove and Montgomery (2003) assert that female leaders must not be intimidated by what society may consider as the norm, male leadership behaviour. Therefore, female student representatives on public university councils in Uganda, need to be given a platform to execute their leadership mandate. Relatedly, Kent, Blair and Rudd (2010) posit that leadership styles do not have anything to do with the expected results from a leader, that is, if leadership styles of the female student representatives on public university councils in Uganda are any different from those of their male counterparts. Judeh (2010), however, promotes that leaders, like the female student representatives on public university councils in Uganda, may display three components more than their male counterparts. These components are idealised influence, inspirational motivation and individualised consideration. This scholar argues that female leaders manifest more behaviour that instil pride and respect for themselves including trustworthy model for their

followers (Judeh, 2010). Female leaders are proven to be stronger at communicating a vision and showing more enthusiasm (Judeh, 2010).

Klien (2014) identified two main perceptions of females' leadership roles in the higher education society. First, the negative shadow in the form of female leaders adopting internalised masculinity practices and engaging in a level of aggression and, the second has to do with women of indigenous origin and of ethnic minority facing hurdles in the form of further assimilation and marginalisation (Klien, 2014). Turner, Norwood and Noe (2013), in agreement with Klien (2014), assert that a woman looking upward in higher education cannot help but see that she is looking through a glass ceiling through which just a few may pass. Of interest in this study, is the need to capture specific perceptions on leadership of female student representatives on university councils, other than making generic conclusions on women leadership across the board. While interacting with the female student representatives, the glass ceiling concept of leadership, where female leaders look forward towards the highest point, but very few may break through the ceiling is being articulated.

According to Ayman and Korabik (2010), gender matters in leadership because it can affect a leader's style, behaviour, emergence, and effectiveness in many complex ways. One example is that leaders' gender role identities can affect the choices they make about the manner in which they will lead. Moreover, the low social status that is attributed to leaders who are female can result in the devaluation of their accomplishments by others. It is also possible that leaders functioning in multicultural and mixed socio-demographic gender groups may be faced with low quality leader-member relationships. The perception also gives an indicator that amidst consideration of different gender group interests, leadership may be influenced in one way or the other. In this study, female student leaders are not an exception since they could also be experiencing attributes of low social status as prescribed by the university society. According to Górska (2016), females try to perform twice as much in order to prove that they are half as good as men! This may also be the case for the female student representatives on public university councils of Uganda due to the masculine nature of leadership. Yet, according to Górska (2016), females are always seen to be more effective in getting things done due to their competencies and as such, they portray themselves as role models while producing results.

Hoyt (2010) advances that females emerge less as leaders as compared to their male counterparts due to how society ascribes, which dictates respective behaviour in group settings. This scholar further argues that female leaders, like the representatives of students in public university councils may be at a disadvantage since they belong to groups with members holding more progressive gender expectation. Arguing along similar lines, Appelbaum et al. (2015) avers that leadership is biologically determined, innate for men and therefore, unattainable for women. In support of the same argument, Bolden and Kirk (2009) posit that traditional views of age and gender, informed by cultural and religious norms, could be seen as barriers to an active engagement in leadership. This is another stereotype within the higher education institutions, which predominantly have more males than females at top most organs. The arguments are also in support of the intuition that female student leaders may not get an easy sail through towards effective leadership within a university setting.

In the African context, Wakshum (2014) argues that women's aspiration level to positions in educational leadership is generally low, yet it is not clear whether the observed low level of aspiration is a response to the limited opportunity accompanying discrimination or a choice on the part of women in response to society's expectation for their role. Wakshum (2014) further promotes that it is not clear, for instance, how women will respond when opportunity of involvement in leadership is increased, and thus suggesting an area for further research. In my view, female students in councils are mainly there because of the policy demands and may still have low drive to be there as literature suggests. If this is the case, the current study may provide answers to some of these questions; namely, how these students experienced being there on the University Council; the kind of treatment they received from others; and what they have to tell us about being female students and participating in university councils.

Relatedly, Ayotunde (2015) asserts that leadership in the African context may require leaders' capacity irrespective of the context of the environment and situation that is lived. This implies that if female student representatives on public university councils are to undertake effective leadership roles, they should be well capacitated to do so. Ayotunde (2015) argues that by recognising individuals' capability to lead, that will lead to attracting their commitment towards leadership mandate, which then will make it an obligation to them to serve others. According to

Ayotunde (2015), leadership in Africa has many similarities like it is the case in the developed world where a lot of cultural and situational factors play an important part in determining it. This implies that the socio-cultural factors play an important role in determining behaviour of leaders. Similarly, the gender roles ascribed by society also dictate how females may get involved in leadership, not forgetting the patriarchal nature of leadership in Africa and specifically Uganda. Relatedly, Kuada (2010) asserts that the prevailing culture dictates the conduct of the people living within it through central values and patterns of behaviour. In the leadership domain, leaders should endeavour to create a positive relationship with their followers if they are to be effective in their leadership mandate (Kuada, 2010).

Muwagga, Genza and Ssemulya (2013), in their study about leadership in the Ugandan context, reiterate that leadership is rather complex in nature since it involves people with different gender as well as social-cultural contexts. This means that different people may come with salient differences in terms of race, tribe, colour, thoughts, values beliefs and tradition or culture. The argument may further explain why the female student representatives in public university councils in Uganda may still face challenges to penetrate the glass ceiling.

2.6 Conclusion

From the reviewed literature, it has become quite clear that debates about female students' participation in leadership positions takes on a masculine nature. Such a situation prevails in both the developing and the developed worlds. Various scholars argue that society ascribes leadership role mainly to males as opposed to their female counterparts. Literature (Appelbaum et al., 2015; Ayotunde, 2015; Wakshum, 2014; Muwagga, Genza & Ssemulya, 2013; Kuada, 2010) has also confirmed that in several instances, females are found to be more effective leaders than their male counterparts, but such views have done little in changing the prevailing attitudes towards female student leaders. Therefore, the 'glass-ceiling' syndrome persists despite the notion of lack of competencies among female leaders having been dispelled. Glass ceiling concept argues that females of late attempt to take up top leadership positions, only to hit the glass ceiling where they view opportunities at a higher level, but can hardly penetrate that proverbial glass ceiling. Societal stereotypes have also affected participation of females in leadership, since they are

viewed as non-task oriented as compared to their male counterparts. Though some literature could be accessed on leadership and gender in Uganda, there is scanty literature on the overall picture about this theme and more specifically, on female students' participation in leadership within their universities. As I have highlighted this factor elsewhere in this chapter, this reality has provided further motivation for this study to be undertaken at this time in Uganda. The next chapter focuses on the theories and concepts that provided a framework of the study.

CHAPTER THREE

THEORIES FRAMING THE STUDY

3.1 Introduction

The study aimed at exploring lived experiences of female student leaders who are members on Uganda's public university councils as student representatives. In the previous chapter, I presented a review of literature on this subject from national and international perspectives, technical reports, conferences and symposia papers, as well as government publications. The theoretical framework chapter presents an understanding of the theories underpinning the study, as well as the key concepts in this study. There are three theories that underpin the study, and these are the Social Identity Theory, Liberal Feminism Theory and The Ladder of Citizen-Participation. The three theories complement one another since the study aimed at exploring lived experiences of female student representatives on public universities in Uganda. The Social Identity Theory was deployed to respond to the first question which attempts to understand who these female leaders are. Therefore, the theory would assist in providing insights about the identities of the female student representatives on public university councils in Uganda.

The second theory is the Liberal Feminism Theory, and it was deployed to provide lenses to better understand how public universities mainstream the feminism campaign into their own leadership. In other words, this theory adds on the first one in relation to identities and how they see themselves playing a role in fighting for other women leaders. Lastly, The Ladder of Citizen-Participation was presented to give a better understanding about how female student leaders participate on those leadership and governance structures of universities in the country. This model explains various levels of participation in university structures. These levels of participation range from non-participation to meaningful participation and empowerment in leadership and governance at respective universities. The three theories at the end formed the theoretical framework that underpinned this study.

3.2 Social Identity Theory

The Social Identity Theory as advanced by Tajfel (1981) posits that individuals determine their identities depending on the characteristics of their respective social groupings. According to Burke, Stets and Cerven (2007), identity is a set of meanings that define who one is, and these meanings come as a medium of communication and interaction, as well as identity verification. This supports the argument that understanding the identities of female student representatives on public university councils in Uganda facilitated appreciating their interaction with fellow students. The Social Identity Theory was ideal to underpinning this nature of study since lived experiences of the female student representatives on public university councils in Uganda relied more on the personal identity. In order to understand issues related to the identities of female student representative and challenges that they face, we as readers and researchers have to understand who these students are. To do that Social Identity Theory is one of the most suitable tools to use, and was thus used to underpin the study.

According to Tajfel (1981), Social Identity Theory has two major assumptions. The first assumption holds that individuals strive to achieve or to maintain positive social identity. The second assumption maintains that the theory postulates that positive social identity is based, to a large extent, on favourable comparisons that can be made between the in-group and some relevant out-groups. In terms of these assumptions, this theory provided a space where meanings from a variety of the female student leaders' identities in the different contexts can be drawn. Similarly, Hogg and Smith (2007) reiterate that individuals in a given social setting cognitively represent the well-defined category prototypes. They further assert that these category attributes include the look, dressing, speaking, what they do, what they feel, and their attributes towards objects, events, people, and so forth (Hogg & Smith, 2007). This implies that Social Identity Theory enabled the study to get a clearer understanding of the female student representatives' identities, and how they interacted with fellow students as well as university council members. Meanings were drawn from lived experiences of the female student representatives regarding how they related with all stakeholders at Uganda's public universities and the outlying challenges as they pursued leadership in respective environments and situations. Hogg and Smith (2007) re-affirm that proto-types describe the different groups and identities, as well as different

groups and group membership. From the social identity point of view, female student representatives' identities were cognitively relatively compartmentalised and therefore contextual factors in respective public universities generally triggered their identities.

The Social Identity Theory further postulates that when individuals identify with respective social groups, there is uniformity in their responses to recognition, attitudes, and behaviour in terms of meanings relevant to respective social groups (Carter, 2013). In other words, this theory can explain how and why individual female student representatives can identify and associate with fellow students in terms of meanings that typify their students' lives within higher education institutions including group tasks. This assertion should not suggest that there is no diversity of views among students and also with their student representatives. For instance, Carter (2013) also posits that in respective group settings, courses of action for the entire social groups may be discordant with individual person identities. While individual female student representatives are inherently social beings, and are thus influenced by their respective student group norms and expectations, motivations also come from within their respective selves. Therefore, Social Identity Theory does not prohibit individuality among including personal goals of individual female student representatives on public university councils in Uganda. Notwithstanding this, the theory takes seriously the influence of social structural arrangements that influence individuals in different situations since identities operate within individual self and they motivate behaviour (Carter, 2013).

Social Identity Theory assisted the study in a number of ways, for instance, through giving it a connection to existing knowledge. The identities of female student leaders explained how they perceived their own participation in the leadership of public university councils in Uganda. Carter (2013) further posits that identities influence the behaviour of leaders when activated across the social situations they live in. This is applicable in the context of female student representatives on Uganda's public university councils. Since the study mainly aimed at ascertaining who the female student representatives on Uganda's public university councils are, Social Identity Theory as advanced by several scholars comes in handy. For instance, Stets (2005) asserts that leaders act within the context of their social structure as they pursue leadership among their subordinates, such that they recognise themselves as occupants of those

positions and roles in their society. In support of the argument, Stets and Osborn (2008) confirm that identity verification ably produces positive results to know the leaders better, as well as the effectiveness of the role they play as leaders. Carter (2013) also asserts that the identity process is a sociological factor since identities are activated and verified in the environment in the social setting. Putting the argument in context, by deploying the Social Identity Theory, it facilitated an understanding of self-verification by female student representatives in Uganda's public university setting. Carter (2013) further argues that 'identity activation' and 'social situation' are concepts that are very important in the identification process. On the concepts identity activation and social situation, Carter (2013) posits that individuals define their own identities depending on prevailing situation within their social environment.

In the argument by Carter (2013), it can be appreciated that female student representatives on public university councils behave differently in the different social situations. This implies that their identities are activated in the different situations that they face. The argument supports Carter's (2013) definition of the identity activation as a process by which an identity is triggered and subsequently controlled by an individual in a given situation. The identities of female student representatives were activated when their perceptions that situational meaning in the public university council setting are relevant to their identity meanings. Carter (2013) further argues that identity activation is a function of situational factors; identity centrality and salience and also when identities are primed in the identity standard meanings.

Relatedly, in support of Carter's (2013) argument, Smith, Hogg, and Smith (2008) promote the idea that social identity is an individual's knowledge that he/she belongs to a certain social group. In this study, knowledge of female student representatives that they belonged to supreme organs of their respective public universities comes with some emotional and value significance to them and their group members. Smith et al. (2008) further posit that social identity is not merely the knowledge that these female student representatives are members on the respective university councils and thus defining their attributes, it also involves an emotional and motivational attachment to their fellow students and the university councils. In the same vein, Hogg and Reid (2006) posit that Social Identity Theory presupposes individual leader's knowledge that they belong to a certain social group. These scholars further argue that self-

categorisation by the female student representatives focuses on the basic social cognitive processes, primarily social categorisation that would cause them to identify with fellow students and other public university staff (Hogg & Reid, 20006).

Stets and Carter (2011) developed their own version of Identity Model (Figure 1 below), which may also explain how identities of the female student leaders who are members on public university councils in Uganda justify the way they pursue leadership in a public university setting in Uganda. Figure 1 below, presents the Identity Model developed by Stets and Carter (2011). The Model postulates that when individuals think that other people interpret their behaviours in the same way as they intend to, they feel good. The Model has implications on the study of lived experiences of female student representatives on public university councils in Uganda. It helped to provide some insights about how participants in the study felt when the research from their interactions truly defined their identities. For instance, this Model explains that identities may be easily visible from their interactions, and these can include short temperament, empathetic leaders, persuasiveness, team players and those that were focused to results. Figure 1 below presents the Identity Model;

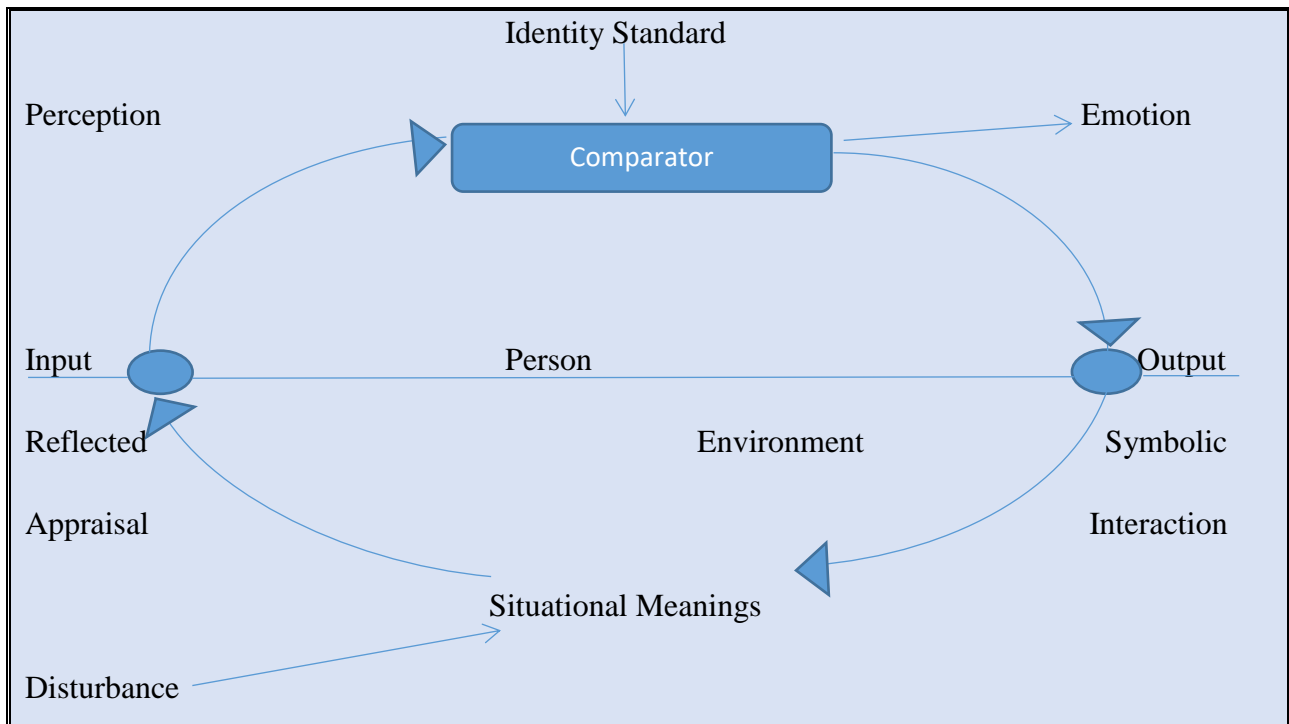


Figure 1 Identity Model by Stets and Carter (2011)

Stets and Carter (2011) postulate that in the control systems approach of the Social Identity Theory, when identity is activated in a particular setting, then a feedback loop is established (cycle in Figure 1 above). They posit that the loop has six (6) components;

- a) The identity standard; the meaning of an identity;
- b) The output; behaviour of the individual;
- c) The input; how people think others see them in a situation (reflected appraisal);
- d) A comparator; which compares the inputs with the identity standard;
- e) Emotion; that results from the comparison process and
- f) Situation meanings; which vary in the degree of correspondence with identity standard meanings (Stets & Carter, 2012, pp. 196).

The Social Identity Theory therefore enabled the study to get a clearer understanding of who the female student representatives on public university councils were. By using Stets and Carter's (2011) Identity Model to analyse interactions with these representatives, I was able to assess their behaviour and how they executed their roles as female student university leaders from their own personal definition. Further, definitions of their own identity put me in a position where I was able to explore how these female student representatives on public university council experienced their relations with other university council members and the challenges they faced as they executed their leadership roles. Lessons can then be drawn on gender and leadership, capturing from the female student representatives' lived experiences as they played their roles while representing fellow students on the highest supreme body at respective universities. According to Stets and Osborn (2008), identity standards store self-meanings of particular identities and guides how one behaves in different situations. This argument also confirms that on interaction with female student leaders, they revealed their own identities, which attach meaning to how they are able to pursue leadership at the universities' supreme bodies. Stets and Osborn (2008) further assert that this comparison process enables a person to evaluate the feedback or outcome challenges they receive with what they expect to receive, given that they are leaders. Whenever there are discrepancies about this, then the study concludes that the female student representatives had negative emotions about the role they were supposed to be playing.

In the interpretation of the Identity Model in Figure 1 above, it depicts that female student representative position on a public university council comes with roles and responsibilities. Therefore, expectations of fellow students and other university organs formed the bigger part of the female student representatives' identity standard. Following from this identity standard, these leaders, who by virtue of representing students should be referred to as leaders, were expected to perform certain functions that came in form of delivery of outputs. Such outputs included following up student recommendations up to a time when they were delivered. It is based on the outputs expected of the female student representatives that their behaviour and feelings were influenced and thus, as per the argument of Stets and Carter (2011), they would have to strike a balance between reflected appraisal and the defined situation. Following from the three components of the Identity Model, there was definitely a comparison between the identity standard, the expected deliverable and the actual behaviour, which form the comparator. Female student representatives in the study showed two different types of emotions; some positive while others negative. These were interpreted to mean satisfaction or dissatisfaction in terms of performing expected representation roles on public university councils in Uganda. Lastly, the study was also able to appreciate how the female student representatives' behaviours and feelings determined the situation within which they operated. This gave the situation meanings of being female student representatives on public university councils in Uganda, thus sharing the participants' lived experiences in their life-world.

According to Stets and Carter (2011), the Identity Model enables the interpretation of the situation within which individuals operate, thus the interpretive aspect of situation meanings. They further argue that the Social Identity Theory is a general theory of action, since from self-verification, individuals are enabled to describe what they are able to execute versus what they have not. They will clearly indicate their constraints towards delivery of their roles and responsibilities.

Sharing the same argument in the Identity Model that was promoted by Stets and Carter (2011), when an identity is activated in a situation, a feedback loop is created (Tsushima, 2017; Burke et al., 2007). The loop according to Tsushima (2017), contains four (4) important components, and these are:

- a) Identity standard; what it means to be who one is;
- b) Input; the meanings of how one sees oneself in a situation;
- c) Comparator; a comparison of the standard and the input for differentiation; and
- d) Output; to do with the result of comparison, that is, the behaviour of the person (Tsushima, 2017, pp, 283-284).

From Tsushima's (2017) postulations, the study was able to engage the female student leaders so as to ascertain their self-identity, how others perceive them, and how they related with fellow university council members. The study also captured their constraints on effectiveness to represent fellow students on the public university councils. This was judged from the behaviour of the participants regarding how they perceived their other council colleagues and their experience while executing their leadership roles. Whereas Tsushima (2017) promotes the notion of feedback loop after identities have been activated, attitudes and behaviour of individuals are more closely associated in their own salient groups (Hogg & Reid, 2006). The argument proposes that reliable inferences about attitudinal norms from what people say are formed from intra and intergroup comparisons that obey the meta-contrast principle and thus, polarise norms to differentiate between groups. Identities of female student representatives were therefore informed by their attitudes towards their own mandate as student leaders and corresponding behaviours observed.

Female student representatives on public university councils in Uganda are characterised by always looking forward to serving as role models among their fellow student communities. Hogg and Reid (2006) further assert that leaders promoting prototype usually stand out for a number of social identity related reasons, and these are as follows:

- a) They originate from within and thus easily applied within respective social groupings;
- b) Members of the social groupings like them because of their originality and thus leaders tend to comply with them since they lead to their recognition as leaders;
- c) Leaders easily identify with their social groups unlike with others;

d) Behaviour is catalysed by such identities and as such members gain a lot of trust in their leaders; and

e) Individuals in such a group trust that their leaders are the easiest source of information (Hogg & Reid, 2006 pp. 9-10).

The argument supports the use of the Social Identity Theory for this study which facilitated the understanding of lived experiences of female student representatives on public university councils in Uganda. Female student representatives had characteristics which included serving as examples among fellow students, wielding their trust and confidence in them, always identifying with student groups and focusing on interests of others unlike their own.

Stets and Burke (2005) posit that the Social Identity Theory forwards three bases of identity, namely, social (group-based) belonging; role-based belonging, having to do with competence and skill in the role; and person-based belonging, where one is actually who they claim to be. Following from this postulation, the study was able to establish some clues about identities of female student representatives on public university councils in Uganda. It also attempted to ascertain the nature of the roles that these representatives play and whether they play their roles effectively. From the inquiry, the study also tried to establish who these leaders actually are in person and whether who they claim to be is actually who they were, at least, from their own perspectives as drawn from the meanings they attach to their identities. Relatedly, Stryker and Burke (2009) promote the view that individuals display different identities in relation to their respective networks where they execute leadership roles. This argument supports the use of the Social Identity Theory since the interest of the study was to share lived experiences of female student leaders on public university councils in Uganda. This theory enabled me as a researcher to capture many identities which could include showing the relationship of these leaders with other university council members, as well as with their fellow students. Clear roles of the female student representatives could also be ascertained from various interaction processes within the council members. Stryker and Burke (2009) further argue that while using the Social Identity Theory, social roles are captured from the expectations attached to the individuals by virtue of their positions. The study attempted to get an understanding of the expectations from student

community, which actually influenced the female student leaders' behaviour as they executed their mandate.

In terms of the Social Identity Theory, when people share a social identity, they use others' attitudes to construct a group norm that specifies what attitudes are normative (Picho & Brown, 2009). In this study therefore, the Social Identity Theory facilitated the process of understanding the beliefs and behaviour of students in different public universities in Uganda, judging from various interactions with respective female student representatives. On the other hand, the Social Identity Theory further postulates that social classification serves two purposes; segmenting and ordering the social context and enabling self-definition within a social environment (Ashforth & Mael, 2016).

According to Ashforth and Mael (2016), Social Identity Theory presents the self-concept of comprised personal identity encompassing idiosyncratic characteristics like bodily attributes, abilities, psychological traits, interests and others, as well as, a social identity encompassing salient classification in respective social groups. The scholars argue that social identification is the perception of oneness with belongingness to some human aggregate. In the context of this study, it is likely that female student representatives on public university councils in Uganda could also be characterised by traits of the student groups they led. Accordingly, Stets and Burke (2005) promote the view that the identity processes are basically psychological, dealing with the perceptions and emotions of an active agent. In this study, such processes are set within the context of a social structure of relations between the female student representatives, the students they represent, the colleagues on council and the Ugandan public universities. Therefore, during interactions with various stakeholders, the study should enable us to get a closer understanding of these female student representatives, the characteristics of the students they represent, how they related with fellow public university council members and the setup of their respective university campuses. The study, it was hoped, would also be able to provide further insights about different cultures at different public universities. The emotions displayed during interactions with members of respective social groups are definitely related to individual role identity (Stets, 2005). This also implies that the study could capture the nature of roles played by the participants in a public university setting, also capturing how effective these roles are played

out. This also means that the study would ably relate the identity of the female student representatives to what roles they are expected to be playing as student leaders (Carter, 2013). Any deviation of one from the other could be captured as a constraint towards the pursuance of the expectations of the students and the universities.

Carter (2013) in promotion the Social Identity Theory postulates that identities and behaviour are linked in that they are embedded in greater social structures that exist in one's environment and they are motivational across many social settings. This is also consistent with the view that pursuance of female student representative roles is closely associates with their stipulated identities with in the public university setting. Carter (2013) further promotes the notion that within the Social Identity Theory, there are different perspectives or emphases that describe how identities operate to motivate behaviour, salience, where identity is located in one's salience hierarchy, as well as, the internal or perceptual control system, which operates to match perception of the self in the situation with one's identity meanings. In relation to the views expressed by Carter (2013), Bolton (2014) posits that as people have different valued aspects to their identity and many identity-roles, complementary identities can act to further reinforce one another. Bolton (2014) further argues that whichever aspect of identity that has a higher level of stability and commitment sets the precedence. In the context of female student representatives, endorsing a particular role-identity requires them to meet the expectations required for their positions. This implies that from interactions with the female student representatives, the study may ably capture some aspects where they indicate satisfaction and dissatisfaction in the pursuance of their mandate.

According to Hogg and Smith (2007), one of the key insights of Social Identity Theory is elaborated by self-categorisation. These scholars argue that self-categorisation applies to self as well as others; it depersonalises one's perception of self and others; and it also depersonalises one's own behaviour (Hogg & Smith, 2007). This implies that by the female student representatives identifying themselves as members of the supreme organ in a public university, they may consider their characteristics of leadership at that level unlike their other student colleagues. Hogg and Smith (2007) define salience as the situation in which a specific social categorisation and associated identity become the psychologically engaged and operational basis

for self-conception and behaviour and for the perception and construal of others. On the other hand, Bolton (2014) asserts that identity salience is strengthened by commitment. Female student representatives' commitment to their representative role on public university councils is an important factor to conclude on whether their identity is prized or not. The more the female student representatives are involved, the more the likelihood that their role may be triggered and enhances within the university situation. Carter (2013) also posits that Social Identity Theory focuses on how individuals are likely to invoke or activate their most salient identities in their situation. Therefore, the theory has the potential to facilitate the study to get a better understanding of how female student representatives on public university councils categorised themselves in relation to fellow student groups.

Tsushima (2017) forwards that individuals are expected to act in a self-regulatory manner with the goal of matching perceptions of themselves in situations with the standards they hold for themselves. Therefore, in the context of this study, interactions with female student leaders enabled me to get a clearer picture about how they perceive themselves as student leaders who are female, amidst other public university council members in Uganda. The theoretical construct presented above also allows me to elicit some understandings about female student leaders' expected roles and how these roles are effectively played out to allow enumeration of the constraints that they face while executing their leadership roles.

Stryker and Burke (2009), in agreement with Tsushima (2017), posit that identities are cognitive bases for defining situations and they make for a greater sensitivity and receptivity to certain cues for behaviour. Therefore, the study is in a position to appreciate the extent at which expected roles of female student representatives are being pursued and in cases of shortcomings, negative emotions can be displayed by the responses of participants during data generation. Bolton (2014) reaffirms that the level of salience, commitment, role identity and self-verification of persons within their social setting are all important. In this study, level of salience, commitment and roles of female student representatives gave a better understanding of how their identity was maintained, reinforced or altered (distinguished). In these interactions with the participants, self-verification can give the lived experiences of female student leaders as they undertake their leadership roles. Bolton (2014) re-emphasises that self-verification is embedded

within the term identity itself. She asserts that when parts of one's identity are not socially reciprocated or validated, then a discrepancy occurs which breeds a level of psychological distress. Putting this argument in the context of the study, in my interactions with female student leaders, negative emotions at times emerged that may suggest their dissatisfaction especially in situations where leaders are unable to pursue their mandate as expected.

On issues highlighted in the paragraph above, Stets and Burke (2005, pp. 15) assert that the behaviours and beliefs of individuals usually display the respective social grouping meanings. People tend to take on identities following from how they communicate among themselves, which illustrates their own roles and responsibilities also dictating respective society norms and values. From the Social Identity Theory's postulations, the argument promotes the view that in the lived world it is a very common occurrence to observe that individual dwellers in a given society will easily identify with community behaviour and beliefs. The norms and values of such communities will definitely dictate such behaviour. In the context of this study, it is plausible that by interacting with female student representatives in Ugandan public University Councils, I will be able to elicit some insights about how they attach meaning to their own person as female student leaders in these public universities. The study may be able to capture views about how these leaders relate with their fellow students, council members and other staff at respective universities. The challenges they face as they execute their leadership roles can also be captured along the way. In agreement with the assertion, (Burke et al., 2007) posits that under role-based identity, individuals act to fulfil expectations of their role, coordinating and negotiating one's roles in their social groups. This implies that female student representatives may feel competent and effective to fulfil their mandate in representing fellow students on Uganda's public university councils.

Hogg and Reid (2006) postulate that individuals may behave differently as they move from one situation to the other. The study has the potential to generate new meanings from how female student leaders behave in different circumstance, how they behave while interacting with fellow students, with fellow council members and with other public university staff. In the same vein, Stets and Burke (2005) assert that by understanding the nature of discrepancies and the varieties of leaders' emotional responses that accompany these differences, more knowledge is generated

about various ways in which their identities both reinforce and change the social structure at respective social settings. This also confirms that the Social Identity Theory that underpinned this study ably facilitated ease of understanding of the identities of the female student representatives on public university councils in Uganda. Stets and Burke (2005) also confirm that since the leaders would be living in different social environments, they may be facing different challenges.

Smith et al. (2008) posits that there are several aspects of social identity. They maintain that these aspects include prototypes where individuals cognitively represent their social groups. Such prototypes do not only describe these student leaders but they can also evaluate them and prescribe membership-related attributes in the student community at universities. Therefore, prototypes can specify how female student representatives behave and the respective attitudes they demonstrate. In this study, the prototypes may not only enable descriptions of the characteristics of the students, but may also shed light on how student communities are different from university administration and other university staff members. Smith et al. (2008) assert that the other aspect of social identity has to do with depersonalisation, thus implying that female student representatives are able to categorise themselves as representatives of fellow students on the highest supreme organ in respective public universities.

In the interaction processes, participants may similarly show tendencies to depersonalise themselves from the perception of self and their behaviour. Smith et al. (2008) posit that when individuals are categorised, they tend to be viewed as idiosyncratic in terms of characteristics, their person, distinctiveness, eccentricity, peculiarity and quirkiness. Stets and Burke (2005) also promote the view that individuals' identities are embedded in respective social structure places, which enables understanding how they co-existed with their social groups. This implies that the Social Identity Theory can facilitate better understanding of additional meanings within the various female student representatives as part of their respective student groups. Through various elements that constitute this theory, Social Identity Theory additionally, can facilitate understandings about various roles and relationships among female leaders with their respective social groups. Relatedly, Hogg and Reid (2006) posit that social identity salience, which has to do with categorisation must be psychologically salient as the basis for understanding perceptions

and self-conception and as such, people must psychologically identify with their in-group. Female student representatives as such, can use their accessible categories to make sense of their social contexts. Therefore, Social Identity Theory stands in a better position to facilitate clearer understandings about how well the categorisation of female student representatives accounted for, and why they believe the way they do, which is what Hogg and Reid (2006) call a normative fit. The next section of this chapter tackles another aspect of identity that female student leaders have of their role in the university councils. It focuses on how they personally view their role in the councils and how they are treated. In other words, issues of power as female leaders in male dominated structure becomes the focal point of discussion.

3.3 Liberal Feminism Theory

Gender inequality has been a going concern globally over the years. The study was also underpinned by the Liberal Feminism Theory which has its roots in the writings of Mary Wollstonecraft (1759-1797), John Stuart Mill (1806-1873), and Harriet Taylor Mill (1807-1858), among others (Bailey, 2016). Lorber (1997) on the other hand posits that the second wave of feminists promoted three major feminism theories: Liberal feminism, Marxist and Socialist feminisms and development feminism. These, according to Lorber (1997) had roots in the 18th and 19th century liberal political philosophy that developed the idea of individual rights, Marx's 19th century critique of capitalism and his concept of class consciousness, and 20th century anti-colonial politics and ideas of national development.

Liberal feminists postulate that both women and men are not different in all aspects and as such deserve to be treated the same way in all aspects (Lorber, 1997). The Marxist feminism theorists posit that social structures of capitalism were supposed to apply to any social characteristics. Mackinnon (2015) however, critiques the Marxist feminists that consideration of social class to analyse social settings ignores the distinctive social experiences of the sexes, muddling the unity of women. Development feminism theorists on the other hand argue that women were equally important in the pursuance of development since they also participate in economic activities (Lorber, 1997). However, the development feminism theorists put more emphasis on equality of women and men regarding paying work, unlike participation in decision making like the case is

for female student representatives on the public university councils in Uganda. Peet and Hartwick (1999) assert that over the years the Liberal feminism theorists promoted several gendered approaches to development including WID (Women in Development), GAD (General and Development), Women and Development (WAD), Postmodernism and Development (PAD). However, these came as critiques of the major theoretical approaches to development in the Third World countries like Uganda, which linked them to policy prescription.

The study was also underpinned by the Liberal Feminism Theory since it explores lived experiences of female student representatives on public university councils in Uganda. Lorber (1997) posits that all feminist theorists' perspectives have insight into issues of gender inequality, thus suggesting mitigation measures. Liberal feminists argue that gender differences are not biological thus, that there is no difference whatsoever between men and women (Lorber, 1997). Ridgeway and Correll (2004) argue that in any given social setting, there are essentially no distinction by gender neither is there sex discrimination. This is in support of the Liberal feminists who argue that both men and women should be treated equally in all aspects. In relation to the study therefore, the Liberal Feminism Theory guided the investigation of perceptions of public university stakeholders on female student representation on public university councils. According to Lorber (1997), feminism claims that gender differences are not based on biology, and therefore women and men are not that different. If female student representatives on university councils are not at all that different from their male counterparts, then they should not be treated differently. The study referred to this theory to find out how female student leaders who participate in public university councils in Uganda experience their relations with other council members. These leaders were expected to have the same rights as men, as well as the same education and work opportunities.

Leadership from a Liberal feminists stand point is informed by the power of the feminist range, which enables the feminist leader to identify injustices and oppressions and inspires her to facilitate the development of more inclusive, holistic community (Batliwala & Pittman, 2010). This is unlike the Marxist feminists whose advocacy for women's interests ignores social classes thus, risk leaving out class-based arguments especially for women involved in different activities (Mackinnon, 2015). The Liberal Feminism Theory was therefore used in this study to explore the

female student representatives' lived experiences on the levels of oppression by other members on public university councils and how they experienced injustices while executing their leadership mandate. It also facilitated the exploration on levels of inclusiveness of these female student representatives during their pursuance of leadership on the public university councils.

The Liberal Feminism Theory was used in this study to create a deeper understanding of female student leaders' lived experiences in dealing with other members on the university councils. Yet still, according to Heinzelmann (2016), perceptions on human reality are very central to the construction of reality. Human actors like the female student representatives on public university councils in Uganda also perceive in relation to their organised reality. Castree (2001) also posits that reality is socially constructed since it changes due to the concrete actions of human beings. The arguments facilitated the acquisition of knowledge about the lived experiences of female student representatives on the university councils, as reality from their own perception of participating in leadership. The Liberal Feminism Theory was also selected due to the fact that participation of female students in leadership of public universities is partly an affirmative action to involve females in leaders as put forward by the Uganda Gender Policy of 2007. The theory also attempted to down play perceptions of people regarding leadership ability of one gender category over the other in this study, but rather judging leaders on their actions.

According to Lorber (1997), Liberal feminism claims that gender differences are not based on biology, and therefore, that women and men are not different. She further posits that the similarity of women and men's humanity supersedes their biological differentiation. If female student representatives on university councils are not at all that different from their male counterparts, then they should not be treated differently. The study used this theory to find out how female student leaders who participate in public university councils in Uganda experience their relations with other council members. These leaders had the same rights as men and the same education and work opportunities, at least theoretically. Whether they enjoyed these rights is precisely what this theory would help me to explore and share insights about.

Leadership from a Liberal feminism stand point is informed by the power of the feminist range, which enables the feminist leader to identify injustices and oppressions and inspires her to

facilitate the development of more inclusive, holistic community (Batliwala & Pittman, 2010). The Liberal Feminism Theory was also used in this study to explore female student representatives' lived experiences on their levels of oppression by other members on public university councils and how they experienced injustices while executing their leadership mandate. It also facilitated the exploration on levels of inclusiveness of these female student representatives during their pursuance of leadership on the public university councils.

The Liberal Feminism theorists are grounded under the social constructionism theory as forwarded by Burr (2006). Burr postulates that social constructionism opposes the essentialism of much traditional psychology. Essentialism traps people inside personalities and identities that are limiting for them and are sometimes promoted by psychology, which makes them even more oppressive practice. Burr (2006) further postulates that people sometimes misunderstand the social constructionist argument for cultural and historical specificity, and see it as just another way of taking the nurture side in the 'nature-nurture' debate. Social constructionism denies that our knowledge is a direct perception of reality derived from looking at the world from some perspective or other, and in the service of some interests rather than others (Burr, 2006). This supports the feminist theorists' view that there may be a tendency in public universities to perceive leadership as a reserve of the male dominated institutions. Yilmaz and Ergun (2008), in semblance with Burr's postulations, argue that constructivism is not a single or unified theory; rather, it is characterised by plurality and multiple perspectives as cognitive development, social aspects, and the role of context.

The Liberal Feminism Theory guided the study on how female student representatives on university councils construct who they are in relation to their role as leaders on these councils. Female student representatives' lived experiences while pursuing leadership on the university councils is built on human constructs like politics, ideologies, values, exertion of power, and preservation of status, religious beliefs, and economic self-interest (Yilmaz & Ergun, 2008). The Liberal Feminism Theory was used in this study while attempting to answer the research questions. It assisted the study to create a deeper understanding on female student leaders' lived experiences in dealing with other members on the university councils. According to Bamberg (2005), Liberal Feminism Theory argues that identities are linked to culture, politics and history.

This argument in this study related to the female student representatives lived experiences on university councils, as a result of perceptions of other members. Burr (2006) however, postulates that feminism looking at the world from a given perspective without focusing on cultural and historical specificity.

Anastasiou and Kauffman (2011) posit that it is enough, in the beginning that something is considered by most people to represent a real condition and has the status of a current scientific concept, the initial condition. This implies that female student leaders' lived experiences on university councils may be shaped by specific social events, forces or history. The scholars also agree with Burr's (2006) postulations that social constructionism, under which the Liberal Feminism Theory is grounded, is about interpreting the world from a reality point of view and depending on the context. Arguments of reality as explained by social construction were deployed to find out the levels of participation of female student representatives on public university councils. Perceptions of others about female student leadership and the challenges that female student representatives on public university councils in Uganda face while executing their leadership roles were also captured.

3.4 The Ladder of Citizen-Participation

The third theory that I used to understand participation of female student representatives on university councils is the Ladder of Citizen-Participation. This theory was deemed relevant is because one of the aims of the study was to understand the levels of participation of female student representatives on public university councils in Uganda. I therefore deployed Ladder of citizen Participation model as developed by Arnstein (2004) to provide guidance about the process of drawing clearer understanding of their levels of participation and meanings they attached to that process. Arnstein (2004) asserts that empowering people enables submission of their views to higher authorities, but only through ensuring effective participation in leadership. The female student representatives required empowerment in order to execute their leadership mandate.

In Figure 1 below, Arnstein (2004) postulates that if leaders are to participate effectively, the ladder gives a three-strand pattern with eight rungs where the first strand of non-participation comes with manipulation and need for therapy. Therefore, in a nutshell, the first strand is characterised by non-participation. The second strand is tokenism, and comes with leaders accessing some information; undertaking consultations; and placation. Therefore, participation in the second strand shows some improved level of participation where stakeholders (student representatives in this context) have access to some information and are consulted on some important issues affecting the institution. The third strand is citizen power, and is characterised by full empowerment of stakeholders and comes with leading through partnerships, exercising full delegated power and having a lot of control. The Ladder of Citizen Participation helped the study to get an understanding regarding the magnitude of empowerment of female student leaders that enabled them to execute their leadership mandate.

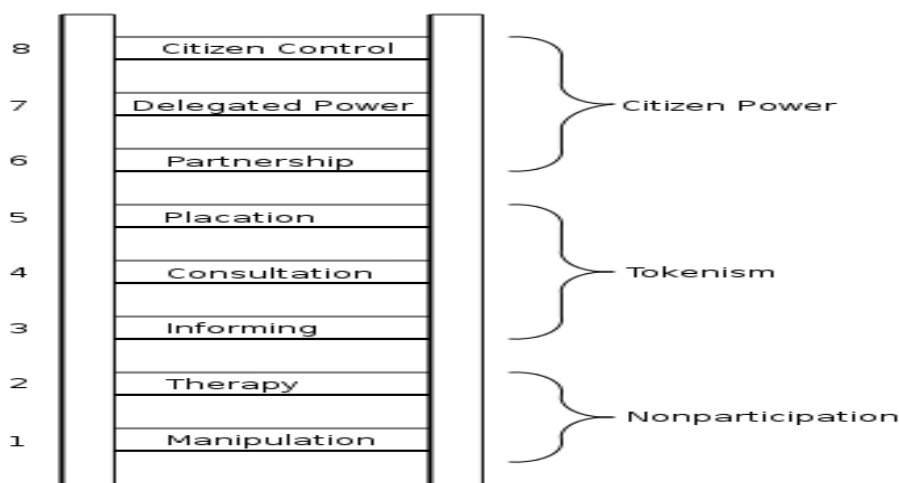


Figure 2 The Ladder of Citizen Participation Adopted from Arnstein (2004)

In relation to Arnstein’s (2004) Ladder of Citizen Participation, Kyohairwe and Kiwanuka (n.d.) assert that participation in leadership can only be interpreted by drawing an understanding from different angles and looking at perspectives in which it appears and comparing it with the intention to ensure participation. The argument supports the understanding that the study drew on levels of participation of female student representatives on public university councils in Uganda. This allowed the capturing of meanings from the participants’ stories about how the different circumstances at respective universities dictated their behaviour as they executed their leadership

mandate. In the same vein, Guaraldo Choguill (1996), in support of the Ladder for Citizen Participation, promotes the notion that leaders need empowerment if they are to influence decisions which affect them. Accordingly, Hora (2014) advances that when leaders have the power, they will be able to influence decision-making. This also relates to the postulations under the Ladder for Citizen Participation, which posit that participation is key for effectiveness of leadership and representation. Female student representatives therefore required a lot of empowerment if they were to pursue their leadership mandate. Therefore, the Ladder for Citizen Participation supported the understanding on effectiveness of their leadership through getting meaning from how public universities provided space for the female student representatives to present students' issues for resolution by the respective councils.

The Ladder of Citizen Participation presupposes that participation of people in leadership leads to enhanced empowerment (Arnstein, 2004). In a related argument, participation in leadership and governance may be dictated by the degree of involvement in decision making and whether there is effective information flow (André, Montréal, & Lanmafankpotin, 2012). This relates to Guaraldo's (1906) argument that for effective results, leaders ought to be well empowered in order to influence decision making. At higher rungs on the Ladder of Citizen Participation leaders get more the involvement in decision-making. The Ladder of Citizens Participation therefore assisted the study to get a clearer understanding from the stories captured from the participants about magnitude of opportunity that was given to them to contribute during council deliberations and to follow up implementation of the resolutions. The exercise of power clearly corresponds to the leader's ability to satisfy needs of those they lead and implementation of the interests of their social groupings (Hora, 2014). The argument also advances the participation principle if there is to be effective leadership. According to Collins and Ison (2006), the ladder illustrates the essentiality of participation as a power struggle trying to move up the ladder for more leadership effectiveness. This implies that female student representatives ought to struggle to get more empowerment and influence in the decision making process so that the issues forwarded by fellow students are actually resolved. However this differs from context to context since there is no one best way to ensure participation (Connor, 1988). The Ladder of Citizen Participation therefore facilitated the study while trying to draw meaning and understanding of how female student representatives on public university councils were given a platform to

participate in university leadership. It is a fair expectation that in some instances due to leadership styles and prevailing situations, the levels of participation of these female leaders would vary from university to university. The use of this theory would enable me to accurately describe their level of participation in terms of the strand of participation as described by Arnstein (2004).

Participation in decision-making influences and enhances the process of addressing people's needs through allocation of resources and thus, their improved well-being (Paper, 2013). The Ladder of Citizen Participation therefore supported the process of understanding the levels of different female student representatives' participation in leadership and governance. This, in the different contexts of life-world of these female leaders, also gave meaning to effectiveness of the different female student leaders as influenced by the participation platform that was extended by the respective public universities. Similarly, Restless Development (2013), in a related argument, posits that it is important to foster participation of youths in leadership and governance since it promotes the concept from grassroots level. It also builds experience and knowledge of participatory governance from a young age and from the lowest level of community decision-making. In the context of this study, the Ladder for Citizen Participation was deployed to give a better understanding about the linkage between participation levels of female student representatives and effectiveness of their leadership mandate. From their stories, meanings were derived from such participation levels on the female student representatives' leadership capacity. The higher the female student representatives on the Ladder of Citizen Participation, the more the opportunity to pursue respective leadership mandate due to higher participation levels.

3.5 Towards integration of theories

In the study, the understanding of identities of female student representatives on Uganda's public university councils was informed by their respective behaviour as they led their lives in their respective social contexts, as promoted by Tajfel (1981). The way they related with fellow council members was also influenced by the characteristics of their fellow students as they advocated for better welfare and success in their academics. On the other hand, the mandate of

female student representatives is partly as a result of affirmative action following from the arguments of the liberal feminists. This is why the Liberal Feminism Theory as promoted by Lorber (1997) came in handy to facilitate the study in getting a better understanding about lived experiences of the female student leaders within their lived lives. In order to understand the levels of participation of the female student representatives on public university councils in Uganda, I deployed the Ladder for Citizen Participation. This facilitated drawing a deeper understanding that there is need to empower leaders if their leadership mandate is to be effective and this is through encouraging participation.

Social Identity Theory attempted to give the study an understanding of female student representatives' identities with in their social contexts, while the Liberal Feminism Theory gave the study a better understanding about mainstreaming gender in leadership of higher education in Uganda. One aspect of this mainstreaming is enshrined in Uganda's Gender Policy of 2007, which makes a provision for one female student representative on each public university council to represent all students, males and females. In order to get a better understanding on how the female student representatives on public university councils participated in leadership and governance at respective universities, the Ladder for Citizen Participation was utilised.

3.6 Conclusion

The chapter has discussed the three theories that I used to analyse different aspects of the study as explained in the content of the chapter. In the last section of the chapter (3.5) above, I attempt to show integration of the three theoretical constructs for a comprehensive understanding of the participants' identities which I believe also affect how they participate in the university councils, as well the Ladder of Citizen Participation which attempts to describe various levels of their participation. The next chapter provides a detailed discussion of the design and methodological position of the study and justification thereof.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This study sought to explore the lived experiences of female students who are members of university councils in ten public universities in Uganda. The previous chapter presented the theoretical underpinning of the study, and that is Social Identity Theory, Liberal Feminism Theory and the Ladder for Citizen Participation. This chapter shifts the discussion to issues of design and methodology that underpinned the study. I start by providing a detailed description of interpretive research paradigm as research paradigm that framed the study within a broader qualitative research approach. I then move on to present a brief discussion of phenomenology as a research design that was deployed for the study within a narrative inquiry research methodology. I then give an account on how the research participants were selected, how I gained access to the research sites and to the participants. I then move on to comprehensively discuss various methods that I used to generate data using innovative qualitative techniques such as letter writing and transact walk. I conclude this chapter by describing data analysis methods as well as measures I used to ensure trustworthiness of the findings and ethical considerations, before and during the process of generating data.

4.2 Research paradigm

I am a male in management of an-other-degree awarding institution (at university level) in Uganda, where, like in many higher educational institutions world over, men are thought to be superior to their female counterparts (Louise, Morley & Crossouard, 2016). Shah and Al-Bargi (2013) define a paradigm as an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools. Research paradigms include positivism, interpretive and critical paradigms (Shah & Al-Bargi, 2013). The study deployed the interpretive research paradigm, which oriented the process of studying the lived experiences of female student representatives on public university councils. As opposed to positivists' research which holds that real events can be observed empirically and explained with logical analysis

(Kaboub, 2008; Shah & Al-Bargi, 2013), the study is underpinned by interpretive research paradigm. Similarly, the study could not be underpinned by the critical research paradigm since for it makes emphasis on creating change with in the social, political and cultural setting during the study (Shah & Al-Bargi, 2013). Interpretive paradigm holds that it is the people who give meaning to their social world (Phothongsunan, 2010). Phothongsunan (2010) further argues that interpretive paradigm is considered as constructivist, naturalistic, humanistic and anti-positivist, which emerged in contradistinction to positivism for the understanding and interpretation of human and social reality. Phothongsunan (2010) further argues that interpretive research is a construction of meanings between the participants and the researcher themselves. On the other hand, interpretive research is naturalistic and humanistic in the sense that it relies on the interpretation of social world from the natural setting by the participants themselves. Since the aim of the study was to explore lived experiences of female student representatives on public university councils in Uganda, the interpretive research paradigm was best suited to capture their lived experiences from their own perspectives. In short, what I as a researcher did was to seek an understanding of the meanings that female students attach to their representation and their activities on the University Councils.

The views I express in the above paragraph are also shared by many qualitative research inquires such as Cohen, Manion and Morrison (2018), Cresswell (2014), Henning, van Rensburg and Smit (2004), Rule and John (2011), as well as Yin (2004) who posits that interpretive paradigm is subjective in nature, building from experiences and interpretations. This paradigm makes an argument that the phenomenon under scrutiny can be better understood from the point of view of the individual participants in their life-world (Yin, 2004). Therefore, in this study, information gathered from participants was not used to generalise on the whole population, but was used for in-depth descriptions of the lived experiences of the selected female student representatives on public university councils in Uganda. Since the study consisted of a small numbers, interpretive paradigm served the purpose very well. According to Phothongsunan (2010), such studies are idiographic, using small numbers of participants like the case was in this study, with the purpose of not to generalise, but to explore the meanings which the female student representatives on public university councils in Uganda place on the social situations under investigation.

4.3 Research approach

Qualitative research approach was adopted in this study since the research questions stressed identifying female student representatives in terms of who they are, what informs their identities, their identity as female leaders and their lived experiences as leaders on public university councils in Uganda. Choy (2014) posits that qualitative methods allow the researcher to explore views of homogeneous as well as diverse groups of people, thus helping to unpack their differing perspectives. Ryan and Bernard (2000) promote the notion that the value-laden nature of qualitative research stresses the relationship between the researcher and the study participants. Daymon and Holloway (2010) posit that social inquiry focuses on the way participants make sense of their lived experiences. In this study, qualitative approach was preferred because it enabled easy capturing of information on the lived experiences of female student representatives while serving on public university councils. Daymon and Holloway (2010) further argue that such a study provides insights from the perspective of the participants through exploring their insider view. These scholars reaffirm that qualitative studies are based on the premise that individuals are best placed to describe situations and feelings in their own words. Atieno (2009) asserts that qualitative research is exploratory and suits studies with a purpose of learning from the lived experiences of its participants. This study was exploratory in nature since it captured lived experiences of the female student representatives in public university councils. The participants' insights on leadership and gender in public universities of Uganda were also used to create a clearer understanding of the phenomenon (Manerikar & Manerikar, 2014). In support of the assertion, Moriarty (2011) postulates that qualitative approaches provide such studies with an in-depth and interpreted understandings of the social world of the participants by learning about their lived experiences.

According to Daymon and Holloway (2010), qualitative approaches tend to be associated with the interpretive world. Relatedly, this study explored the way female student representatives in public university councils in Uganda made sense of their social worlds and how they expressed their understanding through their lived experiences while pursuing leadership. Daymon and Holloway (2010) further posit that working within the interpretive stance needs keenness to understand social reality from the participants' point of view. In support of Daymon and

Holloway (2010), Bryman (2007) asserts that through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences, and imaginings of the participants. Bryman (2007) further posits that qualitative research approach enables exploring the ways of social processes and discourses or relationships in a given society setting, giving significance of the meanings that they generate. Koro-ljungberg and Douglas (2008) also postulates that the qualitative approach in a study like this one is used to explore and understand the participants' beliefs, experiences, attitudes, behaviour and interactions. All the presented scholars are in agreement that using qualitative research paradigm is an effective way to capture lived experiences of participants in a naturalistic inquiry.

4.4 Research design

A research design can be described as a procedure of inquiry illustrating the frameworks that a research study deploys (Creswell, 2014). A phenomenological research design was deployed in this study. Moran (2014) in promotion of Edmund Husserl (1859-1938)'s advancement of phenomenology research design defines phenomenology as defining lived experiences of the study participants in their lived-world. Heidegger (1972) further advances that a phenomenological research design refers to studying a phenomenon with in its own being. According to Lester (1999), the purpose of a phenomenological research design is to identify and clarify phenomena as perceived by the actors in a situation. Relatedly, Connell (2003) and Cloonan (1998) argue that phenomenological research design uncovers the meaning and essences in the experience being studied and to provide rich, in-depth, descriptive and interpretive information that promotes greater understanding of a particular phenomenon. In support of the argument, Cloonan (1998) posits that natural sciences failed to take into account the consciously experiencing person, and by implication, designs such as phenomenology that is rooted in social sciences can be used as an alternative. Deduced from the arguments expressed above, phenomenological research design was well suited for this study which had interest in capturing lived experiences of female student representatives in public university councils in Uganda.

Schuemann (2014) advances the view that a phenomenological inquiry is deployed as an attempt to deal with inner experiences un-probed in everyday life. Such a research design is chosen to help identify meaning behind the human experience as is the case was in this study. The phenomenological foundation of a study like this one aims at attaining a profound understanding of the nature or meaning of participants' daily experiences (Schuemann, 2014). Relatedly, Ziakas and Boukas (2014) phenomenology is a philosophical and methodological line of thought that can be used for examining in-depth the event experience. Phenomenological inquiry enables the uncovering, analysing and understanding lived experiences and meanings attached to them (Ziakas & Boukas, 2014). The main aim of this study was to describe, as accurately as possible, the lived experiences of female student representatives in selected public university councils. This view of characterising phenomenological inquiry is also shared by Groenewald (2003) who argues that the aim of phenomenologist researcher is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. From the discussion presented above, it is rather evident that phenomenological research design enabled this study to capture the lived experiences of female student representatives on selected public university councils in Uganda. This is because phenomenological inquiry focuses on describing the real world by the people who actually live in it.

4.5 Methodology

There is broad agreement among scholars that a research methodology is systematically getting solutions for a prevailing problem by clearly defining how the research study would be carried out (Pandey, 2016). A narrative inquiry research methodology was deployed since according to Clandinin, Pushor, and Orr (2007), it is an old practice that may feel new for a variety of reasons. First, it is a commonplace to note that human beings both live and tell stories about their living. Second, the lived and told stories are ways how the studies create meaning in the lives of their participants (Clandinin, Pushor & Orr, 2007). Further explaining what a narrative inquiry entails, Craig (2011), also argues that it is a way of understanding experience. Therefore, in the context of this study, a narrative inquiry allowed for an intimate study of female student representatives' lived experiences while serving in public university councils in Uganda over time and within their context. In support of the argument, Clandinin (2009) further asserts that narrative inquiry

enables studies to obtain and reflect on the participants' lived experiences. Schalkwyk (2013) also posits that the practice of telling one's life story has become a key feature of narrative inquiry. By deploying the narrative inquiry methodology, the study was able to generate a lot of information on the lived experiences of female student representatives as they pursue their leadership role in public universities of Uganda.

Connelly and Clandinin (1990) postulate that the main aim of a narrative inquiry is to allow participants tell their stories since in general terms, humans are story telling organisms who individually and socially lead storied lives. Therefore, by deploying a narrative inquiry research methodology, it eased the process of studying the way female student representatives experience their world of leadership. Consequently, this study was able to describe the storied lives of female student representatives on public university councils by collecting and re-telling their stories, as well as writing their narratives of experience. Yim and Chan (2017) in support of the argument reiterate that qualitative researchers become involved with particular persons as they listen to or read their stories and develop an intimate knowledge of aspects of their lives. Since this study's main interest was exploring lived experiences of female student representatives, the narrative inquiry research methodology ably served the purpose. Smit (2017) further postulates that narratives and stories enable the study to capture data with the assumption that stories are waiting to be told and when asked, the participants will tell their stories. Smit (2017) further argues that narrative inquiry is how we understand human experience. This argument implies that by deploying the narrative inquiry research methodology, the study was able to capture descriptions about the experiences of female student representatives in public university councils in Uganda. I say this because they shared a lot of their leadership stories, both positive and negative, drawing from their memories while they were pursuing their leadership role.

According to Wertz (2005), the investigator manifests the subject matter of lived experiences of the participants in their own setting prior to and independent of society knowledge. In the context of this study, I triggered the process of capturing lived experiences of the female student representatives by taking advantage of them being in their natural setting. Wertz (2005) further reiterates that the return to the life-world, in contrast to beginning with scientific preconceptions, is a methodological procedure. It does not mean that such knowledge is false; it simply means

that one has to suspend received science, and puts it out of play. This implies that the narrative inquiry research methodology was best suited since the main interest of the study was to share female student leaders' lived experiences in public university councils. Huber, Caine, Huber, and Steeves (2013), in agreement with Wertz (2005) also posit that narrative inquiry aims at understanding and making meaning of lived experiences of participants through conversation, dialogue and participation in their ongoing lives. To support narrative inquiry further, Connelly and Clandinin (1990) also postulate that the research methodology focuses on human experience and it is fundamentally structured to human experience, thus coming with a holistic quality.

Wertz (2005), in promoting narrative inquiry, postulates that such a methodology enables an investigator to recollect own experiences and emphatically enter and reflect on the lived world of the participants. The presence of psychological apprehension allows the investigator to reflectively describe the meaning and psychological performances of lived through situations (Wertz, 2005). The life-world manifests itself as a structural whole that is socially shared and yet apprehended by individuals through their own perspectives (Wertz, 2005). In this study, narrative inquiry facilitated the exploration of the life-world of the female student representatives on public university councils in Uganda. Moriarty (2011) also argues that narrative inquiry is an in-depth way of gathering, analysing and interpreting the stories that people tell about their lives. It was therefore very useful to use this methodology since it enabled generation of a lot of data on lived experiences of female student representatives in public university councils. These participants shared experiences in their own institutional setting, where they provided a clearer perspective of their life-world in its entirety.

4.6 Selection of participants

Participants in the study were purposively selected. In purposive selection, a researcher hand-picks participants based on certain criteria predetermined by the researcher (Moriarty (2011)). Purposive selection was used in this study as it allowed the researcher to identify few cases and study them in-depth. Ritchie and Lewis (2014) reiterate that purposive selection where members of a sample are chosen with a 'purpose' to represent a location or type in relation to a key criterion. They forward two main aims of purposive selection; to ensure that all key constituents

of relevance to the subject matter are covered; and secondly, to ensure that within each key criterion, some diversity is included so that the impact of the characteristics concerned can be explored. Moriarty (2011) asserts that in studies where targeted participants are few in numbers, purposive selection would be the ideal technique focusing on the salient criterion of interest to the study. In this study therefore, since participants' numbers were small, they were selected purposively on the basis of a salient criterion of being a female student representative in a public university council in Uganda. Five female student representatives in public university councils were selected to participate in the study and they were drawn from the different regions of the country. The regions covered were Central, Eastern, Northern and Western Uganda, which gave sufficient geographical representation. In total there were ten public universities at the time, from which five were selected depending on authorisation and regional balance.

4.7 Gaining access to the research site

According to Cleary, Horsfall, and Hayter (2014), many qualitative investigators find challenges in gaining access to their research sites yet success of the study has a significant effect on the nature and quality of the generated data. Cleary, Horsfall, and Hayter (2014) maintain that there are two problems of access that must be tackled, and these are about securing entry into the organisations in which studies are conducted and also gaining access to the targeted participants. The second problem lies in persuading individual informants associated with the organisations to contribute data (Cleary, Horsfall, & Hayter, 2014). According to Okumus, Altinay, and Roper (2007), the process of building a relationship with organisations and people in those organisations is not easy and quick. In other words, a significant part of the relationship with the gate keepers and participants in this study was developed through a lot of correspondence using letters and telephone conversations.

Since the study sought to capture data from the female student representatives in public universities in Uganda, letters seeking authority to undertake research at these universities were issued. On getting authority to undertake research from the gate keepers, separate letters were sent to respective female student representatives seeking for their consent to participate in the study. Individual appointments were made with the participants in the study, clearly indicating

the three main data generation methods; unstructured interview, letter writing and transect walks. Each data generation method was assigned an agreeable appointment regarding day and time. I then accessed the participants following the agreed upon schedules. Okumus, Altinay, and Roper (2007) observe that there is a need to understand internal dynamics of the participating organisations if gaining access would be eased. In the study, I first ensured that I clearly understood the research processes at the different public universities so as to appreciate them. This eased the authorisation process to engage respective female student representatives in the study.

4.8 Data generation methods

In qualitative studies, data generation involves close contact between a researcher and the participants through an interactive and developmental process, which allows emergent issues to be explored (Moriarty, 2011). According to Lester (1999), narrative inquiry enables the capture of perceptions of participants on their lived experiences, where vast information is generated. Since the study deployed the narrative inquiry research design, storied perspectives of female student representatives on their lived experiences serving on public university councils were illuminated. This translated into gathering ‘deep’ information and perception through inductive, qualitative methods such as unstructured interviews with the female student representatives. Then the information was represented from the perspective of these participants. Three data generation methods, namely, unstructured interviews, letter writing and transect walks were deployed in this study. The study deployed letter writing and transect walks, the innovative methods of data generation which have since become so popular amongst qualitative researchers. Such methods are deployed by qualitative researchers to enable generating sufficient data from participants in any given study (Pillay, Naicker, & Pithouse-Morgan, 2016). Letter writing and transect walks ably complimented each other since what might have been forgotten during transect walk sessions, would easily be remembered during letter writing. Each of these data generation methods is discussed next, starting with unstructured interviews, followed by letter writing or correspondence and transact walks. The study was undertaken in the period April to August 2018. Unstructured interviews and transect walks were completed in April 2018 while letter writing was concluded in August 2018.

4.8.1 Unstructured interviews

The study deployed unstructured interviews as the main data generation method; this method is also referred to as conversation method. There is broad agreement among human sciences scholars that unstructured interviews are the most used technique for gathering stories from participants (Cohen, et al. 2018; Christiansen & Bertram, 2014; Creswell, 2013; Rule & John, 2011; Yin, 2004). Speaking about interviews broadly, Moriarty (2011) claims that interview is one of the most commonly deployed qualitative data generation methods since it is a familiar and flexible way of asking research participants about their opinions and lived experiences. Relatedly Groenewald (2003) argues that interviews entail asking the participants to set aside their lived experiences. Groenewald (2003) further posits that interviews are reciprocal in nature. Usually, there are three types of interviews, namely, structured interviews, semi-structured interviews and unstructured interviews. Structured interviews consist of a prepared schedule of questions that must be answered by participants as they are and the sequence of questioning is the same for all participants. In short, there can be no deviation from the prepared script (Creswell, 2013). Then there are semi-structured interviews which consists of a prepared schedule of questions but there is flexibility to pose follow-up questions, and the researcher may start from anywhere in the interviews guide (Rule & John, 2011). In other words, the prepared schedule or interviews guide is used as a guide to ensure that all important aspects of the topic are addressed. On the extreme end are unstructured, the type of interviews that I used in this study. In this study therefore, I as the researcher and the conversation partners were engaged in the dialogue on lived experiences of female student representatives in public university councils in Uganda. The number of questions in such an arrangement varied from participant to participant, which made the interview process interesting, while at the same time enabling capture of vast, detailed, rich and extensive information in the different contexts (Moriarty, 2011).

Zhang and Wildemuth (2009) posit that by deploying the unstructured interview method, the researcher has conversations with interviewees and generates questions in response to the interviewees' narration. As a consequence, Zhang and Wildemuth (2009) argue that data from unstructured interviews comes with different structures and patterns. Unstructured interviews

exposed the researcher to themes that were not anticipated which led to an understanding of the study participants' social reality from their own perspectives. Riessman (2002) agrees that stories of personal experience organised around the life-world are captured from such conversations. Therefore, in this study, stories on lived experiences of the female student representatives in public university councils in Uganda were inserted in question and answer exchanges. According to Edwards and Holland (2013), unstructured interviews in the study have core features including interaction with participants, thematic, topical or narrative approach, as well as putting data generation into perspective regarding knowledge on lived experiences. This method therefore, facilitated generation of a lot of information on lived experiences of female student representatives as conversational partners about how they experienced being representatives of the student body in the university councils and also being women in a male dominated structure. Moriarty (2011) argues that conversation method is beneficial to such studies since it involves meeting the participants on their 'home' ground and in their natural setting, which helps them to be more relaxed. Use was made of a tape recorder during interviews which enabled the capture of information *verbatim* without necessarily scribbling notes during the interviews. Unstructured interviews took an average of forty minutes each. The generated data was immediately transcribed *verbatim* while responses were still fresh in my mind and thereafter it was transformed into a Microsoft document for analysis.

4.8.2 Letter writing/ Correspondence

The second method I used to generate data is letter writing, also called correspondence technique. Though unstructured interview method comes with efficacies of generating a lot of information, it may not be sufficiently comprehensive to address all dimensions to understanding a human story (Harris, 2002). For instance Rautio (2009) argues that unstructured interviews may divert attention to the study's focus while it also requires a lot of time if relevant information is to be generated. Therefore, the study also generated data through the use of the letter writing or correspondence technique of qualitative data generation. According to Harris (2002), correspondence as a data generation technique leads to receiving extremely detailed information on the lived experiences of participants. Concurring with Harris' (2002) argument,

Rautio (2009) posits that correspondence as data generation technique provides data that is suitable for addressing participants' meaning on making their lived experiences in their life world, in a way that interviews would not grasp. Koch and Kralik (2006) would not agree more; they reiterate that correspondence in such studies provides meaning to the intimacies of lived experiences as a journey in the participants' social environment. The technique made it easier to comprehend a whole range of issues relating to leadership of female student representatives; these include their disappointments, hopes and plans which would be articulated and described. Koch and Kralik (2006) further argue that ongoing dialogue between the researcher and the participants cultivates a relationship that would appear to be of mutual benefit.

In this study, participants were asked to imagine that they were writing letters to their very close friends or relatives that they trust and with whom they would express their inner feelings on the positive and negative memories in the time they have represented students on respective university councils. They then wrote to the imaginary selected persons letters expressing these memories vividly. Letters came to me and I assumed the position of that particular friend or relative. Scholars such as Harris (2002); Koch and Kralik (2006); and Rautio (2009) recommend that a researcher can play the role of the recipient of correspondence. I wrote back basically, intriguing more sharing on aspects that would have been left out to attract more stories on the female student representatives' identities and lived experiences. For such a method of data generation, it is pertinent for the research to reply to all letters and correspondences in order to intrigue more sharing or even to acknowledge effort (Koch & Kralik, 2006). The letters allowed generation of a lot of data on the extent of involvement of these female student leaders in governance at the highest level of public universities. They contributed immensely to the articulation of the extent of success in their leadership roles, as well as where they viewed as constraints. The participants also captured their perceptions on relating with their student counterparts, whom they represent on the university councils. Such a process continued until a time when most of the required data had been generated. The correspondence method of data generation was introduced after the face to face unstructured interviews to allow getting a description of lived experiences of the female student representatives in a free environment for ease of expression.

Harris (2002) indicates that correspondence method has benefits including avoiding any kind of embarrassment that the participants may have experienced in describing some inner experiences. This would have caused major detriments on the part of the researcher regarding the capture of correct amounts of empathy of participants that may have fell short of salaciousness. Harris (2002) also argues that the investigator must carefully determine how to interact with complete strangers on a personal level through the very personal medium of letter writing and how to represent the self in this context. Accordingly, Harris (2002) recommends that more researchers should seriously consider using the correspondence method as a primary data gathering technique, as there are unique advantages that cannot be reproduced through other methods.

4.8.3 Transect Walks

The nature of this study as a narrative inquiry which captures stories about past events, demands that participants delve into their past, extracting information from memories. Therefore, it was important that participants are provided opportunities to reconnect with the past events. To trigger their memories, I requested that we both go to some or all the places where certain important events may have occurred. When we get to those geographic places, it is important that participants narrate stories about what happened on that particular spot. They choose the place because of its significance in their professional lives due to what may have occurred whilst in that place (Dayal, Wijk, & Mukherjee, 2000). Transect walks with participants is the third data generation technique that I used to generate further data in a highly nuanced manner. Participants were requested to take me on transect walks to such places that triggered certain moments that had positive or negative memories about pursuance of their role as female student leaders. Walking tours with participants in the study through areas of interest were taken to observe and to listen so as to identify different conditions. The participants then took me to such places that triggered negative experiences as they pursued their leadership as female student representatives on public university councils.

According to Cavestro (2003), the researcher and participants conduct walking tours while capturing relevant information for the study. Transect walks are useful to data generation since they help in triangulating other data generation methods, while they also facilitate getting a

clearer understanding of a specific phenomenon in the qualitative research domain. In the context of this study, female students took me to specific places where they recalled both fond and bad memories. The process led to sharing about different events that might have happened at the various places, which allowed sharing of their lived experiences, both positive and negative. Such memories influenced behaviour of the female student leaders, which may also have influenced the way they related to fellow council members and other stakeholders. I asked participants questions to identify problems and possible solutions with regard to the lived experiences of female student representatives. This method was deployed after building rapport with the participants by use of entry meetings and after the interviews.

Transect walks were aimed at undertaking a joint assessment, where a lot of information was generated to compliment data from the interview process (Dayal et al., 2000). Dayal, et al. (2000) also advances the view that such transect walks enable the study to register contradicting information, if found, on the deployment of the other data generation methods which would later be further explored with tact and sensitivity. The method captured lived experiences of the female student representatives on public university council, reflecting on the memorable places within respective universities regarding their pursuance of leadership mandate on the councils. Transect walks took an average of one hour per participant since several places with both good and bad memories had to be visited, yet some were further away from the main university campus.

4.9 Data analysis methods

It is always important that when information has been gathered about a particular problem, sense can be made out of it. In short, no research can have any value if data generated cannot be analysed so that it is consumable (Richmond, 2006). In addition, different methodologies adopt different analysis methods that are relevant for the nature of the phenomenon under scrutiny. In this study I adopted Polkinghorne (2002) narrative analysis framework. In this type of analysis a two-level analysis process is used which involves narrative analysis and analysis of narratives techniques to derive meaning from the generated stories. Unstructured interviews, letter writing and transect walks captured various stories from the participants, which came with sets of stories from the study participants. The study deployed two levels of analysis of the generated data; the

first level being narrative analysis which allowed identification of plots from the generated data in form of important themes easily identified. Commenting on the issue of narrative data analysis, Daiute (2014) posits that plots provide a relation between events in the world and the people's perceptions about them. Daiute (2014, pp 122) says:

Plots enable to derive meaning about how individuals relate within a given social grouping living in a given environment. They depict the characters of individual members, their objectives, actions and social interactions.

In his argument, Daiute (2014) advocates the view that when data is grouped in observable commonalities from the narratives, it eases the understanding about a given phenomenon. It eases depiction on how individuals behave while focusing on achievement of their objectives in the social setting (Daiute, 2014). This implies that for purposes of this study, narrative analysis allowed ease of identifying those common perceptions on identities of female student representatives, how they related with fellow students and the challenges they faced as they executed leadership mandate.

The second level of analysis is an analysis of narratives, where the captured stories in plots were read again to get a clearer understanding of what the various engaged participants across the study would be saying. This is also called the paradigmatic analysis, which promotes the analysis of generated data thematically. de Waard (2010) posits that paradigmatic analysis entails breaking down stories into shortest possible sentences, organising them in themes. Lacey and Luff (2001) also reiterate that the mass of words generated by interviews data needs to be described and summarised. They posit that the investigator seeks relationships between different themes that have been identified or to relate behaviours or ideas to biographical characteristics of participants. This is in support of the fact that this study's interest was on exploring lived experiences of female student representatives and glean some clues about meanings they attached to their leadership practices. However, Lester (1999) also postulates that the 'problem' of studies like this is that they generate a large quantity of interview notes, tape recordings, jottings or other records all of which have to be analysed. Lester (1999) therefore proposes that the remedy to this is to transcribe all interview data by identifying key study things. Generated

data from this study was transcribed so as to capture the stories *verbatim* and to easy data analysis.

Therefore, it was important that as I move from the first level of analysis (narrative analysis), to the second level (analysis of narratives) I deploy thematic analysis technique. According to Vaismoradi, Turunen, and Bondas (2013), analysis of narratives and thematic analysis share the same aim of analytically examining narrative materials from the life-world stories. According to Braun and Clarke (2006), thematic analysis involves identifying, analysing, and reporting patterns (themes) within data. In this study, thematic was used to analyse data from unstructured interviews with the female student representatives. Vaismoradi, et al. (2013) posit that use of qualitative descriptive approaches like descriptive phenomenology, thematic analysis is suitable for researchers who wish to employ a relatively low level of interpretation. In this study, interpretation was only limited to the stories that were captured from the female student representatives from their lived experiences as student leaders in public universities.

Data captured in the interviews was categorised by themes to identify the female student representatives on the public university councils, their lived experiences, the challenges they encounter and lessons drawn from their representation. Braun and Clarke (2006) further posit that thematic analysis is a method for identifying, analysing and reporting patterns (themes) within the generated data. Therefore, in this study thematic analysis was used since it enabled description of patterns across the data set. According to Riessman (2002), thematic analysis enables the study to put emphasis on the context of the text, ‘what’ is said more than ‘how’ it is said, as well as the ‘told’ rather than the ‘telling’. Riessman (2002) further reiterates that thematic analysis is useful for theorising across a number of cases, finding common thematic elements across the lived experiences of participants (in this instance, female student representatives on public university councils in Uganda). Vaismoradi, et al. (2013) also agree that thematic analysis involves a search for identifying common threads that extend across the entire interview or interviews with the study participants.

According to Moriarty (2011) and Vaismoradi, et al. (2013), such analysis enables openness to emergent concepts and ideas, which produce detailed description and classification. In the

context of this study it also enabled identifying of patterns of association, developing typologies and explanations on lived experiences of female student representatives on public university councils in Uganda. Outputs from this kind of analysis focus on interpretations of social meaning through mapping and re-presenting the social world of the research participants (Moriarty, 2011).

4.10 Trustworthiness

Study findings need to display a lot of believability if they are to be significant. This calls for ensuring trustworthiness in qualitative studies so as to measure reliability and validity as promoted by the positivists and naturalistic researchers. While evaluating the study's worth, I deployed Lincoln and Guba's Evaluative Criteria as well as Billups'(2014) Trustworthiness Framework. Lincoln and Guba (1985) posit that trustworthiness of a research study is important to evaluating its worth. Trustworthiness involves establishing four components in the research, namely, credibility - confidence in the 'truth' of the findings; transferability - showing that the findings have applicability in other contexts; dependability - showing that the findings are consistent and could be repeated; confirmability - a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest. On the other hand, the Trustworthiness Framework as promoted by Billups (2014) stipulates that trustworthiness may be ensured in forms of credibility, dependability, transferability, confirmability, and authenticity. Trustworthiness of findings in this study was displayed through ensuring credibility, transferability, confirmability, dependability and authenticity as below presented.

4.10.1 Credibility

Lincoln and Guba (1985) describe a series of techniques that can be used to conduct qualitative research that achieves the criteria they outline; techniques for establishing credibility include prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member-checking. Relatedly, Houghton, Casey, Shaw, and Murphy (2013) posit that in order to ensure credibility of qualitative findings, researchers need to spend sufficient time in the field so as to gain full understanding of the phenomena being

investigated. On the other hand, Billups (2014) argues that in order to ensure trustworthiness of qualitative research findings, credibility and truthfulness can be captured through taking a holistic representation of the phenomenon under exploration. In this study, five female student representatives on public university councils in Uganda were engaged. Engagement involved a triangulation of data generation methods; unstructured interviews, letter writing and transect walks. This allowed a prolonged engagement which enabled confirmability of the study findings through comparing data from the different methods.

According to Carter, Bryant-lukosius, Dicenso, and Blythe (2014), in order to ensure credibility of qualitative findings, the researcher describes his or her experiences as a researcher and also verifies the research findings with the participants. Relatedly, credibility of this study was ensured through use of peer debriefing strategy as put forward by Creswell and Miller (2000) entailing the review of the data and research process by one person who is familiar with the research process and phenomenon to evaluate the data and the research process. The study also triangulated data generation methods since it uses unstructured interviews, letter writing and transect walks.

4.10.2 Transferability

Lincoln and Guba (1985) say that transferability refers to a stage where the phenomenon is described in detail, that the conclusions drawn may be true for other times, settings, situations, and people. In other words, transferability is about the applicability of the study findings in similar contexts (Cohen, et al. 2011; Christiansen & Bertram, 2014). Shenton (2004) argues that since the findings of a qualitative project are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations. The study captured a lot of detail through prolonged engagement of the participants so as to elicit deeper insights and draw the appropriate conclusions about their lived experiences as student leaders. Techniques that were deployed for establishing transferability on the other hand include thick description, while those for establishing dependability include inquiry audit.

Shenton (2004) asserts that transferability is also ensured through provision of background data to establish context of study and detailed description of phenomenon in question. I provided details about the higher education institutes work environment of student representatives on university councils in order to create a verisimilitude statement that produce for the reader the feeling that they have experienced or could experience the event being described in the study (Creswell & Miller, 2000).

4.10.3 Confirmability

According to Lincoln and Guba (1985), and Henry (2015), techniques for establishing confirmability include confirmability audit, audit trail, triangulation, and reflexivity. This entails ensuring that what I as a researcher claim to be the case, does not come from my biased interpretations of what the participants may have told me, instead, it has to be confirmed by the participants themselves. Relatedly, Billups (2014) posits that in order to ensure confirmability of findings, there is need for ensuring accuracy and as such the researcher should find other ways to corroborate the study results. Billups (2014) argues that such efforts are so important in a rigorous qualitative study, not only to generate confidence in the results but also to reflect the truthfulness of the participants' perspectives. Billups (2014) promotes the notion that two of the most commonly applied strategies include audit trails and reflexivity. For confirmability of findings, while undertaking unstructured interviews, each participant checked for accuracy of the interviewer's interpretation while proceeding with the discussion. I did this in many ways; first, during the interviews, I did what various scholars (Cohen, et al. 2018; Christiansen & Bertram, 2014; Henning, et al. 2004; Lincoln & Guba, 1985; Rule & John, 2011; call member-checking. I cross checked responses from the participants in case they were not well understood.

The other technique I used is that after transcription process, I gave back the transcripts to the participants so that they could confirm if what was captured represents the content of the discussion. In addition, I ensured that after I had written my analysis of all data from all methods utilised, I had yet another conversation with each participant. Through such conversations, I provided feedback of what I was drawing from their stories. I asked each one to comment on my interpretations and asked them to make any additional comments that may help achieve accuracy

of my interpretation. Initially, I had wanted to bring them together in some form of focus group discussion where I would give a comprehensive feedback to all of them at once. However, this proved to be unworkable for various reasons including the logistics around bringing them all in one venue. I then opted for individual discussions which took the form of face to face discussions and in some instances, I used telephonic conversations.

The study also had a well laid out research road map, showing the key steps from the start of a research project to the development and reporting of findings. Shenton (2004) also argues that triangulation of methods may be deployed to promote such confirmability through reducing the effect of investigator bias. Carter et al. (2014) reiterates that confirmability can be demonstrated by describing how conclusions and interpretations were established, and exemplifying that the findings were derived directly from the data. In reporting the study's findings, this has been exhibited by providing rich quotes from the participants that depict each emerging theme.

The study presented rich *verbatim* expressions from the female student representatives in public university councils in Uganda in order to display truthfulness of the findings. I made follow up calls on the study participants to confirm that the data generated was consistent enough. This was done through asking the participants on their experience using the data generation methods deployed; unstructured interviews, transect walks and letter writing. In their responses, they indicated that generally, they enjoyed using the methods and they were in a free environment which allowed ease of feedback. Irene added; "*I trusted the confidentiality promised in the consent form and thus gave a lot of information*". I re-affirmed to her that there was nowhere in the report where actual names were used, but pseudo names.

4.10.4 Dependability

Lincoln and Guba (1985) postulate qualitative researchers need to ensure that findings are dependable. This, they argue, can be ensured through showing that the findings are consistent and could be repeated. In order to ensure dependability of findings of this study, a triangulation of data generation methods; unstructured interviews, letter writing and transect walks was used. The approach is supported by Shenton (2004), who reiterates that dependability may be achieved

through the use of overlapping methods. However, Carter et al. (2014) promotes that dependability can be achieved when another researcher concurs with the decision trails at each stage of the research process. I therefore sought confirmation of dependability of this study from experienced qualitative researchers especially having to do with decisions at the different stages of this study up to the conclusions and recommendations.

4.10.5 Authenticity

Whittemore, Chase, and Mandle (2001) posit that in an interpretive perspective, authenticity of the person, phenomenon, or situation is an important criteria for ensuring trustworthiness of qualitative findings. By ensuring authenticity of the findings, threats of distortion, bias, and inadequate portrayal of the participants/phenomenon are addressed, ultimately contributing to quality in qualitative research (Whittemore, et. al., 2001). On the other hand, Management (2016) posits that strategies to ensure authenticity of qualitative findings include purposeful selection to enable a wide ‘representation’ of people who have ‘relevant’ relationship with the phenomenon. Secondly, Management (2016) argues that authenticity can also be ensure through enabling space for voice and negotiation of potential directions of the research in order to capture views of research participants on the research design. In the study, purposive selection for five female student representatives on public university council was used. This enabled capturing lived experiences from the female student representatives on the university councils in their life world of interest. The study also engaged the participants early enough so as to agree on ease of access and availability to participate in the study. This, according to Management (2016) enables responsiveness to the local mechanisms of consensus building and negotiation with the participants.

4.11 Ethical considerations during the study

It is important that when research is conducted, it follows ethical standards throughout the process. According to Fouka and Mantzorou (2011), ethics is rooted in the ancient Greek philosophical inquiry of moral life. It refers to a system of principles which can critically change previous considerations about choices and actions (Fouka & Mantzorou, 2011). It is said that

ethics is the branch of philosophy which deals with the dynamics of decision making concerning what is right and wrong. Scientific research work, as all human activities, is governed by individual, community and social values (Fouka & Mantzorou, 2011). Fouka and Mantzorou (2011) posit that research ethics involve requirements on daily work, the protection of dignity of subjects and the publication of the information in the research. In support of the proposition, Moriarty (2011) also promotes the view that for ethical considerations, issues of anonymity, confidentiality and informed consent should be emphasised.

Anonymity and confidentiality in this study was ensured through use of *pseudonyms* in the reports and during analysis so that it is not possible to attribute findings to specific female student representatives. By the study participants being identified, they may have been exposed to many challenges such as victimisation by those who occupy positions of power. The research assistants also signed a confidentiality agreement assuring the main researcher and participants that they are bound by the agreement not to misuse the data generated apart from the purposes for which it was generated. In this study there were many principles and procedures that I followed in order to ensure that I conduct the study in compliance with ethical standards. These included applying for clearance by a recognised Research Ethics Committee in Uganda, the Uganda National Council for Science and Technology, as well as the University of KwaZulu-Natal Research Ethics Committee.

I applied to the University of KwaZulu-Natal for ethical considerations and clearance of this study to which I accented to. I also secured authorisation to undertake research from the Uganda National Council for Science and Technology [UNCST], dated 3rd October 2017 (attached in Appendix 2) and from an authorised Research Ethics Committee, Gulu University Research Ethics Committee [GUREC], dated 1st September 2017 (attached in Appendix 3). I secured authorisation to undertake research at five public universities of Uganda where the study was ultimately conducted. The gate keepers' letters are attached as Appendix 4), where the five female student representatives on the university councils were engaged. The participants in the study were only engaged after sharing and endorsing the approved informed consent (attached in Appendix 5). The informed consent guaranteed confidentiality and anonymity to enable participants in the study to give information at free will basis, where they were at free will to

withdraw their participation without any conditions. Participants were also asked to allow use of a tape recorder during the interactions to which all accented. Research Assistants signed Confidentiality Agreements template, for which copies were shared with participants (also attached in Appendix 6).

According to the Nursing and Midwifery Board of Ireland [NMBI] (2014) and the National Advisory Board on Research Ethics TENK (2009), the researcher is required to make certain that the principle of autonomy is adhered to for those participating. NMBI (2014) gives three options on ensuring participants' autonomy; firstly, right to self-determination, which means that a person has the right to choose whether or not to participate in a research study; secondly, the right to full disclosure, ensuring that a person has received information outlining the nature of the study, including the likely risks and benefits, allowing them to make an informed choice; and thirdly, right to withdraw at any time with no consequences. The study applied these principles of participants' autonomy at all the stages of the research process. A letter of consent guaranteeing confidentiality and anonymity was submitted to enable participants in the study to give information at free will on a voluntary basis. They were reminded that they were also at freewill to withdraw their participation without any conditions. I requested all the five participants for permission to use a tape recorder during interaction as per Clandinin's (2009) reiteration. Findings from the study are availed to the participants and respective higher education institutions on request. To ensure confidentiality during public presentation or conference presentations no names of participants will be disclosed.

All these structures had to satisfy themselves that the process of conducting the study did not violate any of the codes of ethics and that no harm could be caused to the participants by getting involved as participants in this study. No alterations whatsoever of the informed consent document signed between myself and the participants, as well as on the descriptions of the nature of the study and what it sought to achieve. All commitments in the informed consent letter were fulfilled and the study never faced incidences of participant withdrawal before its completion.

Ly (2005) promote the principle of non-maleficence, which assures that there will not be any kind of harm to the participants arising out of them being engaged. Ly (2005) argues that the

investigator is the research instrument and as such needs to establish an atmosphere of trust and openness, particularly with regard to phenomenological research. As explained in the previous paragraph, I used pseudonyms to ensure anonymity. That was one of the ways of ensuring that no harm was caused and that ensured that I complied with the principle of non-maleficence as propounded by these scholars. In addition, I endeavoured to build confidences among participants regarding their lived experience. This enabled me to build relationships with the study participants. They were open to sharing their lived experiences, including the sensitive issues that came up during the interaction. Most intimate details were discussed, sensitive issues were uncovered, recognised or confronted for the first time and as such the researcher was able to promote the emotional integrity of the participants (Ly, 2005). Relatedly, Kainer and Fetherstonhaugh (2010) amplifies the fact that a researcher should always ensure that he or she does not cause any unnecessary or avoidable harm or distress to the research participants.

It is also self-evident that the narrative inquiry considered protection of female student representatives' privacy and dignity especially regarding their lived experiences, as emphasised by Clandinin et al. (2007). While undertaking this study, I ensured that there was no exploitation of the shared experiences of the female student representatives for professional advancement (Moriarty, 2011). I endeavoured to create a sense of mutual trust between myself and the study's participants; and always guarded against distress, where the participants were always reminded of their free will to stop or not to answer particular questions. However, I emphasised that the participants never expected any benefits arising out of their participation in the study. Where necessary, they were facilitated to enable them participate in the study by reimbursing their travel costs so that they do not incur personal costs.

4.12 Limitations

Limitations of the study included difficulty in accessing the female student representatives on public University Councils due to the different geographical location in different corners of Uganda. Interview appointments were not very easy to schedule in a short time due to the fact that the participants were having their different academic sessions at different time intervals. Yet still, I deployed transect walks and letter writing, which required commitment from the

participants. Since such studies are so tedious and time consuming, important issues may have been overlooked while still, results may not easily be objectively verified (Choy, 2014). This however, was countered by personally fixing the appointments with the study participants and issuing timely reminders by use of e-mail and telephone conversations.

Qualitative studies are characterised by small samples, which according to Rahman (2016) and Atieno (2009), may make results unreliable and un-generalisable since they may not be easily tested for significance. Rahman (2016) also indicates a fear that policy makers may not pick interest in studies of this nature. It is important that despite some limitations, the findings remain credible. There are many techniques that researchers use to ensure that the limitations in the research design do not undermine the credibility of the findings. In this study I attempted to overcome the limitation by generating data from all the targeted five female student representatives in public university councils. Though analysis for such studies are labour intensive in terms of time and effort (Choy, 2014), content analysis and thematic analysis techniques were used in order to derive meaning from the findings. Atieno (2009) posits that qualitative studies are characterised by ambiguity in language, but in this study, this was countered by the research probing as much as possible to ensure that the ‘not-so-clear’ information was clarified instantly. Relatedly, Cantaragiu (2012) argues that findings from such a study come with a lot of subjectivity. However, since the study deployed three data generation techniques; unstructured interviews, letter writing and transect walks, it enabled clarification on issues that were not well captured by any of the methods. Subjectivity was also reduced as a result of capturing information from more than one person and from different geographical locations.

4.13 Conclusion

The chapter presented the research design and methodology for this study. The phenomenological research design was deployed in the study. It also utilised the narrative inquiry methodology, with unstructured interviews, letter writing and transect walks data generation methods. The subsequent chapters present findings from the study, analysis and interpretation.

CHAPTER FIVE

FEMALE LEADERS TELLING THEIR LEADERSHIP STORIES

5.1 Introduction

The previous chapter presented a detailed discussion of the design and methodological issues of the study. It described how interpretive paradigm which grounded in the study, using the qualitative research approach was applied and why. The chapter further described how the phenomenological research design, which guided exploration of lived experiences of female student representatives in public university councils in their own natural setting. The previous chapter further described the use of a narrative inquiry research methodology, how participants were selected and accessed, data generation methods, trustworthiness and ethical considerations. In that chapter I also explained how the generated data was analysed at two levels; firstly, telling the participants' stories (narrative analysis) and secondly, the paradigmatic process which allowed recognition of uprising themes that arose from the stories (analysis of narratives).

This chapter presents the first level of analysis (narrative analysis), where I unpack personal identities of the female student representatives on public university councils. The re-storied narratives answer the first research question: "*Who were female student leaders participating in public university councils in Uganda?*" Narrative analysis allowed identification of plots from the generated data in form of important themes easily identified (Chapter Four, page 68). I present their stories as each participant tells it from her own perspectives and in her own words.

5.2 Commitment to serve others: Anne's story -Who I really am!!!

My leadership was influenced right from the home background. As I grew up as a child, I found my parents really close and when I reached the school going age, I went to school and leadership started from Primary Two as a class mistress. I was a well brought up child, who was taught good moral behaviour since my parents never tolerated poor conduct whatsoever. This may have contributed a lot to my growth into a leader from childhood. I have later come to appreciate that

if one has to make it in leadership, they should learn to conduct themselves well. Though many times I pose a question as to whether leaders are born or made, I believe that I was born a leader but with time I have also been transformed into a better leader up to where I am.

I appreciate that I am a female student who presented herself to take up leadership at the University structure and fellow students saw potential in me, thus electing me to represent them on the University Council. I have since kept on building on my assertiveness and also exploring some fields of leadership that have helped me up to where I am. In terms of my identity as a leader, I start by the person in me before taking on the title of female student representative on the University Council, like the students identify me. I am a very honest person, who always looks forward to leading by example. In my interaction with fellow students, I always indicate to them that they are leaders themselves and it does not make any difference among us. I always portray the down to earth person that any leader would be, though some of my fellow students insinuate that by being a member on the highest organ of the University, I would be a boastful person! I am more like a servant leader, which has tremendously helped me as I interact with my fellow students to pursue my leadership mandate. When I sent a mail to a friend, I shared about how the servant leader in me has been displayed:

I thank God for the tremendous services that I rendered to the students and the entire community of the University as a female students representative on the University Council. During Council meetings, several of my debates won approval of the members of Council and the Chairman, for example when a committee of technology brought a report for the approval of the increment of technology fees, I strongly objected giving reasons why the increment was not genuine. Upon these debates, members including the Chairman did not approve this and the committee members were asked to go and revise their report. I also contributed in making council resolutions for example, payment of lecturers, early release of examination results, election of the new Vice Chancellor and many other duties executed by the University Council, which will always remain on record and am so grateful to God (Anne).

When I took up this leadership mandate, the students had very high expectations of me, some of which I have achieved while a few still remain. Students express expectations from their

individual level up to forwarding student issues to the University Council and as their leader, I would endeavour to pursue them all. This makes me a listening leader who does not discriminate among individuals what-so-ever. When I stood for elections, I pledged to fulfil several promises as per my manifesto and my slogan was “*I pledge service with love*”. I am also a leader who can be entrusted with secrets. There are some issues discussed at University Council, which may not be for the consumption of fellow students. When I joined the University Council, I swore the oath of service and oath of secrecy. I also display a high level of moral conduct since I have to serve by example. I do not engage in indiscipline like abusing University staff or even inciting fellow students to demonstrate. I believe in submission of issues to higher authorities for action. However, I always stand for my fellow students when it comes to council decisions which would rather be oppressive towards them, and many of such decisions have on several occasions been withdrawn. This has rather turned me into an assertive leader, who usually stands her ground to pursue difficult student issues. Students usually indicate their satisfaction with my representation on the University Council especially appreciating where I stood my ground for their cause. On several occasions, the Vice Chancellor describes me to fellow students “a young girl that stands in the gap for thousands of students at the University” and I believe the students become happy with my effort.

A welcoming Council membership

At first, when I was given that appointment, I imagined sitting on the same table with the University Vice Chancellor, the Chairperson University Council and apparently speaking, I am the youngest on the entire Council. When I participated on a transect walk I shared very fond memories that:

The first day I entered the Council hall, I was sworn in as a council member and I made two oaths, which experience for me was the first of its kind. At this hall I enjoyed moments when we sit and even to make fun - - those interludes when we all sit and laugh - - life is good. I also feel so good when the council members refer to me as a daughter, as a young and brilliant lady (Anne).

Similar experience was shared with my friend Gody, when I sent him a mail on my memorable experience when I gained access to the University Council. Council members both male and

female were so welcoming, which gave me composure and confidence to fit in. I shared with Gody as follows:

This letter comes to you in expression of my good memories as I related with fellow council members at council meetings. The most notable ones are, the first day when I was sworn in as the student representative in the university council and I officially became a member, after which they all shook hands with me while congratulating me for the appointment (Anne).

I have gained experience through interacting with the Council members; I sit and then make arguments with these great men and at the end of it all, I become very visible since I would be at the same level with other Council members. For example, I look at the Vice Chancellor as being a fellow member of Council, getting the same allowances. I remember the Vice Chancellor's statement that: "Council is not a point of coming and sit without you defending the rights of students", which has rather made me a very confident leader. Though there are more male Council members, I found it easy to fit in since they actually refer to me as "a daughter of the University Council", making me feel like being in the hands of my parents. I view my leadership in terms of being at family level and therefore tend to explore as a child who also stands in the gap for the rest of the children. I also shared this memorable experience with my friend in a mail I sent him:

Unforgettable still, is my interaction with fellow Council members, especially during the time for council meetings where my views take precedence during the Council debate and resolutions.... I was also given many opportunities to give out my views and debate after which my contributions were given approval. The Council members commended me on several occasions and the Guild President with whom I sit in the University Council was appreciated for his wise appointment. Above all, am referred to as the daughter of the University Council and its members since am the youngest Council Representative and this makes me feel loved and cared for (Anne).

The Council Chairperson always gives me an opportunity to forward students' issues on the floor of Council. I have been able to undertake my representative role through the several issues

presented during budget discussion, which several times is amended to consider student activities and issues. Several students' issues that I have brought before Council have been resolved. For example, when non-teaching staff laid down their tools through a strike, the libraries were locked and students were not getting the services due to them. When Council sat to resolve the issue, I put up a spirited fight until the issue was resolved amicably. Then another case was when the lecturers went on strike and the students missed their examinations thus, their future not well determined. The University Council intervened through lobbying for funds from the outside and the university resumed its work. University top management has also tried its best to implement issues resolved by Council. The Vice Chancellor many times takes the Council's resolutions very seriously. For example, when we talked about paying the lecturers, the management that constitutes of the Bursar, the University Secretary, the Vice Chancellor himself had to really look for funds to pay the lecturers as per Council resolution. In a mail that I sent to a friend, I shared some of the milestones in the pursuance to fulfil my manifesto as an elected leader:

I used this opportunity to accomplish my manifesto under the ticket of women representative to launch a gender policy that was approved by the University Council and it is being used in the Gender Ministry by several associations to institute gender, equity and equality (Anne).

Though Council is constituted with members with different characteristics, I have ably managed to interact with them all. For example, I have had the opportunity to interact with the representative of persons with disabilities, which has given me a reason to appreciate that even those people with disabilities require a voice if they are to be catered for. The representative of people with disabilities also stands in the gap of the students with disability, which compliments my role to forward students' issues. I have also had the chance to interact with the representatives of the teaching staff, which has eased my role to coordinate academic issues from students. In a nutshell, I have been able to interact with all categories of Council representative including those representing non-teaching staff, Government, the public and others with a lot of ease.

I have also gained the opportunity to interact with fellow University Council members even outside Council meetings. Council members with their different characteristics - both male and

female proved to be so welcoming and hospitable even outside the Council Hall. I shared the memorable experience with a friend in a letter that I sent him:

This comes yet with my good memories as I related with my fellow council members outside Council meetings and the series go as follow; each time we came out for breakfast or lunch, I would have it in mind that big people should serve first. To my surprise the Vice Chancellor would remind me that we are all members of Council regardless of age and so did other members of Council. So I was always told to serve first and the rest followed. In other discussions, they would tell me that if it were possible the next female student representative on the University Council should be like me and the Vice Chancellor expressed how much they will miss me. They also advised me not to kill the leadership potential and way of presentation in me. As I express all these to you, am so humbled; and finally, we exchanged contacts as Council members and we are always connected outside council meetings and up to this point in time I feel I have a sense of belonging (Anne).

Free interaction with fellow students

I have not faced a major challenge in my relations with the constituents that I represent on the University Council. When I sent a mail to a friend, Gody about my memories as a female student representative, I had this to say:

As the student leader, I was able to relate with my fellow students through the good services that I rendered them since I had pledged service with love. In this, I was able to defend their rights, advocate for their welfare right from the guild level up to the University Council as a result of their observation of the services, they gave me the respect I deserved, cooperated with me and I interacted with them freely; some of whom I became their role model and as a result, many students with the vision of aspiring in students leadership came to me for consultation. This has created more trust among students in me as their leader, and many others that cannot be easily expressed here (Anne).

Support from others

My leadership journey would not have been a smooth sail through without support from top management, University staff members, friends and family. This has taught me that no single person may move the leadership journey single handed. Building my leadership capacity has been through the support of friends and family as presented in the extracts below from a letter that I sent to my mother about memories as I pursued my leadership journey:

This letter comes to you in expression of how my family and friends have supported me in my leadership journey. First, at family level, I thank you for how you brought me up to the University level and all the necessary support that you rendered me especially when I discussed with you as a family about my leadership ambition. You gave me the courage and each time you remind me that I am brilliant and lifted up the name of the family, I am so humbled. In addition, I recognise the support rendered to me by my friends. They were and remain instrumental in my leadership role especially here at the University in a way that they collected money and paid for my nomination form, made posters, helped me in the campaign process and when I got discouraged, they would give me more hope and so many other things. For these reasons I am always delighted and continue thanking God for blessing me with a wonderful family and friends (Anne).

Top management has also supported me in the pursuance of my leadership mandate through the recognition that I am a University Council member, which comes with special treatment and privileges. The function also comes with some sitting allowances, which enable me to fulfil some of the pledges that I made before being elected including supporting fellow students especially during need. I appreciate that University top management to a large extent embraced my leadership role throughout my tenure of office. When I sent my brother Moses a letter, I shared some of my experience on top management support towards pursuance of my leadership mandate. This, I shared as follows:

The top management has helped me in terms of advice, encouragement, and recognition among others. This has given me the opportunity to serve and feel

supported in my leadership career and I commend them for that especially the Vice Chancellor who has always recognised my efforts as a student leader and above all the points when I stand to defend students at the University Council sittings. All these have made my leadership and service in the University authentic and this has added on the concreteness of my leadership background, hence improving my Curriculum Vitae. In other words, the University management has helped me a great deal in pursuing my leadership mandate as a female student representative on the University Council (Anne).

Support from the teaching staff has come in handy to help my leadership journey. Since at times I find myself divided among academics and other extra curricula activities, it would require me to have very understanding lecturers and tutors. In my letter to my best friend Emma, I shared the memories on the support from the teaching staff as below:

The teaching staff helped me in ways such as; following up right from the time of campaigns, in which they helped in the mobilisation of students, gave me the courage and above all after the elections, congratulated me upon my success. Through the teaching staff especially those whose lectures I attend, much value and recognition is given to me. They also remind me of the substance that I have, which has remained a challenge to my fellow students. Above all they have boosted me academically since amidst all challenges, my academic performance is good. For that reason as the knowledge of my leadership widens, my academics as well is at the peak and am so grateful to them (Anne).

Not a smooth ride all through!

However, as much as I have had a successful leadership trail at the University, it has not been a smooth ride all through. I have faced some challenges as I executed my role as female student representative in the University Council. The biggest challenge has been insufficient funding, yet most of the submitted student issues would require money to have them implemented. For example, when we lobbied for the construction of incinerators for the ladies' sanitation, it required a lot of money; procurement of buckets as an option had to wait for some time due to absence of funds; and it only came to pass the previous day. The University, due to insufficient

funding prioritises issues, usually to the detriment of student issues, which are not considered as fast as expected. On a transect walk to the Council Hall, I had this challenge to share:

When students' views are not considered just because the issue was not on agenda and priority would be given to other issues on agenda - -so I would only sit and burn with a lot of passion for the dear students. Then at times there are arguments that bring about a tense environment in the Council Hall, which is not an interesting scenario (Anne).

As a student leader, I also face a challenge posed by opponents since each time I would try to execute my duties, some of them would want to fail me, while others would talk ill of me and yet it would be blackmail. Another challenge is that sometimes while executing official duties, I may be required to leave the University, which leads to missing some class sessions. However, such challenges have made me even stronger in the pursuance of my leadership mandate.

I have shared many of these challenges with top management and for cases where I am required to be absent from class sessions, the lecturers are made aware of my position on the university council and so they would understand. In order to promote female student participation in University leadership, I recommend that the students especially the ladies are given special treatment to allow them contest because apparently elections are dominated by male students. Female students' confidence also needs to be built by inviting leaders from outside to engage them into leadership drills; sensitise them and make them aware that they also have leadership capabilities.

A leadership classroom

Learning about leadership to me, has been all the way from my early days. Ever since I started my leadership journey in Primary Two up to University level, where I am the female student representative in the University Council. I have been gaining leadership experience like I shared with my sister Cathy, in a letter that I sent her:

When I started as a class mistress in primary two, little did I know that step by step I would become someone! This has made me have a version that whereas leaders are born, they are also made since it is a process and it is through a

process that the capacity keeps building. I therefore bring these good memories to your attention since you are my sister. They are as follow; I have learnt how to get solutions for bigger problems for example the challenges that the university went through in the course of my service. This is done through team work and dialogue being a key. In addition, my leadership capacity has increased since I held a position at both students' and University. For these reasons my dreams continue growing bigger; for example going for outside politics as a Woman Member of Parliament of our district remains the biggest dream as I accumulate more skills in leadership especially in the field of Education and Humanities. I am glad that I have shared with you these few although there is a saying that, politicians are too wordy! (Anne).

During my tenure as female student representative, I should appreciate that it has been a positive learning curve all through. I have experienced a lot coming as a result of the female student representative on University Council title - so far so good. It is however, not only a title, but it has given me an opportunity to explore the university wholesomely and I have gained that sense of belonging. I feel as if am not still a student of the University, but I hold the University in my hands - so it is at heart and I really feel the University has to progress. I have got the opportunity to interact with outsiders for example this research that is going on - this is a very great opportunity because it widens my capacity. I have also experienced how to sit and talk and how to bridge the generational gap because when I sit, as a young girl, and interact with great men, I feel so honoured and very humbled. In a transect walk that I participated in, I shared that:

I came from my humble faculty, stood for elections as a woman representative and my course mates supported me whole heartedly and wholesomely. This is a very good memory that I have. I always have my lectures from this classroom; I always remember my good lecturers and my interaction with them and my fellow students. This is the block where my aspirations for leadership started (Anne).

Though my support started from my classroom block, I gained massive support from other students across the University. When we visited the Multi-purpose Hall at the University, it gave me very fond memories since at that very time students vying for leadership were holding campaigns. I had this to share:

I was also in for the same campaigns this time last year and I remember when I was carried up as other students cheered me up. So this the other point where I registered wholesome support because, since students from other faculties showed me their support basing on my abilities and not that I were their course mate. However, when I get here, I also get bad memories that when we attend professional sessions at this place, it becomes so congested and those who come late just stand outside the hall (Anne).

I have learned that to be a good leader, one has to be empathetic to the people that she or he leads. During the transect walk, I shared memories at the University main gate:

At the main gate, though it is where the celebration of my election success was made, it has come with several constraints. Accessing the University through the gate is not very easy especially when it rains - it becomes so muddy. One time a cyclist knocked down a student at the very spot, posing a danger to the student community and other passers-by. I engaged in an intervention when we hosted leaders from a sister institutions so that we construct a walkway for easy access (Anne).

While pursuing my leadership mandate, I got the opportunity to interact with prominent people both from within the University and outside. I have actually shared this experience with my friend when I sent him a mail:

I have so remarkable memories right from the time of my appointment, handover and swearing in as a female student representative on the University Council up to this point in time. In the first place, I got exposed to the prominent men and women, for instance the University Chancellor with whom I interacted yet most students including some staff members do not know him. I also interacted with several politicians, when the staff members went on strike (Anne).

However, I have experienced some constraints during my leadership tenure. Besides academics, I also have to allot time for some other co-curricular and extra activities to pursue my leadership role. The other negative experience is that instead of encouraging me into leadership, some people criticise the leadership role that I play. I also shared during transect walk that:

When compared to other faculties, mine has a very old block and if I had authority, I would have ensured that it is renovated like the rest. This shows that however much I am a leader, some decisions may not be within my control (Anne).

I believe that leadership is first availing yourself as a person regardless of gender for others to see the opportunity in you. Experiencing leadership with gentlemen like the case is at the University has given me an opportunity of looking at leadership as an opportunity rather than leaving it as a reserve for the men. It has built my confidence as a young female student since I have been able to interact with different categories of people; men, women, older persons, the educated and representatives of the marginalised groups. From my experience in leadership at the University, I will have a chance to make other female students gain self-esteem and take up leadership instead of leaving it as a reserve for the male. I feel like a role model to a great extent and each time others look at me, they pick interest. I always feel honoured when people appreciate the way I hold myself.

Leadership as a female student representative on the University Council has enabled me to make substantial contribution towards my constituents, the students, as well as administration and staff. I shared some of this experience with my friend Irene, when I sent her a mail as follows:

As a leader, I have worked diligently bearing in mind that while in service I am the eyes and ears of the students, staff and administration since I work in diversity. I have ensured that the University activities are going on normally though there are situations when things are not normal! But I have used those platforms to exercise my leadership amidst all challenges. I have observed my duty as a leader in all dimensions for example, Council being the governing body of the University and me being part, we employed and appointed people in different positions and monitored how they are moving on. In my leadership, I learnt how to work hand in hand with the administration and also pro- students and above all, I stood many chances of representing the University as a whole especially when we received many visitors from out. The best services were rendered to all these bodies that is to say, the students, staff and administration in times of need (Anne).

5.3 Born a leader with empathy: Irene's story - The person in me

From my childhood I would say, I am not going to make an overstatement, but I would say that right from childhood, I think I was born a leader. Although I was born the eighth out of eight (8) children in my family, I still have memories of when my mother would give us some duties. Even when she was sending us to take something or to buy something, you know this is an African society where you share, she would always tell my elder siblings to allow me to go and do the talking. I do not know what she meant but I later loved that she trusted me more than the other siblings and even now, they always say at home that I am talkative. In a way, this shaped me because when I went to high school I studied literature and we were exposed to leadership especially about appreciating life. So this helped me a lot to appreciate challenges and to take on tasks and responsibilities. I think that in a way, right from childhood I already saw myself as a leader and even that is how I got here. By the way, I would even tell you that I did not campaign for this position of leadership. I picked nomination forms and there was nobody contesting against me so when the other person who had picked the nomination forms for Guild President went through, in my constituency there was no contestant, so I just found myself unopposed and eventually, I became the students' female representative. Wherever I am, I find myself with people; I find myself taking leadership responsibilities. Even where I am not appointed, I just would not want to see things not going the right way. In my class at the University even where I was absent during elections, when I came back I found that they had already elected me as Class President. My leadership has also been shaped by my family background. I had a few of my siblings who took up different leadership positions in the different institutions where they attended. I have some elder sisters who are also doing leadership; one is headmistress at one of the schools.

I believe that I make a good representation of students on the University Council because I always take up views from students, which gives them a voice on the highest decision making organ in the University. I always consulted them, asked for their opinions on various issues that affect them. There have been a lot of issues which students felt should be resolved at Council and I, as their representative have tried my best to make the best presentation on the floor of Council.

On a transect walk, I shared about my memories at the grounds where campaigns are held and this is what I had to say:

As a leader in this corner, is where we normally carry out our campaigns from. This is where we promise students many things even though some of them never came to pass because of insufficient finances. But it is one ground I will always remember because my leadership at the University started from here. My first interface with the students was on these grounds; it was from here that I was elected unopposed. So, I still remember that if I build on this career, it may later on help me to go to higher levels (Irene).

The ‘too expectant’ fellow students

I use different communication channels to interact with my constituents, the students. Sometimes I visit class by class and ask their opinions and ideas; sometimes we put up notices, while in other times students come to us in the office. I always get rare opportunities to interact with students around the compound, who share voices of the bigger student community. I mainly rely on informal communication to give feedback to my constituent, while at the same time as I get feedback from them. Through these interactions, I get close to the students in a friendly environment thus, becoming a part of them. This also enables me to get first-hand information from where I capture issues to be presented at Council.

I always make sure that I give back feedback on issues that students bring forward during class visits and one-on-one sessions with them. For example, there was something with the admissions of students doing public health where a once of fee is supposed to be paid once a student is admitted to joins the University. It so happened that even in the subsequent semesters, this fee continued to be charged to second year students. It was an error on the part of management. When the issue was brought to my attention, I took a sample of admission letters and fee deposit forms to the Bursar, who acknowledged that it was an oversight on the management’s part. I actually presented the matter to Council at a meeting held a week before examinations commenced, and those who had not yet been registered because of the said fees were allowed to register for their examinations. For those who had already paid, the Bursar promised to push forward the fees in subsequent semesters. From the feedback that the students gave me, they

were happy with me and I really felt good. In a letter that I wrote to friend, I shared the fond memories when I represent students on the University Council as follows:

We (I and the Guild President) were respected by fellow Council members; any issue that was to be discussed and passed, our views as student representatives was keenly sought at the Council. Every time I received invitation for council meetings, I consulted my fellow students on what they think I should put on the table, and I would do exactly that. This eased my work as I did not always have to figure out everything on my own. The students also felt I always gave power back to them (Irene).

Students always have 101 expectations of my leadership. First of all, they always would not want anything that may disrupt their academic programme. They come to me with issues to do, for example, with tuition payment especially penalties for late payment. I, together with fellow student leaders, find myself pleading for students who have challenges when it comes to timely tuition payment; some students are parents - I am a parent myself; they have dependents to take care of, and thus, they are always one of the last people to pay tuition! The other major issue for students is to ensure holding a successful Fresher's Ball and handover ceremonies. Among other issues is when some students run to me when broke and as a leader, I draw from my pocket and bail them out. This also makes me realise that I am an empathetic leader, who also stands by fellow students when facing challenges, like captioned in one of my interactions:

Part of our course demands that we do a little bit of psychiatry, so we went to Butabika Hospital and one of my class mates collapsed on the bus. I was a bit hard up but our generous professor helped out; we took the girl, who had collapsed to a nearby clinic and on testing her, was plus 5 of malaria parasites - she was going to die, so we had to run around to make sure she is put on drip. When we called her home, nobody was willing to respond since even the parent argued that since the girl was at the University on a programme, why couldn't the University take care of her? So, we had to really work out our best to see that she was treated, we finished the journey and came back. I also find myself intervening when at times students fall sick at night and there is no immediate response. I

utilise money from my little savings to ensure that my fellow students are in healthy state (Irene).

The empathetic leader in me has also been displayed on several occasions, where I find it hard not to help out a fellow student who may be having some challenges. I always come out within my means to do whatever it may take to support these students progress in their studies. I shared on the transect walk some experience on empathy as follows:

There is one student, a girl who comes from Kampala City and she wants to do her internship here; so I told her that I will give her a room at my home. So other than fellow leaders, this home is also open to the students (Irene).

Council members with mixed feelings

My relationship with fellow Council members is rather mutual since I have not faced a major problem though, as you are well aware, students' representation is always not easy since at times you go to Council when you have faced students' wrath! They would always remind me about my previous promises especially issues of health, which at times may be life threatening. So, when I present that, the big people may not want to hear any of it since they would take it that the students are over demanding. This is because every other time we go for Council meetings such issues really come up. However, some of these issues are always well stipulated in our admission letter; that students are supposed to pay an amount for examination and another for medical treatment. However, in the admission letter what is indicated is a fee for medical treatment but when you go to the hospital at the midwifery block, they just give a student first aid -- they cannot even treat malaria! They only give Panadol tablets for relieving pain, Ammoxexanol, if one has a cough or a common cold; but if it is malaria where one may need a Tensolate and a dose of Annotensolate, the option is only to buy from outside. This becomes expensive for the students, so, every time I go to attend Council meetings and try to present such issues, there are only a few council members who may stand with me, saying "*let us give the students what they deserve*", but there are those who will be against the whole idea, which causes a state of friction with them. At times I even observe a change in mood of some of the Council members, who may be against the issues that I present before Council.

However, the Council Chairperson is very cooperative since she has a passion for students and she is a mother herself. Whenever I put up my hand to make a contribution before Council, the Chairperson would always be quick to give me the audience. This has also helped me in the pursuance of my leadership role as a female student representative. Management representative may at times fail to implement Council resolutions on student issues, which leads to them being questioned. At times as a student representative I feel intimidated but I remind fellow Council members about my reason for sitting on Council. So, those are some of the challenges that may not make my relationship with fellow Council members very good. The other aspect about membership of my Council is that it is constituted with majority being men and as such women at times become vulnerable due to our few numbers. However, to a large extent all members freely participate during Council deliberations. Due to my character, I would not just keep quiet when I have pertinent issues to bring before Council, as a female student representative. I also shared with my friend in a letter that I wrote to her as follows:

While at the Council, fellow members treated me with respect. Every time there is a critical issue even if any other member raised their hands, we, the student leaders were given favourable opportunities. It looked like biasness but later I realised that they knew that without us (the students) the University would not be in existence. Thank goodness for the very understanding Chairperson (Irene).

I have been able to present several issues before Council, starting with those shared by the Guild. As Guild, we have issues that are presented on the side of the guild leadership and then students' issues especially the issues that arise from welfare policies. There are things that are mandated by the University and tertiary institutions governing manual that students are supposed to be entitled to like issues of health. The other issue that I have presented before Council had to do with the guild account - first of all, it was not there, then along the way it was opened but it was being run by the University management system! On serious deliberations, this was later on corrected. Then the issues of sports also keep coming since on joining the University, several students come with lots of talent but the University still has insufficient sports facilities waiting for implementation of the University's master plan. There is also an issue of insecurity around the University. After using the library at night, students have to walk a distance back to their hostels yet there are no street lights on the road which poses a danger on their lives. Every time we present the issue to University management, we are informed that the installation of street

lights may only be done on implementation of the master plan. Whenever I try to explain to the students, some may understand while others may not hear any of this. Some of the issues that I have presented before Council have been resolved on. Some policy documents on students' welfare have been passed, though there a few policies that have not yet been resolved on.

Supportive staff and community

Top management has actually tried to support my leadership mandate, though often times there has been slow response to several issues. But since management responds to some issues, students are always hopeful that even others will come to pass. That may be the reason why at the University, student demonstrations and strikes are unheard of. At times when there is a sensitive issue to explain to the students, we accompany the Dean at such assemblies to help out with the explanations. At one time we had a challenge of time schedule for the library, where it would be closed during lunch time and early in the evening. When I, together with colleagues on the Guild took the issue up, management gave a listening ear and this was resolved. I shared this good experience on a transect walk as follows:

The library is nowadays open till ten o'clock in the night. It now can be accessed even by people who come out of the exams in the evening. It was also during our time when we advocated for improving internet access at the University and the University partnered with RENU and as we talk there is much better access of internet. As student leaders and also as students ourselves, we believe that we have a goal beyond leadership since by attaining our qualifications we may become more competitive in the job market. We can also ably access e-library resources arising out of our own initiative to have the internet band width increased plus subscription to various electronic library providers (Irene).

In a letter to one of my friends, I shared some insights on how I have had a good working relationship with management. It goes like this:

I worked hand in hand with top management; consulting and reporting about critical issues before presenting them to Council. Many of such issues were addressed although not all the time. I related with them more as friends and I

would reach them freely. This gave students the opportunity to build trust and confidence in me as their leader (Irene)

However, in some instances, we as student leaders faced challenges regarding our relationship with management. Sometimes top management officials take issues so personal to an extent that while we forward student issues, they at times think that we are personally taking them on. In other incidences, decisions would be taken by management and all they would want to see was them being passed by Council. At times during Council deliberations I and the Guild Present, as student representatives would wish to make contributions in favour of our constituents. This would not go down well with top management like I shared in a letter that I sent to my friend:

I tell you every time we put up our hand to contribute, apart from everyone else, I could read that our patron was always uneasy. But we never succumbed to that intimidation any way; we remained focused to our mandate amidst all odds. About the governance and leadership of the university, almost everything was decided upon by the top management; so it was rather the top-bottom approach instead of bottom-top approach. So whatever was decided on by management is almost final. Very little ear is given to the students; but then we had to fluke our way out during council sessions in order to give our views. Thank God, the Chairperson of Council never let us down every time we raised our hands. Since the University top management members are all members of Council, sometimes they were very quick to rubbish what we would say for self-protection. They would always act on defence; sometimes issues would be half-handled before the Council adjourns with a promise that they would be looked into at subsequent Council sittings which in most cases never came to pass (Irene).

Family and friends have been there for me to ensure that my leadership role as a female student representative on the University Council is a success. When I wrote to Christine, a friend of mine, I shared some of the good memories on how family and friends supported my leadership mandate:

I would not have been able to execute my duties as a representative on the Council if I did not have a supportive family and circle of friends. Leadership

comes with its own challenges and sometimes I have to stay at the university up to late, respond to emergencies and things like that. Every time I left home, I would come back and find everything intact; thanks to God for my supportive husband and niece who always took care and supervised children's homework whenever I went away for meetings, conferences, training and other duties. I remember one time I was in Jinja for almost a week for an induction training yet I left a sick child at home, his father who also works in Apac had to abandon his duty to come home to attend to him in my absence. Sometimes I travelled to places on my family account, only to be compensated later when funds from the University are released. Without my family's support, I don't think I would really succeed in leadership (Irene).

Teaching and non-teaching staff have played a major part in the verge of ensuring that my leadership role succeeds. They have been supportive in several aspects as I shared with a friend on this memorable experience;

Many times Council meetings were scheduled on weekdays, when I also have to attend classes, but thanks to my very understanding lecturers who always granted me permission to be absent from class without penalties. Sometimes I would hand in my coursework earlier before schedule or later if I was away for Council duties. My program at the University, being the newest, I consulted a lot with my Professor on the nitty-gritties of the programme so that I would present it direct to Council. Many times top management had not taken time to respond to the needs of the programmes. The non-teaching staff also supported me in my role as a female student representative; from the University Secretary, the Bursar, Accountant, and down to the Grounds Men. They accorded me respect and were always ready to hear me out. Sometimes I felt flattered when they over show that they respect my opinion and yet end up not doing everything as I wished. One thing that I need to appreciate them on, especially the University Secretary, is that every time we had a problem, like when for instance a student lost a loved one, I would go to him in my capacity as a member of Council and he would readily release transport to take students for burial and things like that (Irene).

I cannot underrate the experience that I gained from interacting with community members during my tenure as a female student representative. They, for the short that I got the opportunity to interact with their representatives, helped to learn a thing or two about leadership. This was also expressed in my letter to my good friend, Christine as follows:

Although I did not come so much into contact with the outside community as a Council member, one time during our tenure we engaged the local leaders on issues of encroaching on government land. They were farming on it; so the Council passed a resolution that this activity had to stop since the University required to start developing the land in line with master plan. The leader took the report to his other members and they complied with it. At first it was not easy but later they accepted and that made life easy (Irene).

Rough-surface of leadership

By the time we took up student leadership, there was a bad culture that had been planted where leadership took up a *laissez faire* approach. Even in situations of very sensitive issues on students' welfare, nobody would take keen interest to follow up. Our leadership would not just look on as the students were suffering silently. I, together with the Guild laid strategies to have several of the issues resolved and implemented by Council and management respectively. The challenge we have faced with our approach is that people tend to think that we as students' leaders overstep our mandate, yet it is just that they were not used to that kind of arrangement. I also shared some bad memories in my letter to my friend Christine as follows:

I remember one time, I and the Guild President were accused by the Dean of Students that we had incited the students and security operatives were sent from Kampala to carry out investigations on us and actually the Guild President was arrested. This issue was later discovered to be some kind of a black mail, so when it surfaced at a Council meeting, the University officials quickly rubbished it in their own defence but other members still wanted to find out the truth from us after the meeting (Irene).

Our relationship with management has not been very smooth through our leadership mandate. We have always stood our ground and we have always told them that every time we have an

issue we make reference to approved University policies, like the students' welfare policies. At times students pay for certain services which are not delivered by the University. In such cases I cannot just look on yet my constituents are suffering silently. I get out of my way to pursue the issues before Council and management in order to have an amicable solution. On a transect walk that I participate on, I shared some bad memories about the Guild offices:

Sometimes we are invited for meetings which delay to start due to several members not minding about time! When we finally start the meetings, some members derail the deliberations leading to adjournment in the night yet some of us would be having other responsibilities to undertake. Being a mother myself, I would have to go back home and help out my children with homework, prepare dinner, bathe the little ones yet I would also have to read for tests and exams, as well as preparing myself for the next day! (Irene)

In my tenure of leadership, I have also faced a challenge with management which submits reports which are not well thought out to Council organs. On several occasions, we discuss reports about management suggested decisions yet in actual fact, when you look at them, you would tell that no thorough consideration was made before they are submitted to Council. I shared the unfortunate experience in a letter that I wrote to a friend as follows:

Most of the documents from departments and committees are presented to Council just for passing without taking time to discuss or have a closer look at them. On several occasions students were never satisfied; a case in point is about issues of health where students pay some fee for treatment at the hospital yet all these are clearly stated in the students' welfare policy that only extreme cases would be referred. But on the ground, the hospital only offers first aid and no treatment! This issue bogged us down from the first day until I finished my term as a female student representative on the University Council (Irene).

Management never prioritised capacity building for student leaders yet this would have helped us to undertake our mandate better. The induction of new leaders was delayed, yet as student leaders, we have a very short span in our leadership mandate. I expressed this bad experience to my friend, Christine in a letter that I sent her:

One thing which I regret was that our capacity was not built early enough in terms of training and induction, although I read on my own about how Council business was run. Our induction was done at a time when I was almost exiting towards the end of my term in office. So we never got opportunity to act fully as council members with authority - sometimes we felt less in capacity, yet we were all equal as Council members. If that induction was done earlier, it would have saved us a lot of misunderstanding. I also realised that many others on the Council did not know what to do and what was their mandate was. Members were not able to segregate their roles and that was why there was a lot of over stepping boundaries! (Irene).

My leadership has had several other huddles, which came with the fact that I joined the University as a mature student, with several other responsibilities. Female leaders would therefore require a lot of support from close friend and relatives. On a transect walk this is what I shared:

When I joined the University I had to leave my teaching job since I failed to balance studies with work. I was not being granted study leave and just survived on a local arrangement with my supervisor, the head teacher. She allowed me to go to school yet originally I would be teaching over the weekend. But then as I progressed it became more difficult, I had to balance between teaching, home and my studies so I would not have made it if my husband was not supportive. My husband suggested that I leave my work and concentrate on studies, leaving him a bigger burden to fend for the family, including paying my tuition. When I later took on leadership, I again added on my other responsibilities commitment towards representing fellow students on the University Council. Sometimes, I have to be away from home; at times am called for emergency meetings, while on other occasions as a student leader I may have to represent the University on several duties outside. My husband fills the gap where if he is not committed he would even come home to be with the children. So he has been instrumental in the pursuance of my leadership as a female student representative on the University Council (Irene).

A learning experience

During my leadership tenure, I have also been nurtured by several women leaders that I have interacted with. I shared some experience during a transect walk as follows:

I have learnt a lot from several women leaders including the Dean of Students, who also happens to be the Chairperson Mothers' Union at my Church. I found her as a mother figure and during the time when we were preparing for elections before we came to office, I shared with her so that's how I became close to her. She has actually been encouraging many more female students to participate in elections at the University. The Chairperson Council is another mother figure that I got chance to interact with, thus also nurturing the leader in me. These women leaders display a lot of integrity from which I have since learnt. I want to copy a lot from them since they are welcoming; it is better to relate to them other than relating with men - you know in African setting sometimes there is a thinking that becoming so much close to a male figure others may interpret it wrongly. So, for me I feel it is easier to relate with the women leaders because they give me a lot of motivation as compared to male figures, though I really do not have anything against them (Irene).

The entire leadership mandate as a female student representative has been a learning experience. Due to the interaction with people from different fields of experience and expertise, I got to gain more knowledge on leadership. In a letter that I sent to one of my friends, I indicate as follows:

Again, it is worth emphasizing that my being a student representative on the University Council got me equipped with skills and knowledge of how a big institution is run. First of all we were serving on the student's mandate, but I was also there doing a delegated duty of the Government of Uganda! I learnt how big conferences and meetings are run, advanced format of minutes taking, participating as a member of the Council Committees and making reports to be presented to the council, it was such an elevating experience (Irene)

The challenges that I came across during this leadership journey have also taught me a lot about leadership. By being a listener, I have overtime received counsel from experienced people

including my lecturers and community leaders. I shared the following with my friend in a letter that I sent her:

Of course, whatever we discussed in Council would later come round to be discussed in the staff room in the presence of our lecturers. Sometimes we said bare truth that did not go well with them. One time my lecturer who believes a lot in me called me and told me that some members were talking very bad about me and that I should tone down my discussion during Council sessions since she had taken it very personally. Truly I was very disturbed and I became aloof for some time, but then I resolved and prayed that my term ends so that I put a full stop to everything. It was a bad experience. This information I even got from the non-teaching staff especial those who trusted me and meant well for me. At the end of it all I judge myself and found that somehow I was not doing my representation as I was supposed to -- I felt discouraged! I even got calls from the outside community about the same, which compromised my representation a lot. But then I concluded that leadership always comes with sacrifices, if you are to create a long lasting impact. Yes... It was all both a challenging and hardening experience (Irene).

5.4 The listening leader: Pauline's Story - The actual self

I have been a leader since primary school. I was a leader in high school at both O' level and A' Level. When I joined the University I became the Guild Representative to Council for my constituency, which gave me a mandate to go to Council. My family has been supportive of my leadership mandate because they know that I can be a good leader. I have skills to be a good leader not until something comes up that may prompt them to discourage me from leadership. A few family members have been leaders. One is a Member of Parliament while another is a Councillor at local government level, among a few others. There are about five members holding leadership positions.

I am a good listener with the ability to listen to students' views so as to be able to present them to Council. As a student representative on the University Council, I do not have a mandate to give

just my own views, but those from my constituents. I am honest since I always present views and deliberate objectively at Council sittings. I am trustworthy in all aspects since by being a leader, one has to be really trusted by the people they lead which also shows capability to represent their views to Council. I am also polite and approachable by all fellow students, management, staff and fellow Council members. I am a confident leader, but also a simple person to relate with.

Threatening relationship with fellow students

In order to effectively interact with my fellow students, I always undertake my research well to remind myself of their issues and how far they have been responded to. Many times, students look at us negatively especially due to unresolved challenges that they may have previously raised. I have always interacted with students through talking to them both as individuals and in groups in a humble and respectful manner. I always use these interactions to give the students feedback, while I also capture their views on prevailing circumstances. My interaction with students is always nice since we listen to each other. Other forms of communication to students that I use include posters, notices, media, letters, e-mail and many other modes. However, face to face interactions are more effective when interacting with the students. Since I may not reach each and every student, at times, I engage their leaders at a lower level so that they may deliver feedback and also to capture the views of the students.

Students are always so expectant and have a thinking that everything that they may want should be given to them! They expect me, their representative on Council to be able to bring positive consideration of their issues and nothing less. Students' expectations are major regarding academic issues, where they never want to face barriers to their academic success. For example, one major issue that came up had to do with issuance of special examinations if one student may have had an understandable reason to miss the examinations. The University had set a very high examination retake fee and after I and other student leaders engaged them, the figure was reviewed and reduced. Other issues have to do with functionality of the library and other facilities like the University Bus. In cases of failure, I convince the Council to resolve students' issues; there are always threats of demonstrations in order to send a message of dismay to the authorities. I always lose self-esteem because of the small group of naughty students who engage in these bad deeds including destroying University property. Taking a general picture, a number

of students appreciate my effort to submit their issues before Council, while others dwell on those issues that have not been resolved to criticise my leadership mandate. In a letter that I sent to my friend T, I highlighted the following: “students always accuse me of not presenting their issues to the University Council which is not the case”. I also shared similar experience during a transect walk at the Quadrangle:

The students gather here when they are not happy with the University about especially academics. They pressurise me together with other student leaders to call the Vice Chancellor, the Academic Registrar and other members of top management so as to answer their queries. They would threat to burn or smash windows of administrators and lecturers’ vehicles, which are parked nearby. This is one of the worst experiences during my leadership tenure as a female student representative on the University Council (Pauline).

We, as the Guild Representatives Council, usually hold several meetings to receive reports from the different ministries. This enables us to lay strategies on addressing pertinent students’ issues especially those that may require the intervention of either management or Council. I shared my experience at the Guild offices when I participated on a transect walk, as follows:

The Guild offices are very exciting places to be. We as student leaders meet to informally share about our respective leadership mandates and also strategies about addressing pertinent students’ issues. At the meetings, reports are submitted from different ministries dwelling on achievements, challenges and proposed strategies and actions. This gives me, as a female student representative on the University Council, chance to capture the issues that I present before Council (Pauline).

In a nutshell I should say that students are generally happy with my leadership due to the milestones that I have managed to deliver from my manifesto. They are so respectful of me and my other student leaders. I shared in a letter to my friend PJ as follows:

As a female student representative to the University Council, I have good memories as I executed my mandate. This was exhibited with the respect I got from students, for example the students have a positive attitude about Council members, hence making positive comments that have built my self-esteem about leadership (Pauline).

Parent-figure to fellow Council members

A number of Council members are rather friendly and we always interact both when we come for Council meetings and outside the meetings. Others members are a little bit reserved and it becomes hard for us student representatives to approach them. Some even have a negative attitude on student representation on the Council, which is rather a challenge towards effective interaction with fellow members of Council. However, the Council Chairperson always gives me chance to deliberate at Council meeting and this is how I air out the views from students. A large part of the issues that I submit to Council are actually resolved on at about sixty percent level.

Some of the Council members are men who look at me as their child. Whenever I present students' issues, some support me saying that let the child's needs be given! However, others just look at me as a student and they may not mind either way, like I shared my experience on a transect walk:

Some Council members tend to look at us the student representatives as mere students. As such they would not attach much value to our contribution before the Council floor. At times they go to the extent of pin-pointing us for inciting students into asking for a lot from Council! (Pauline).

Approachable top management

Top management has come in handy to support my leadership mandate as a female student representative in the University Council. Several issues that are resolved by Council are actually implemented to the satisfaction of my fellow students. However, a few issues may take a lot of time to be implemented by management, and that may create dissatisfaction and grief among the students. I shared a good experience during my interactions with the Vice Chancellor on a transect walk:

At times when I approach the Vice Chancellor about students' issues, he would accept to resolve it to the delight of students. It becomes very easy for me to give fellow students that kind of feedback unlike when nothing is done. But even where there are delays to resolve some issues, it becomes easy to explain them out to students in a humble way (Pauline).

I have also received support from the University Academic Registrar herself, who is a lady. She encourages me as a young female leader to focus my leadership potential. On a transect walk, I had this to share:

Whenever I go to her, I find that she is an interesting lady. When we interact, we get to share different ideas on leadership and any other issues. She usually responds to my issues -- our issues as students. She encourages us to understand the University regulations so as to avoid strife from students (Pauline).

Relenting family and friends' support

I have received a lot of support from my family and friends. Without this kind of support, leadership would not have been of much success. I have since appreciated that no one can embark on the leadership journey single handedly! I shared this experience in one of the letters that I wrote to my friend PJ:

Family and friends have been support of my leadership role at the university by supporting and encouraging me for example my parents would help me in monetary terms in case of any leadership training (Pauline).

Constrained part of leadership

We as student leaders have had a challenge of poor communication. The flow of information from students to staff, Management and Council has not been very effective. This at times has even led to student demonstrations, yet when you analyse the situation, it might be because of misinterpretation and poor communication. Relatedly, the bureaucracy and red-tape at the University may also lead to strife since an issue may delay resolution due to the fact that it has to get approval of several role players. In such circumstances, the students look at me as a representative who has failed them in those aspects.

One other disappointment during my leadership tenure as a female student representative is when we go for the Guild Representative Council meetings. Deliberations may go on until very late yet, it would be because of some members derailing the meeting. I shared similar experience during a transect walk:

Arguments may go on and on, though it may be interesting, the GRC meetings may end in the night at about 8pm yet they would have ended by 5pm. Due to other engagements in the day, many of us would be so tired. But all in all it is both a bad and good experience (Pauline).

On several occasions students would not make thorough analysis of issues at hand to inform their actions. They are characterised by impatience in a way that for them they would only want to have their issues resolved instantly, which may not be possible in all aspects! Students have a negative attitude regarding the decision making organs of the University like top management and Council. Top management has also not been very helpful to my leadership mandate. I shared the sentiments in my letter to JP:

I also experienced constraints as I related with fellow students as their leader. The students think demonstrations are the only solution to each and every problem. Students also have this bad attitude towards the Council members where they regard them as wrong decision makers and the cause of all their problems at the University. Students do not understand that some issues affecting us may require peaceful and round table discussions rather demonstrations. By not implementing resolutions of Council, top management has just worsened my relationship with fellow students, which has led to more demonstrations. I have experienced constraints on general contribution to the leadership and governance of the University due to students undermining me as a female student leader -- especially the male students (Pauline).

Student leadership at the University has generally been a preserve for male students, which has tremendously affected my role as a leader. In my letter to T, I expressed my dismay at this experience as follows:

I also lacked capacity as a female student representative where there is domination of leadership by the male students and the females are left out of most leadership positions (Pauline).

It has not been very easy to present student issues on the floor at Council meetings. Council members would always have mixed feelings when I and the Guild President raise student issues on the floor. Lack of effective communication of Council members outside meetings has also

constrained my relationship with fellow members. I shared these sentiments with a friend in a letter that I wrote to her:

I experienced bad memories while relating with fellow Council members at Council meetings. I have occasionally been denied the opportunity to express student issues very well. There has generally been a negative attitude of Council members towards students where they see them as part of the opposition, which is not the case. I also experienced constraints while relating with fellow Council members outside Council meetings since there are no proper communication channels for the members. This has led to poor governance of the University (Pauline).

However much family and friend have generally been supportive of my leadership as a female student representative on the University Council, some circles have tried to undermine my leadership role. I shared the sentiments in a letter that I wrote to my friend T as follows:

Family and friends have derailed my leadership role at the university, whereby some of my family members have a negative attitude towards politics. They tend to think that I am actually doing politics not leadership. This at times deviates me from my leadership ambitions (Pauline).

Drills in leadership

My leadership journey has been a learning curve. Over the years that I have participated in leadership positions from the primary school level up to the University, where I represent students on the University Council, I have continued to learn more about leadership. I have interacted with experienced leaders including head teachers, Vice Chancellors, Deans, Government Officials and leaders from the private sector. One important aspect that I have learnt is that if one is to be an effective leader, they have to do a lot of listening than talking. Taking up leadership positions also comes with privileges and recognition. On a transect walk where I participated, I shared my experience of joining the University Council as follows:

The first time I entered the Council Hall, I was amazed by the way it was arranged, the ambience was very nice - just its sight is a very nice place to be. Council members had their places labelled with respective names, which made me feel special. I sat next to a Professor at the same table yet ordinarily outside Council I would not imagine being at the same level with her. This came as one of my best experiences and memories of leadership (Pauline).

I would wish to encourage fellow female students to participate more in leadership in order not to leave it as a preserve to the men. At the University, management should support female students to take up leadership positions. The confidence of the female students needs to be built in order to take up leadership at the University. Female students should be given opportunities to speak when they have an issue, which would reduce their low self-esteem to enable participation in leadership.

By being a female student representative on the University Council, I have had the opportunity to practice my leadership potential. The University has many links with the outside Universities especially in Europe, which has enabled me to benchmark my leadership activities. There are opportunities to take learning trips and tours which have also facilitated learning from others. By just interacting with Council members, there is a lot in store to learn from others as shared in a letter that I sent my friend PJ:

I have since gained confidence and courage to freely interact with fellow Council members yet at first I felt timid due to the initial feeling that I was inferior. There is also the fact that Council members are entitled to allowances, online opportunities that have been of great benefit to me (Pauline).

I have been drilled into becoming a better leader during this time as female student representative in the University Council. I have learnt that in order to be a better leader, there is a need for one to focus on self-development first before looking out for others' support. On observing my leadership potential, others have given me support to grow into a better leader. I shared similar experience in my letter to my friend PJ:

My leadership skills have been developed through creativity, as well as support from the Council members and fellow students. These have encouraged me to become a leader even in the future. This has given me a good memory on how my capacity as a female student leader has been built during my tenure (Pauline).

5.5 An articulate leader: Jesca's story - My personal character

My leadership traits may follow my family background where some members have been in positions of leadership. Some have been Members of Parliament, Commanders in the army, while some have participated in leadership at a local level. I have always been this kind of person who is not necessarily elected, but I always lead by example. Usually people around me do follow what I do, though it is not something that I always do knowingly. It is like, when I go into a society with a bunch of people, they select me as their group leader at the end of the day. This may probably be because I can articulate issues more than they do. I do not know why but I think it is something that is born within. I am also a very accommodative leader, who listens to my constituents so that I can capture their issues for onward submission to management and Council.

I am very critical and analytical so before I say something, I would think about it so as to know its negatives and positives. That is why most of the time in Council meetings I do not say anything until there is a pertinent issue to deliberate. Most of the time in Council when the issues being discussed do not concern students for example staff salaries I would rather listen and take note without deliberating.

I have been a leader most of my school life. In my Senior Two, I was appointed a Dormitory Mother; I was a head girl during my high school and when I joined university, I was called upon by a friend who knew that I was interested in leadership to participate during elections. I have not really had to stand for positions in society but I always make sure that my impact is observed. In my Senior Five I was President of various clubs. I stood up on the first day in my class as we introduced ourselves and I was able to introduce myself articulately in a school that was male-dominated! At this school ladies would never had much confidence to stand before the class like I did. I was able to show these ladies that there is much more that you can do than just listening to the male students. In my class there were more males and some of them would at

times intimidate me saying; “...you are just a girl, at the end of the day you are going to get married to us; there is nothing much you can do (Jesca). Other male students approached me to be a part of their different societies. In class I was a quiet girl and teachers would wonder about my character as compared to other students. My leadership has been more on a voluntary basis.

A cordial relationship with students

In my tenure as a female student representative on the University Council, I have had a cordial relationship with my constituents. I always capture their issues and forward them to management and Council. In the time I have been their leader, the students have never demonstrated against Management and Council. At least there have been no complaints coming from the students about unresolved issues. I always try to share these issues with the Vice Chancellor and many like the Wi-fi crisis have actually been resolved. I have been very responsive to students’ issues by presenting them to the respective responsible parties. I have been very much in contact with the Deputy Principal who is also a member of the Council. Since we have outsiders on Council, I do not present some very sensitive matters there, but I engage management to have them resolved.

We have regular Guild Representative Council sessions where we share student issues. This is an important channel of communication where we also capture issues from gallery members. We also use social media to give feedback and to get feedback from students. Students do not usually have lots of expectations; they only need the creation of a relationship with them and the leaders’ availability to capture the issues they may have and present them to Management. Student issues are mainly academic such as missing marks, registration and clearance of tuition. Registration for examinations is always hectic due to recurring technical problems in the system which lead to delays. Other students’ issues that usually come in have to do with government students’ allowances, meals, sanitation and computer labs which may not sufficient computers. In general terms, students indicate that they are satisfied with me as their female student representative in the University Council. They always indicate that I am ever available to capture their issues and follow them up with Management for resolutions. I shared my good memories at the Guild offices when I participated on a transect walk as follows:

Guild offices have many memories. There is always a lot of excitement because you know that being in this office is something really big, but also something that is very ecstatic. It brings a lot of joy at first but the challenges that come with it is meeting people's expectations (Jesca).

In a letter to my friend Jane, I expressed my memorable experience as I relate with fellow students as follows:

Another wonderful thing is that I got to relate with different students that encouraged me with amazing comments about my leadership and I must say that they have built my self-esteem and that is a fantastic thing. Many say that I inspire them because of my discipline and level of commitment (Jesca).

A professional working relationship with Council

There is generally a professional relationship with fellow Council members. We have a friendly relationship Council is mainly constituted of members of top management who are so down to earth. Any time I would wish to share with them something about students' issues, they would give me audience. They even respond to my calls at awkward hours just to share student issues. I at times send *WhatsApp* messages to some members and they respond instantly. In a nutshell, Council has been very welcoming, accommodative and collaborative. We have had retreats with the members and mix freely with us the student representatives yet some have PhDs while others are much older and more experienced than us. That is how leadership bridges the gap between the students and the Council, the top most body of the University. I am treated equally like any other Council member; I am involved in all Council activities and I am sent my own file before any meeting. I have also gained experience of a life time because I do not think everyone of us gets a chance to sit on the same table with people with PhDs and to be able to articulate issues that can put the University forward. The first time I entered the Council Hall I had a very good experience. This was actually shared during a transect wall as follows:

When I entered this Council Hall the first time, I felt executive! I felt different and as such I had to act differently. The feeling of interacting with people of high calibre was so overwhelming. I therefore had to show a high degree of integrity

by always keeping time and giving a lot of respect to all Council members. The place is rather a grooming ground for leadership (Jesca).

Council members are very open minded people who do not discriminate against anybody in terms of gender, ethnicity and age. The first time you enter the Council hall, you may not even know qualifications of the members until when they are referred to by title –Professor or Doctor! I am equally granted opportunity to submit my contributions on the floor of Council without any hesitation from the Council Chairperson. There are several students’ issues that I have presented before Council including hostel fees, academic issues, as well as welfare issues. Most of the issues have actually been resolved and Management has attempted to implement them. The Council Chairperson always gives me an opportunity to make a contribution at each Council sitting. This experience was shared with my friend Jane in a letter that sent:

The Chairman Council is one of the reasons I can present students’ issues during Council sessions. He gives students priority and so he never closed any session without giving me and the Guild President a chance to contribute. Aside from that, he is also very hilarious (Jesca).

The other person with whom I have a very good relationship in the University Council, is the Chairperson Students Committee. I also shared experience on her with my friend Jane in a letter that I wrote to her:

The Chairperson Students Committee is so youthful. She is one of the people I can never forget because she inspired me and her kind of humility was out of this world. On top of that, she would also make sure we present the students issues and would personally follow up on them, especially the issue of hostels. She is also one of the people on Council who is free with us and we had quite a lot of fun outside Council activities. She is also hilarious and thus it is all fun hanging around with her (Jesca).

The supportive top management and staff

Top management has rather been supportive of my leadership role as a female student representative on the University Council. The Dean of Students is so welcoming and she has

always been giving a listening ear to me which enabled sharing of students' issues. I further shared this experience on a transect walk as below:

The Dean's office was one of the most supportive offices at the University. It is where we are co-drivers; they really work together with us so much as student leaders. They make sure that they take care of guild issues so basically it is the place that I go to most frequently (Jesca).

I have also got a lot of support from both teaching and non-teaching staff. This has taught me that if one is to become a good leader, one has to create a cordial working relationship with the people within the surrounding environment. These sentiments are shared in a letter that I wrote to my friend, Jane:

The teaching staff members have been very accommodative especially when I had to miss some class sessions. They would understand that I had other duties to execute and they have been good listeners and respectful. The non-teaching staff members have also been very supportive and helpful because the moment we report issues they would effectively work on them (Jesca).

Supportive family, friends and the community

I have had a lot of support from my family, like I share in a letter that I wrote to my friend Jane:

The most amazing thing is that my mother has been very supportive especially through encouragement. My friends have also been supportive through being my reporters because they are on ground and they always run to me in case there is a problem even when they hear good comments about me. The outside community has partnered with the Guild to enable us execute our duties more effectively through funding and in kind (Jesca).

Only provocation as constraint

There have not been major challenges during my tenure as a female student representative on the University Council. Many of the issues have to do with personal character of the people I may

have dealt with, where some are so provocative. Initially, I would be mad at such people but I have since developed a better emotional intelligence which enables me to ignore some actions. There are students who are very provocative and will say things like; “*this guild has done nothing for us*”. These would try to get the worst out of you, yet it would only be propaganda which is not of any relevance. Other challenges where I may not have a hand in solving include technical ones, for instance, in academic issues where a student may have missing marks. The students in this case have to follow up their issues with the lecturers until such marks are recovered.

I also shared experience on other challenges that I face in pursuance of my leadership role with my friend in a letter that I wrote to her:

To be honest, it has not been a smooth journey due to the fact that I am a female student representative. People expect so little from a female leader because they think we are vulnerable. I have been undermined before I even do something by my fellow colleagues or even people who I have just met and they also say that my position is just ceremonial and it has been challenging to change their mind-set
(Jesca).

I also found it hard to be able to give students what they want at times, like I shared in the letter I wrote to Jane:

...when they wanted faster registration process, I had so little to do though they wanted it there and then. So it was so hard for me to give them the information that I could not access (Jesca).

My limited experience and knowledge restrained my connection with other council members because most of them have PhDs and others are really learned. That was a limitation to connecting with them beyond council. In addition, most of the time council meetings address general issues that do not deal with direct students issues but rather management or administration. We really do not have a say as students; so we always kept quiet during those sessions which were the most during our time on council.

I faced several other constraints during my tenure as a female student representative in the University Council. I shared with Jane in a letter I sent her as below:

Bureaucracy is one of the constraints on my leadership at the university and this is caused by the delays in processes which causes dissatisfaction among the students. Did you know that the teaching staff don't give us an allowance or additional marks for being student leaders(Jesca).

Enhance female students' participation in leadership

If more female students are to participate in leadership, associations like the World Women Network should come up to support leadership capacity building for the female students. The University could also invite motivational speakers who may help female students into discovering their leadership potential. There may be more affirmative action at the University, for instance each class may have two Guild Representatives, a female and a male. This would increase numbers of female students in leadership at the University thus, giving them a leadership platform. Often when female students stand against male counterparts, there are more chances that the males will win because they are perceived to be more hard working. Sport is another vehicle that can be utilised to promote female students' leadership potential. We have seen very many females performing well at sports. They could be encouraged to take up leadership by also participating in general student leadership at the University.

Leadership taken to the next level

Pursuing leadership as a female student representative in the University Council has been my climax! I have been able to get a significant position in society whereby I am not just working as a volunteer but also as a representative in the supreme body of the University. The experience has taught me different virtues that I am going to apply in my area of work and at my home. Leadership has also groomed me into a better person who can control her emotions especially amidst very big challenges.

I have learnt to be patient with different people since we have different characters. For instance, I used to be impatient with people who would not keep time, but now I get to appreciate that some people are basically poor time managers. I have also learnt to work with people and to appreciate that not at all times do things have to go my way. In a letter to my friend Jane, I had this experience to share:

The University has also been good to me in that it has equipped me with more leadership skills through leadership trainings which were organised on a monthly basis. The University also organised several mentorship programs including one on gender. Being a female student representative has improved my stature in my society, my emotional intelligence and perspective of things (Jesca).

5.6 The vibrant and hardworking leader: Stecia's story- The actual self

My journey into leadership started from childhood. I was motivated right from my Primary School where I was a class monitor. When I reached secondary level, I became a Scouts guide. I then joined University where I contested in my first year to become the non-resident students' representative. In my third year, I contested for Guild President, which I lost but I ended up being the Secretary General. So, right now I am pursuing my calling for leadership, which I love so much. I believe the calling for leadership follows from my family background where my father has been a leader at village level for long. My mother has supported him to pursue leadership for such a long time.

I am a vibrant woman who is also very hard working. In the pursuance of my leadership responsibilities as Secretary General and female student representative in the University Council, I have really worked hard with support from the University. I did my best to represent the students through submitting their views whatever. Mine has been teamwork, where we worked together with the students to capture pertinent issues that I would submit to the University Council. I was a listening leader always committed towards submitting students' views at Council meetings.

Family and friends' back-up

I have had a lot of support from my parents during the pursuance of leadership. Whenever I needed help, like when I was contesting as a prefect and I told them, they always supported me wholeheartedly. I shared my views and experiences regarding the support I receive from family and friends in a letter that I wrote to a friend:

My family was supportive especially where I needed resources like money, posters and support at campaigns they were always there for me. My dad was a community servant until now, so I always wanted to live his ways and that is what I am trying to pursue. My mother usually advised me on certain behaviour that shaped me into a more respectable person worth a leader at University Council level. My aunt always pushed me to read harder and as such helped me to get better grades. My friends worked hand in hand with me during campaigns and they also supported my achievements. They were a source of courage whenever I faced opposition from different corners. My friends helped me achieve my dream of University leadership since I had dreamt of being at the top (Stecia).

Amiable relations with fellow students

My interaction with fellow students starts during the time when I stood for elections. I was overjoyed when I actually won the elections, as shared on a transect walk as follows:

I had won victory but since it was a contest, some competitors would have put you down. They continued lamenting that I would not manage to achieve anything not even making a contribution at Council. But when I won, it was all about celebrating with my supporters (Stecia).

During my tenure as a Secretary General and a female student representative in the University Council, I maintained a cordial relationship with my constituents. At our Guild Representative Council (GRC) meetings, we would gather students' views from student halls representatives, academic associations, cultural associations and other representatives at the lower level. We would also get submissions from different ministers on the GRC. We would also utilise the same structures to give feedback to the students. However, occasionally, I would interact with students

individually and in groups whenever the need arose. The face to face interactions used to build my relationship with them.

Generally speaking, students were showing satisfaction about my leadership and representation at Council. During feedback sharing, it was obvious that the students appreciated my effort to submit their issues to the University Council, where several serious matters were actually resolved. The University Council through the Dean of Students and student representatives would give the students feedback on its resolutions. Some information would be pinned on notice boards while some other would be disseminated at student gatherings. In a letter that I wrote to a friend I shared similar experience:

It was good to be trusted by students sending me as their representative on as council. They always came to my office to table their views and it was good listening to their ideas. Of course, students' involvement was necessary for me to be a good leader. It was also good when students respected my advice. The students respected me and called me 'honourable', Secretary General and sometimes gave me an opportunity to step in the shoes of the Guild President (Stecia).

Even during the tough times, for instance, where student allowances would delay, I would calm the students in a motherly way. The kind of leadership styles leads to resolving issues without necessarily creating any tension.

Ease to relate with Council members

Since I had some good experience as a leader, I never found any challenge relating with fellow Council members. Council was generally supportive of the leadership role, which made my work rather easier. The Chairperson of Council always allowed me and the Guild President to deliberate on all issues especially on matters that concerned students. I also shared my experience the first time I entered the Council Hall on a transect walk:

I was not timid at all - I was confident and I felt so good being there. I felt that I was there to challenge those who doubted my potential. I was actually so happy

that I was there since I had fulfilled my dream that one day I would sit with the Vice Chancellor and other high ranking figures face to face! This was an opportunity to gain leadership expertise, to exploit my potential and to display my commitment as a servant leader (Stecia).

The views that I presented before Council were given due support. Pressing issues like on sanitation were always supported where funds allowed. Since the University relied mainly on Government grants, at times the funds could delay thus derailing the implementation of some Council resolutions. In such situations, we as student leaders, were asked to furnish the students with what was resolved on and what may not be handled immediately due to unavailability of funds. Overall, over seventy percent of resolved issues were actually implemented by Management. I shared in a letter that I sent to friend the memorable experience:

It was not easy winning students' trust in council decisions but at the end of the day the students trusted and valued Council and its resolutions during our tenure of office. The team work of the whole Guild leadership was a source of confidence and self-esteem to deliberate at Council meetings (Stecia).

When I joined the Council, I realised that it was constituted by older men but at least I fitted in so easily. The Council had a fewer ladies as compared to men but all the same, I would relate to them all easily. However, I never experienced situations where the male were bulldozing females during Council sessions. All members were given equal opportunity to express themselves. I also shared similar memorable experience in a letter to a friend:

I had good memories where I made friends with Council members up to now. Their advice shaped me into a courageous lady. Their support always gave me courage while their opposition gave me a chance to think outside the box. Their concern to the students' issues made me enthusiastic to attend all Council meetings. Most members were indeed parents who loved and cared about students. Their stories of maturity for example regarding business and leadership foundation came in handy. My leadership skills were indeed shaped and enhanced just by interacting with fellow Council members (Stecia).

Support of University staff members and community

My leadership would have faced a lot of huddles if I never got support from several people in the University community. In a letter to a friend, I elaborated the kind of support that I got from teaching and non-teaching staff, as well as the surrounding community:

Teaching staff members were supportive in that during that time they also had issues regarding their salaries and they needed student support. We lobbied together since we needed them to teach us with a good mood. I communicated with the specific lecturers and class coordinators in cases when I was to miss lecturers due to meetings or when I had to travel to other campuses. The non-teaching staff members were equally supportive; they respected me while I also respected them irrespective of their lower grades jobs. They rendered a service to students and the university at large together with the community. They ensured students hygiene and good sanitation, as well as security at the University. The community on the other hand harboured the non-resident students and they ensured security of these students (Stecia).

A few huddles though

During my tenure as a female student representative in the University Council the few challenges had to do with failing to fulfil students' needs. The Guild never had sufficient resources, yet at times, we were required to travel on University activities in order to solve student issues. At times I would find myself digging deep into my pocket in order to respond to students' needs for example when the DSTV subscription would expire yet they wanted to watch soccer. As the requisition would be moving through the bureaucratic process, I would use my own money to subscribe and then get the refund when the request matures. Having multiple campuses was another challenge since fellow students would insist on us the Guild members to visit their respective campuses for consultations and feedback giving. This required a lot of resources to fulfil.

Delayed payment of Government students' allowances was another challenge that would make my leadership rather difficult. This would arise due to late receipt of funds from the Government,

but students would not want to hear any of that! As I would be trying to calm the students down, the Guild President, being a male would use a tough tone – he would blast the students who fail to understand that it is not the University’s making.

At times I met huddles during Council deliberations when fellow members never supported the students’ issues that I submitted. However, on such occasions I would stand my ground to ensure that students’ interests were considered. One time when they wanted to postpone a students’ urgent request, I emphasised the urgency of the matter and yet the Council still wanted to leave it pending for quite some time. At that point I stood my ground in favour of students and that’s the time I remember getting quite a number of opposition for quite a time during meetings I, together with my fellow student leaders, face a hard time whenever we want to share student issues with top management. The Administrators would never allow us to access the top offices always referring us back to the Dean of Students.

A learning experience

During this leadership journey on the University Council, I have had opportunity to learn a lot from the very experienced members who had been into leadership for a long time. They gave me a challenge to work very hard so that in future I would be like them, thus being my role models. By being part of University leadership, I was enticed into reading hard in order to excel academically. I managed to ensure that my Grade Points Average increased since I would not want to be seen as a leader who is an academic dwarf! This again taught me that leaders should be exemplary to the people they lead.

In my tenure as a female student representative in the University Council, I expanded my contacts a lot. I got chance to interact with several people from different spheres, who came with vast experience in several fields and I definitely learnt a lot from them. Leadership comes with a lot of privileges, like I shared on a transect walk to my hostel:

I was given a good room which was accessible to the students. Whenever they wanted to see me they would always come (Stecia).

I also shared some other benefits in a letter that I sent to friend as follows:

The Council allowances that I received were a good motivation to serve more diligently and it aided me in paying part of my tuition and acquiring some academic needs (Stecia).

To enhance female student participation in leadership

There is still stereotyping on masculine leadership within our community. The females still think that leadership is a preserve for the males. The thinking needs to be changed generally, but also to encourage female students to take up leadership at University level. Female students need to be encouraged to take up leadership at the university. This can be done through giving them a platform which can build their confidence to participate in leadership. An affirmative action may also be thought out where some points would be added for female students participating in leadership. The incentive will definitely attract the females to uptake leadership at University. Leadership capacity building would also be introduced for the female students so that they gain confidence and self-esteem to partake leadership responsibility.

CHAPTER SIX

MEANINGS AND UNDERSTANDINGS OF LIVED EXPERIENCES OF FEMALE STUDENT REPRESENTATIVES ON PUBLIC UNIVERSITY COUNCILS

6.1 Introduction

The previous chapter presented descriptions of the participants' stories which are addressing the first research question: *Who were the female student leaders participating in public university councils in Uganda?* The question was responded to through re-storying narratives of the five female student representatives that participated in the study; Anne, Irene, Pauline, Jesca and Stecia. This chapter presents an analysis of those narratives, as the second level of analysis. It captures the meanings and understandings of the lived experiences of the female student representatives on public university councils in Uganda. This level of analysis attempts to answer the second research question; *How did female student leaders who participated in public university councils in Uganda experience their relations with other council members?* The Social Identity Theory attempts to provide a mechanism that will facilitate a better understanding of meanings from the participants' stories about how they identify themselves within the student community and the respective university groupings. Liberal Feminism Theory on the other hand supported the study in terms of getting a better understanding about how the female student leaders were given opportunities to pursue their leadership mandate amidst a male dominated environment. Lastly, the Ladder of Citizen Participation also facilitated the study to capture the nature of the participation of female student representatives in public University Councils. It examined the extent to which their participation was meaningful or just some kind of tokenism that is meant to appease them rather than facilitate true participation. The three theories are used in combination to provide a comprehensive lens to analyse female students' participation in the University Councils.

6.2 Anne's storied understandings and meanings

Anne has described herself as a female student representative with four main attributes, and these are; (a) focus on serving others, (b) pronounced leadership ethics, (c) young but assertive, (d) open and approachable. The sections below elaborate on the four attributes from Anne's narrative.

6.2.1 Focused on serving others

According to Gregory Stone, Russell and Patterson (2004), a servant leader focuses on the people that are led unlike the focus on the self. The feeling of being a servant leader is basically natural where one believes that they truly want to serve others first before leading them (Bowman, 2005). Mccann and Sparks (2018) argue that servant leaders begin with the natural feeling that they want to serve first before taking on leading. The scholars promote that a servant leader should always care for the people that they lead in order to deliver solution to their prioritised needs. From Anne's experience, it should be noted that she had gone through a period of availing herself to serve her colleagues in the pursuance of leadership. In a letter that she wrote to a friend, Anne expressed her experience as a servant leader as follows:

I thank God for the tremendous services that I rendered to the students and the entire community of the University as a female students representative on the University Council. During Council meetings, several of my debates won approval of the members of Council and the Chairman, for example, when a committee of technology brought a report for the approval of the increment of technology fees, I strongly objected giving reasons why the increment was not genuine (Chapter Five, page 85).

The extracts from Anne's experience shows that she was focused on ensuring that the students do not face the burden arising from fees increment. For the contribution on the floor of Council, Anne was appreciated by fellow students for having stood with them on the aspect since many already complained about high fees. In her narrative, Anne quoted her Vice Chancellor's guidance that "*Council is not a point of coming to sit without you defending the rights of students*" (Chapter Five, page 87). Relatedly, being a servant leader goes hand in hand with

giving a listening ear to the led. Anne expressed that she was “...a listening leader who does not discriminate among individuals whatsoever. When I stood for elections, I pledged to fulfil several promises as per my manifesto and my slogan was ‘I pledge service with love’” (Chapter Five, page 86). By her slogan during campaigns, it already portrayed Anne to fellow students as a person who provides a service to the people, and less concerned about her self-interests. Bowman (2005) advocates the view that servant leadership is evident from the leader focusing on the slogan ‘serve first – lead secondly’. From her slogan during the campaigns, ‘*servicing with love*’ (see Chapter Five, page 86), it is evident that even before taking up leadership as a female student representative, Anne portrayed herself as a servant leader. It also appears that her leadership practices were undergirded by such values of servant leadership Spears (2010) describes a servant leader as one who listens receptively to the ones that are led. The servant leader in her is also described in a letter that she wrote to a friend as follows:

I was able to relate with my fellow students through the good services that I rendered them since I had pledged service with love. In this I was able to defend their rights and to advocate for their welfare (Chapter Five, page 89).

van Dierendonck (2011) argues that a servant leader is one who is ever ready to learn from the experience and expertise of others. This also confirms the fact that Anne describes herself very well as a serving leader. She said:

I have gained experience through interacting with the Council members; I sit and then make arguments with these great men and at the end of it all, I become very visible since I would be at the same level with other Council members (Chapter Five, page 87).

The description above brings an understanding that Anne described herself as a female student leader who would go all the way to ensure that she fulfilled her leadership mandate amidst the prevailing conditions which were largely characterised by masculinity. Anne would not be intimidated by the fellow Council members who were mainly ‘great men’ and this enabled her to stand out during Council deliberations in order to serve fellow students. This came with confidence and conviction that the interests of the students superseded everything else. She fought for the students against all the odds as she was rather a young female student leader. She did all it would take to demystify the glass ceiling concept, which postulates that female leaders

have opportunities to take up leadership to higher levels but are always stopped by the invisible ceiling.

6.2.2 Pronounced leadership ethics

In her narrative, Anne describes herself as a leader who focused on ethical principles of leadership. Saĝnak (2017) reiterates that ethical leadership is about display of normatively acceptable conduct through personal actions and relationships with others. Anne's narrative clearly indicates that she describes herself as a leader who minds about professional ethics while pursuing leadership. She contended:

I am also a leader who can be entrusted with secrets; there are some issues discussed at University Council, which may not be for the consumption of fellow students. When I joined the University Council I swore the oath of service and oath of secrecy (Chapter Five, page 86).

By abiding by the oath of secrecy that she swore, Anne practices ethical leadership, since the leader in her would face jeopardy if fellow Council members learnt that she disclosed issues that they agreed to keep confidential. It is also evident from the narrative that Anne portrayed a rather high sense of moral character, which according to PCR (2012), is a key attribute of ethical leadership. Anne described her character in the narrative as follows:

I also display a high level of moral conduct since I have to serve by example. I do not engage in indiscipline like abusing University staff or even inciting fellow students to demonstrate. I believe in submission of issues to higher authorities for action (Chapter Five, page 86).

Saĝnak (2017) contends that promotion of moral conduct among followers and ensuring effective communication is a key attribute for ethical leadership. Barnes and Doty (2010) that ethical leadership is where a leader demonstrates acceptable conduct through personal actions and relationship with others. In the narrative, Anne described her own character as a leader who led by example:

I was a well brought up child, who was taught good moral behaviour since my parents never tolerated poor conduct whatsoever. This may have contributed a lot

to my growth into a leader from childhood. I have later come to appreciate that if one has to make it in leadership, they should learn to conduct themselves well. Though many times I pose a question as to whether leaders are born or made, I believe that I was born a leader but with time I have also been transformed into a better leader up to where I am (Chapter Five, page 85).

Barnes and Doty (2010) further contend that ethical leadership should bring out the credibility and authenticity of the leaders, displaying honesty, equity and respect to others. In her narrative, Anne described her conduct as follows; *“I am a very honest person, who always looks forward to leading by example* (Chapter Five, page 85). The narrative describes Anne as an ethical leader who would be trusted by others with their confidential issues and secrets. She identified herself as an honest person, having been brought out that way from childhood. The description implies that the attribute of honesty may bring out an effective leader. The other understanding from Anne’s identity is that female student leaders may get a platform to pursue leadership in a male dominated environment.

6.2.3 Young but an assertive leader

In her narrative, Anne describes her experience in the pursuance of her leadership role as a female student representative in the University Council as being assertive. The narrative indicates that on several occasions, Anne would assertively oppose proposals at the floor of Council especially when they had potentially negative effect on the students. Ames (2009), as well as Hayashi and Guonik (2017) define assertiveness as a character when one reacts to situations where her interests may conflict those of others. In the narrative Anne contended:

When a committee of technology brought a report for the approval of the increment of technology fees, I strongly objected giving reasons why the increment was not genuine. Upon these debates, members including the Chairman did not approve this and the committee members were asked to go and revise their report (Chapter Five, page 85).

According to Hayashi and Guonik (2018), a leader’s assertiveness leads to solutions which address interpersonal problems, increasing the sense of efficacy and self-esteem. This usually enables improvement of quality of the relationship between the leader and those they lead. In the

narrative, Anne clearly illustrates how her assertiveness during deliberations at Council sittings helped her win arguments which would have otherwise created strife among her fellow students. Lazenby (1998) argues that a leader's assertiveness would influence others, making him or her more effective in the pursuance of leadership. In the end therefore, Anne indicates that she would gain trust and confidence of fellow students which also built her self-confidence and esteem as a leader. She narrated:

I always stand for my fellow students when it comes to council decisions which would rather be oppressive towards them; and many of such decisions have on several occasions been withdrawn. This has rather turned me into an assertive leader, who usually stands her ground to pursue difficult student issues. The students usually indicate being satisfied with my representation on the University Council especially appreciating where I stood my ground for their cause (Chapter Five, page 86).

Lazenby (2015) posits that assertiveness is a person's tendency to actively defend, pursue and speak out for his or her own interests. While at Council meetings, Anne would express her own interests as a female student representative, which was generally representative of the interests of fellow students. The participant further shares that due to her assertiveness for students' cause during Council meetings, the Vice Chancellor described her as "*a young girl that stands in the gap for thousands of students at the University*" (Chapter Five, page 86). Agarwal (2011) asserts that through assertiveness leaders tend to influence the morale of their constituents, their satisfaction and perception about their leader, which brings about happiness and contentment. Hayashi and Guonik (2017), in support of the argument also promote that assertiveness in leadership brings benefits to the whole group. In Anne's narrative, she may not agree more since she also contends that on successfully protecting their interests. She explained; "*I believe the students become happy with my effort*" (Chapter Five, 86).

The narrative gives an understanding that by being assertive, Anne was able to execute her leadership mandate in a masculine environment. It also implies that if female students are to gain a clout on leadership in higher education institutions, where leadership is male dominated, they need a level of assertiveness. With the attribute of assertiveness, female student leaders may be

able to gain access through the glass ceiling, which limits them to effectively pursue leadership at a higher level.

6.2.4 A leader with effective communication

Effective communication is a key attribute to any successful leader. In order for one to become a great leader, effective communication is key (Luthra & Dahiya, 2015). Anne explained that she had had free interactions with fellow students, which made it a very cordial relationship. This allowed ease in capturing their issues as well as giving them feedback. Due to the open communication style, Anne has been able to attract other fellow students to join leadership at the University. She explained:

... they gave me the respect I deserved, cooperated with me and I interacted with them freely; some of whom I became their role model and as a result, many students with the vision of aspiring in students leadership came to me for consultation. This has created more trust among students in me as their leader, and many others that cannot be easily expressed here (Chapter Five, page 90).

Luthra and Dahiya (2015) argue that leadership communication is about inspiring and encouraging individuals or groups through sharing of information. Anne seem to have lived to this argument since she explains that she was able to freely communicate with any person during her leadership tenure. She was able to communicate with confidence, with an open mind and in a focused way. She was easy to approach yet she would also be a listening leader. These constitute a big part of the attributes of communicative leadership as promoted by Luthra and Dahiya (2015).

With effective communication, leaders are able to pursue their leadership mandates. Collinson (2017) defines effective leaders as those who successfully mobilise followers to achieve a collective purpose by engaging their motives. Anne was such a leader who would easily interact with fellow students so as to take lead in pursuing their desires. She explained:

I was able to relate with my fellow students through the good services that I rendered them since I had pledged service with love. In this, I was able to defend

their rights, advocate for their welfare right from the guild level up to the University Council as a result of their observation of the services, they gave me the respect I deserved, cooperated with me and I interacted with them freely (Chapter Five, page 89).

With effective communication, Anne was able to undertake her leadership mandate at the highest level in the university. The narrative indicates that in order for female students to access high level leadership, they need to learn the attribute of effective communication. This would be one of the ways for them to demystify the stereotype that leadership in higher education Institutions and Uganda in general is a reserve of the males.

6.3 Irene's storied understandings and meanings

In Irene's narrative, four unique meanings were captured about her. She describes herself as (a) an empathetic leader, (b) has leadership in her genes, (c) approaches leadership with a motherly touch and (d) she is a multi-tasker. In subsequent sections, an elaboration on the four characteristics is being presented.

6.3.1 The empathetic leadership

Gentry, Weber, and Sadri (2011) posit that when a leader is able to express and relate to the thoughts, emotions, or experience of others, they are empathetic leaders. Irene is one such leader, who always looked out to help fellow students who faced some challenges whether academic or personal. She explained:

Among other issues is when some students run to me when broke and as a leader, I draw from my pocket and bail them out. This also makes me an empathetic leader who also stands by fellow students when facing challenges (Chapter Five, page 98).

Cummings (2012) defines empathy as being able to appreciate another person's point of view or to identify with and enter into another person's feelings and emotions. Irene's narratives suggest that she would find it hard not to help out a fellow student who may be going through some challenges. One time when they made a study trip to Butabika Hospital, one fellow student

encountered health challenges and Irene narrated how she had to go out of her way to help the colleague:

... we went to Butabika Hospital and one of my class mates collapsed on the bus. I was a bit hard up but our generous Professor helped out; we took the girl, who had collapsed to a nearby clinic and on testing her, she had 'plus 5' of malaria parasites -- she was going to die! So we had to run around to make sure she is put on drip. When we called her home, nobody was willing to respond since even the parent argued that; 'since the girl was at the University on a programme, why couldn't the University take care of her!' So we had to really work out our best to see that she was treated. I also find myself intervening when at times students fall sick at night and there is no immediate response. I utilise money from my little savings to ensure that my fellow students are in healthy state (Chapter Five, page 98).

The understanding of Irene's narratives is that she was always available to help out when fellow students were going through several challenges. Ketelle, Mesa, and College (2006) argue that if leaders develop the understanding of feelings their leadership may become successful while creating a better relationship between leaders and the people they lead. By just appreciating fellow students' challenging situations, Irene came out to help within her own means. She further explained:

There is one student, a girl who comes from Kampala City and she wants to do her internship here; so I told her that I will give her a room at my home. So other than fellow leaders, this home is also open to the students (Chapter Five, page 99).

Kemp (2015) asserts that empathy of a leader can be displayed through lending a hand, removing roadblocks, and providing support and/or resources. This is evident in Irene's narrative that she was ever ready to give a supportive hand to fellow students who were facing challenges. It also implies that, besides pursuance of the representation aspects of students on the University Council, Irene was also ever ready to understand feelings of her colleagues and support them when challenged emotionally and physically. According to Mccann and Sparks (2018), such leaders grow as persons, they become healthier, wiser, freer, and more autonomous.

The narratives bring an understanding that Irene was able to pursue her leadership mandate partly because she was a rather empathetic leader. This implies that in order for female students to gain access to higher education institution leadership, they may need some level of empathy from others. Irene managed to beat all odds and stereotypes about female student leadership partly through being empathetic towards the fellow students. Meanings drawn from Irene's narratives are that from her childhood she was a rather empathetic leader, which enabled her leadership to grow healthier and she became rather wiser as a leader. She gained some level of autonomy since fellow students appreciated her empathetic gestures. Therefore, she would execute her leadership mandate with confidence however much leadership at the university was rather male dominated.

6.3.2 Leadership traits in the genes

Understandings from Irene's narratives indicate that Irene is a natural leader; this is one of the meanings she attached to leadership. She believed that her leadership is generally in the genes and she was given a firm leadership foundation from childhood. When young people are given opportunity to pursue leadership in a sustainable manner, chances are that they may carry leadership skills into adulthood (Kahn, Hewes, & Ali, 2009). Due to the exposure to leadership at an earlier stage, the child gains confidence and self-esteem to pursue leadership. Irene was nurtured into a leader right from childhood when her parents entrusted her with playing leader even for home errands, however much she was the youngest. One of her narratives went like this:

...right from childhood, I think I was born a leader. Much as I was born the eighth out of eight (8) children in my family, I still have memories of when my mother would give us some duties; even when she was sending us to take something or to buy something, you know this is an African society where you share, she would always tell my elder siblings to allow me go and do the talking (Chapter Five, page 96).

Sacks (2009) argues that preschool children who were gifted in leadership had high verbal abilities which enabled students to easily convey ideas, communicate feelings and give

directions. This also confirms Irene's narrative that she would lead her older siblings and when they reach where the mother had sent them, she would do the talking. She also contended; "*I later loved that she trusted me more than the other siblings and they always say at home that I am talkative*" (Chapter Five, page 96). Riding on the family background, Irene continued pursuing her leadership traits through school up to University. Irene also contends that leadership also runs in the family. She narrated:

My leadership has also been shaped by my family background. I had a few of my siblings who took up different leadership positions in the different institutions where they attended. I have some elder sisters who are also doing leadership; one is headmistress at one of the schools (Chapter Five, page 96).

At school, Irene learnt more about leadership through her literature studies which also moulded her into a better leader. She further explained:

...when I went to high school I studied literature and we were exposed to leadership especially about appreciating life. So this helped me a lot to appreciate challenges and to take on tasks and responsibilities (Chapter Five, page 96).

Kahn, Hewes and Ali (2009) contend that though nurturing a child to attain a leader self-view as a possible self is important, developing individuals to explore what constitutes exemplary followership as part of the actual self later in leadership should be emphasised. This argument is in support of the fact that though Irene had been nurtured into a leader at an earlier stage in life; her leadership had to be developed further through education at a later time. This made her a better leader along the way through building her confidence and self-esteem. She further explained:

I think that in a way, right from childhood I already saw myself as a leader and even that is how I got here. By the way, I would even tell you that I did not campaign for this position of leadership. I picked nomination forms and there was nobody contesting against me so when the other person who had picked the nomination forms for Guild President went through, in my constituency there was no contestant so I just found myself unopposed and eventually I became a students' female representative. Wherever I am, I find myself with people; I find

myself taking leadership positions. Even where I am not appointed, I just would not want to see things not going the right way. In my class at the University even where I was absent during elections, when I came back I found that they had already elected me as Class President (Chapter Five, page 96).

The above narrative gives an understanding that Irene identified herself as a born-leader rather than made. Perhaps, one might say that some female student leaders who gain access to high level leadership, in higher education institutions ride on their in-born leadership traits. Meanings that they attach to such beliefs might assist them in terms of enhancing self-confidence in their leadership abilities. Obviously, when she says that leadership is her genes, this seems to be a metaphor which depicts her extended exposure to leadership opportunities early in life. For instance, in pursuing this argument, Irene says that she gained from exposure into leadership from childhood through infant school up to university. She may have appreciated being nurtured into leadership as a child, following from her own traits and then later exploring exemplary followership from the people she led. These understandings about leadership abilities have clearly assisted Irene as a female student leader to enhance her self-belief as a leader. Consequently, this may help enhance the foot prints and profile of female student leaders in higher education institutions.

6.3.3 Leading for results

It is important leaders have goals that they want to achieve through their leadership practices. Therefore, results based kind of leadership becomes important. Obiero (2012) advocates the view that if students participate in leadership and decision-making processes at the University, it will be very easy to see them identifying with outcomes of such processes, thus minimises student related administrative problems. Irene was such a leader, who seized the opportunity to participate in the University decision-making process. Along the way, by taking such an approach, she would be giving power back to fellow students, and she believed that it is the only way her leadership would yield positive results. By sharing governance, students feel more positive about University goals and objectives (Obiero, 2012). Irene was given the opportunity to deliberate before the University Council like she explained:

We (I and the Guild President) were respected by fellow Council members; any issue that was to be discussed and passed, our views as student representatives was keenly sought at the Council. Every time I received invitation for council meetings, I consulted my fellow students on what they think I should present on table, and I would do exactly that. This eased my work as I did not always have to figure out everything on my own. Students also felt I always gave power back to them (Chapter Five, page 98).

Middleton (2013) posits that leadership is about inspiring others towards delivery of results. At the University, students would always look forward to their own improved welfare as well as academic excellence. In pursuance of her leadership as a female student representative on the University Council, Irene contends that she had to deal with a lot of expectations from fellow students. Her narratives suggest that the leading role for her as a female student representative on the University Council is to ensure that students' issues are deliberated and resolved. Over time she has done all it would take to ensure that this is achieved. She further explained:

I believe I make a good representation of students on the University council because I always take up views from the students, which gives them a voice on the highest decision making organ in the University. I always consulted them, asked for their opinion on various issues that affect them. There have been a lot of issues which students felt should be resolved at Council and I, as their representative have tried my best to make the best presentation on the floor of Council (Chapter Five, page 97).

Irene played a very important role in ensuring that the University leadership has a strong and healthy relationship with the students, and these stakeholders form part of the main clients. It may not be very easy for the organs to operate in isolation since the universities require what Obiero (2012) calls ideas, energy and talent, while the students need careers, opportunities. It is through shared involvement at every level of the university structure that students may succeed in identifying themselves with the institution and also with the attainment of their highest level of academic and personal development. However, in the narrative, Irene indicates that students had lot of expectations from her as their leader, thus not an easy task to achieve results wholesomely. She explained:

Students have 101 expectations of my leadership. First of all they always would not want anything that may disrupt their academics. They come to me with issues to do with tuition payment especially penalties for late payment. I, together with fellow student leaders find myself pleading for students who have challenges when it comes to timely tuition payment; some students are parents - I am a parent myself; they have dependents thus, always being one of the last people to pay tuition! The other 'major' issue for students is to ensure holding a successful fresher's ball and handover ceremonies (Chapter Five, page 98).

According to Klemp and Consulting (2008), if leaders are to be effective they definitely have to set direction and focus on results. Irene is one such leader who, from the narrative, indicates that she has performed her role as a female student representative focusing on achievement of results. She explained; *"I, together with the Guild laid strategies to have several of the issues resolved and implemented by Council and management respectively"* (see Chapter Five, page 99). One of the major results expected of the female student representatives is to ensure that student issues are submitted for resolution at Council level. The narrative indicates that Irene has succeeded in this.

The narratives further indicate that Irene is such a proactive student leader amidst a lot of opposition from fellow Council members. Klemp and Consulting (2008) posits that leaders need to have a skill of being able to initiate effort through being proactive. By so doing, they drive change through taking risks so as to shape things. The argument concurs with Irene's narrative which stated:

...every time I go to attend Council meetings and try to present such issues, there are only a few council members who may stand with me, saying 'let us give the students what they deserve', but there are those who will be against the whole idea, which causes a state of friction with them. At times I even observe a change in mood of some of the Council members, who may be against the issues that I present before Council. However, the Council Chairperson is very cooperative since she has a passion for students and she is a mother herself. Whenever I put up my hand to make a contribution before Council, the Chairperson would always

be quick to give me the audience. This has also helped me in the pursuance of my leadership role as a female student representative (Chapter Five, page 100).

Meanings drawn from the narratives and literature suggest that Irene was able to shine as a female student leader partly because she focused on results to be achieved. Literature (Buchholz, 2008; Notar, Uline & King, 2008; Jones, 2007; Imboden, 2014; Ghzawi, 2016; and Bogue, 1992) has shown that effective leaders are those who focus on delivery of results. The narratives further indicate that in a male dominated setting, female student leaders need to focus on creating a change among the students' wellbeing at their respective higher education institutions. This can only be ensured by focusing on presented student issues and being persistent in presenting and following them up to their logical consideration.

6.3.4 Balancing motherhood and leadership

Every human being is in one way or the other, involved in multiple responsibilities some of which are professional and some are personal. Similarly, female leaders are affected by such realities. In that regard, Ngunjiri (2009) argues that one way in which women fulfil their purposes in life is through motherhood including giving birth, nurturing, and sustaining of human life. As Irene pursued leadership as a female student representative in a University Council, she equally had motherhood responsibilities too, to undertake. Responsibilities as a mother would require her to be at home in order to take care of the husband's welfare as well as that of her children. She acknowledges that leadership would not have been successful without support from her family members. She explained:

Leadership comes with its own challenges and sometimes I have to stay at the university up to late, respond to emergencies and other student issues. Every time I left home, I would come back and find everything intact; thanks to God for my supportive husband and niece who always took care and supervised children's homework whenever I went away for meetings, conferences, training and other duties (Chapter Five, page 103).

Irene appreciates that it would be very hard to pursue her leadership duties as a female student representative without the help of her husband. On several occasions her own children would

encounter health related challenges, yet ideally as a mother she would have been present to provide the necessary care. Ngunjiri (2009) posits that women should not be seen to be the custodians of all burdens, they should instead be seen as serving an important role of holding the family together through thick and thin. Irene further narrates that at times, she would be away from home on University Council's business as a leader and as such, would not be in a position to undertake her motherhood roles. She shared one such scenario:

I remember one time I was in Jinja for almost a week for Council induction training yet I left a sick child at home; his father who also works in Apac had to abandon his duty to come home to attend to him in my absence. Sometimes I travelled to places on my family account, only to be compensated later when funds from the University are released. Without my family's support, I don't think I would really succeed in leadership! (Chapter Five, page 103).

Irene's narratives highlight difficulties of playing multiple roles of motherhood and student leadership in the University Council. She noted, for instance, that her leadership mandate at the University at times required her to stay for long hours in order to effectively execute her functions. This was due to other student leaders who never minded about time especially for scheduled meetings. She explained:

Sometimes we are invited for meetings which delay to start due to several members not minding about time! When we finally start the meetings, some members derail the deliberations leading to adjournment in the night yet some of us would be having other responsibilities to undertake. Being a mother myself, I would have to go back home and help out my children with homework, prepare dinner, bathe the little ones, yet I would also have to read for tests and exams, as well as preparing myself for the next day! (Chapter Five, page 105).

Meanings drawn from Irene's narratives and from literature (Alomair, 2015; Hamdan, Alexander, & Al-Hattami, 2016; Alexander, Guta & Poole, 2014; and Peus & Traut-Mattausch, 2013) are that one of the limiting factors for female student leadership would be the several other responsibilities that come from societal ascription. This argument is in agreement with Hoyt's (2010) assertion that both domestic responsibilities and contemporary workplace cultures may

differently impact females and their male counterparts in the domain of leadership. Women are involved in many duties and responsibilities that their male counterparts are normally excluded from. Evidently, issues of gender play a prominent role in increasing the burden that female leaders have to carry daily as they go on their professional and personal lives. Some may have motherhood responsibilities while others may have several chores at home. Irene was able to pursue her leadership mandate riding on support of family through occasionally undertaking her ‘would-be’ roles. This also demystifies the stereotype on gender ascribed roles, where males may also take up roles that society may ascribe to be for females. Multiple responsibilities may distract a leader from performing important duties. What we are learning from Irene’s story is that by virtue of having a supportive family structures in the form of her husband, she managed to overcome the challenges posed by her circumstances. She was able to maintain a healthy balance between motherhood and leadership responsibilities. Consequently, such a situation facilitated effective participation of female students in leadership of higher education institutions. By female leaders retaining effectiveness as leaders and women, they can demystify the glass ceiling concept of difficulty by female leaders and reach high level leadership, usually regarded as a male preserve.

6.4 Pauline’s storied understandings and meanings

In her narratives in the previous chapter, the meanings and understandings of Pauline’s leadership can be described as falling into four major categories. (a) She is a good listener, (b) She leads amidst a chaotic environment; (c) She rides on family and friends’ support, (d) She leads with humility.

6.4.1 A good listener

Good listening skills are regarded as some of key the ingredients for good leadership. Mccann and Sparks (2018) for instance, argues that in order for leaders to be effective, they should be good listeners. Mccann and Sparks (2018) further argue that people would always appreciate leaders who listen to them carefully, trying to understand what they say while they would not be

offended when they are asked for clarity. According to Engen (2012), leadership on a very large extent, depends on interactions between the leader and their subjects since this is what enables relationship building. The argument advanced by the above-mentioned scholars promote the view that if one is to be a good leader, there is need for them to do more listening than talking. In Pauline's narratives, she clearly articulates the view that one of her strategies to succeed in her leadership role was to give audience to the fellow students in order to capture their views while also giving them well founded feedback. She explained:

In order to effectively interact with my fellow students I always undertake my research well to remind myself of their issues and how far they have been responded to. Often, the students look at us negatively especially due to unresolved issues that they may have previously raised. I have always interacted with students through talking to them both as individuals and in groups in a humble manner. I always use these interactions to give the students feedback, while I also capture their views on prevailing circumstances. My interaction with students is always nice since we listen to each other (Chapter Five, page 109).

Listening develops relationships between the leader and those that they lead which builds a better understanding of their character and interests (Engen, 2012). Pauline deployed her listening skill while using different communication modes to interact with fellow students. Cummings (2012) contends that by being a good listener, one becomes an effective communicator as well as an empathetic leader. Pauline's narratives also described the listening leader in her as:

Other forms of communication to students that I use include posters, notices, media, letters, e-mail and many other modes. However, face to face interactions are more effective while interacting with the students. Since I may not reach each and every student, at times I engage their leaders at a lower level so that they may deliver the feedback and also capture the views of the students (Chapter Five, page 109).

If a leader is to be empathetic, then they have to be good listeners. According to Cummings (2012), one cannot achieve empathy when they do not hear what others are saying, yet empathetic listening facilitates the ability of a speaker to fully express his or her thoughts and

feelings. A lot of listening is exercised at the different meetings held by student leaders to capture issues that may require attention of management and Council. Pauline explained:

We as student leaders meet to informally share experiences and views about our respective leadership mandates and also strategies about addressing pertinent students' issues. At the meetings, reports are submitted from different ministries dwelling on achievements, challenges and proposed strategies and actions. This gives me, as a female student representative on the University Council, chance to capture the issues that I present before Council (Chapter Five, page 110).

A leader may only receive positive assessment and respect from the people they lead if they are good listeners. It is through good listening that two parties may communicate effectively, and reach mutual understanding. Pauline describes how fellow students appreciated her contribution during her leadership tenure. She explained:

As a female student representative to the University Council, I have good memories as I executed my mandate. This was exhibited with the respect I got from students, for example the students have a positive attitude about Council members, and hence making positive comments that have built my self-esteem about leadership (Chapter Five, page 111).

The narrative describes Pauline as a female student leader who was able to create relationships with fellow students. Klemp and Consulting (2008) posit that for one to be an effective leader, one needs to understand the importance of strong relationships built on trust and respect. Pauline is such a leader, who though she indicates that fellow students were not easy to please, her character enabled her to create a strong relationship with them.

Meanings drawn from Pauline's narratives and from literature (Luthra & Dahiya, 2015; Collinson, 2017; Mccann & Sparks, 2018; Engen, 2012; Cummings, 2012) are that effective leaders should be good listeners. Pauline describes her identity as a leader with good listening skills which enables her to capture fellow students' issues and getting feedback on her leadership. This attribute has also led fellow students into respecting her more since they appreciated that she gave attention to them in order to share feedback. This has also enabled her

to build a strong relationship with her constituents – the students. This may also have enabled Pauline to gain empathy from fellow students and thus leading to effective pursuance of leadership mandate. One lesson to draw from this is that Pauline and other female student value the skills of good listening, and they believe that such skills can assist female leaders gain access to leadership positions in higher education institutions. Obviously, effective leadership might help partly demystify the glass ceiling concept that high level leadership is a preserve for the males.

6.4.2 Leading amidst chaotic situations

According to Hyypiä (2013), leaders need to adapt to chaotic environment by applying appropriate leadership behaviours that will assist in bringing order. In support of the argument, Baltacı and Balcı (2017) contend that leaders need to adopt a flexible, interactive, dynamic and adaptive work method if they are to succeed in a complex environment. In her narratives, Pauline indicates that while pursuing her leadership role as a female student representative in the University Council, she faced numerous challenges which pointed to strife among fellow students. Amidst the chaotic environment she managed to capture students' burning issues for submission to top management and Council for action. She explained:

Often times the students look at us negatively especially due to unresolved issues that they may have previously raised. I have always interacted with students through talking to them both as individuals and in groups in a humble manner. I always use these interactions to give the students feedback, while I also capture their views on prevailing circumstances (Chapter Five, page 109).

Such chaotic and complex environments may not deter a leader from pursuing their leadership mandates since it may all go back to identifying ways of coping with such an environment. Pauline further narrates that the students would at times reach an extent of demonstrating if they felt that their issues were not being addressed especially to a point of them being resolved. She explained:

...they would threaten to burn or smash windows of administrators and lecturers' vehicles, which are parked nearby. This is one of the worst experiences during my leadership tenure as a female student representative on the University Council (Chapter Five, page 110).

Meanings from the narrative indicate that there were times of tension created by students due to their dissatisfaction with their female representative on Council as Pauline explained: *“students always accuse me of not presenting their issues to the University Council which is not the case (see Chapter Five, page 110).* However, she managed to create a favourable working environment with the students and in the end, they turned around and show appreciation for her leadership role. Hyypiä (2013) contends that if there is an unpredictable environment, it may not imply that there is total chaos to deter functionality. Effective leaders need to focus on the utilisation of their leadership skills to appreciate the complexity they are operating in and to create interactive relationships with those they lead (Baltaci & Balcı, 2017). Pauline also followed from this argument in order not to give up on her leadership mandate. In the end she managed to calm the students down through creating a friendly atmosphere during interaction.

Pauline contends that among the strategies that she used to survive such a chaotic working relationship with fellow students was to always ensure that their views are captured and submitted at different fora. She utilised both formal and informal meetings with fellow student leaders so as to lay strategies on solving student issues. Baltaci and Balcı (2017) contend that in chaotic circumstances, leaders need to immediately utilise the informal process to attain solutions to prevailing conditions. According to Pauline, Representatives of the students at lower levels would submit reports to the Students Council from where issues would be captured. She explained:

We as student leaders meet to informally share about our respective leadership mandates and also strategies about addressing pertinent students' issues. At the meetings, reports are submitted from different Ministries dwelling on various issues like achievements, challenges and proposed strategies and actions. This gives me, as a female student representative in the Council, chance to articulate and reflect on issues that I present before Council (Chapter Five, page 110).

Klemp and Consulting (2008) assert that in order for one to be an effective leader, one needs to have a skill of influencing others. That is the essence of the concept 'leadership'. Leaders should be highly persuasive in one-on-one discussions with the people they lead and make them agree to the path that the leader believes should be taken. Though Pauline served as a female student representative in chaotic circumstances, she managed to make students see sense in abandoning their course of action largely through persuasion. Pauline persuaded fellow students to appreciate her contribution towards their wellbeing at the University. In the end she acknowledged:

In a nutshell I should say that students are generally happy with my leadership due to the milestones that I have managed to deliver from my manifesto. They are so respectful of me and my other student leaders (Chapter Five, page 111).

Meanings drawn from her narratives and literature (Mccann & Sparks, 2018; Baltaci & Balci, 2017; Hyypiä, 2013; Cummings, 2012; Engen, 2012) are that in several instances, effective leadership is pursued in chaotic situations. Pauline described herself as a humble leader and effective listener, and such attributes enabled her to calm fellow students down in instances when they threatened to create havoc especially when they realised that their demands and concerns were not being resolved. Literature (Baltaci & Balci, 2017; Vaari, 2015; Dean, 2014; ; Hyypiä, 2013; Yukl, 2008) also contends that since leadership environment is rather complex, then leaders should be able to adopt a flexible, interactive, dynamic and adaptive work method.

6.4.3 Focused on self-development

The value of leadership would be put into serious question if it is not geared towards bringing about development, and there cannot be any institutional development if individuals within it are not developing (Bhengu, 2013). One way in which to ensure personal growth is to focus on self-development. Effective leaders always focus on acquisition of knowledge and they are always eager to learn by doing (Klemp & Consulting, 2008). Pauline's narratives indicate that during pursuance of her leadership mandate, she has actually embarked on a learning trek through her own desire to learn and with support from fellow Council members and students. This is how she put it:

My leadership skills have been developed through creativity, as well as support from the Council members and fellow students. These have encouraged me to become a leader even in the future. This has given me a good memory on how my capacity as a female student leader has been built during my tenure (Chapter Five, page 116).

In the narrative, Pauline indicates that she also took advantage to learn from the experiences of fellow Council members, Management and other University key stakeholders. This was also in tandem with Klemp and Consulting's (2008) argument that for any leader to count themselves effective they should front learning from others as very important. She explained:

I have interacted with experienced leaders including head teachers, Vice Chancellors, Deans, Government Officials and leaders from the private sector. One important aspect that I have learnt is that if one is to be an effective leader, they have to do a lot of listening than talking (Chapter Five, page 115).

Meanings from the narratives are that Pauline benefited from the availability of opportunities to learn leadership. She was rather creative in executing her leadership mandate, and that enabled her to ride on the exposure through interaction with fellow Council members and other experienced university players like members of Top Management. Literature (Bhengu, 2013; Boyce, Wisecarver, & Zaccaro, 2005; Snow, 2003; Klemp & Consulting, 2008; Reichard & Johnson, 2011) also promotes the notion that effective leaders need to focus on gaining leadership knowledge as they pursue their mandate. Leadership of female students may also be promoted through taking interest to learn from the experienced leaders. By pursuing this line, female students may break the glass ceiling to access high level leadership responsibilities in higher educational institutions.

6.4.4 Leading with humility

The narratives consistently used by Pauline to characterise her understandings of what it means for her to be a leader suggests that humility forms the core of leadership practices. According to Strüfing (2014), humility of a leader is displayed by knowing one's limits, appreciating faults and mistakes, acknowledging followers' strengths and contributions, as well as opening up to

learning through listening, observing others and learning by doing. Pauline's leadership epitomised all these values. Pauline displayed lots of humility and respect for her clients during pursuance of leadership due to her humble nature. She explained:

I am an honest person and I always present views and deliberate objectively, with sensitivity and integrity at Council sittings. I am trustworthy in all aspects since by being a leader, one has to be really trusted by the people they lead which also shows capability to represent their views to Council. I am also polite and approachable by all fellow students, management, staff and fellow Council members. I am a confident leader, but also a simple person to relate with (Chapter Five, page 109).

Strüfing (2014) argues that leadership with humility comes with the leader's ability to acknowledge mistakes and taking responsibility for them. In her narratives, Pauline indicates that through her nature of being polite and humble, she would easily acknowledge mistakes on behalf of Management and Council. She explained:

At times when I approach the Vice Chancellor about students' issues, he would accept to resolve it to the delight of students. It becomes very easy for me to give fellow students that kind of feedback unlike when nothing is done. But even where there are delays to resolve some issues, it becomes easy to explain them out to students in a humble way (Chapter Five, page 112).

Some of the understanding we can draw from Pauline's narratives are that for her, effectiveness of the leadership mandate, leaders need to be humorous and honest. Pauline also identified herself as a trustworthy, polite and approachable leader. She was rather confident in the pursuance of her leadership mandates. Therefore, it is evident that a blend of attributes facilitated Pauline to gain trust from fellow students thus also contributed to effectiveness of her leadership mandate. Literature (Strüfing, 2014; Lawrence, 2006; Sietsma, n.d.; Baxter, Hastings, Law, & Glass, 2008; Chiu, Huang, & Hung, 2012) also emphasised issues of humility through recognising followers' contributions, if leaders are to be effective. Female students may also gain a clout on participation in higher educational institution leadership through displaying high level of humility, honesty and trustworthiness.

6.5 Jesca's storied understandings and meanings

Jesca's narratives in the previous chapter indicate that she undertook her leadership mandate as characterised by four major traits as it was the case with the other female representatives that served in the University Councils. These four are (a) articulacy as key to leadership success, (b) being a role model, (c) being a responsive, positive thinker and (d) Having the ability to handle provocative situations. This is described in the sub-sections below.

6.5.1 Articulacy as key to leadership success

Danziger (2013) posits that in order for one to show potential in leadership, one should be able to animate their audiences with passion for their cause. Jesca was such an articulate leader, who had the ability to communicate to fellow students with ease in order to fulfil a certain cause. Her narratives demonstrated a belief that her leadership was inborn and that she found herself always selected to take up leadership due to her articulacy. She noted:

It is like when I go into a community, sometimes there are many at the end of the day they will front me as their group leader, because maybe sometimes probably I can articulate issues more than they do. I do not know why but I think it is something that is born within (Chapter Five, page 116).

Bolden (2004) asserts that effective leadership comes partly due to effective communication. Jesca shared similar views and convictions that though she was in a male dominated school at high school, she would easily and confidently articulately communicate to student groups. She explained:

In Senior Five, I became president of various clubs and just because I stood up one day in my class and on that first day when they tell us to introduce ourselves, I am [was] able to introduce myself articulately and in the school that I was in, it was a male dominated school whereby ladies would never like to stand up for themselves (Chapter Five, page 117).

Meanings from Jesca's narratives and literature (Fullan & Quinn, 2016; Sharma & Jain, 2013; Michel & LeBreton, 2011) are that by leaders being articulate and able to gain the audiences they

are communicating to, they share feedback from their followers effectively. Jesca identified herself as such a leader who rode on these skills in order to gain the confidence of her followers in a masculine environment. Articulacy, according to literature (Elmore, Forman, Stosich, & Bocala, 2014; Fullan & Quinn, 2016; Sharma & Jain, 2013; Michel & LeBreton, 2011), enables effective communication thus leading to effectiveness in pursuance of leadership mandate. Drawing from her storied understandings and meanings, also confirmed by views from various scholars, one can argue that learning and utilising skill of being articulate might assist enable female representatives to gain confidence and thus recognition as able leaders.

6.5.2 Being a role model

In order to have effective female leaders in society, there is dire need for role modelling by those who are already in leadership. When female role models in leadership positions are scarce, then gender stereotypical construction of leadership becomes more pronounced (Sealy & Singh, 2008). Jesca attested that in the pursuance of her leadership mandate, she made attempts to ensure she projected herself as a role model to fellow students. She also mentioned that, sometimes, she was not doing it consciously. She explained:

I have always been this kind of person, who not necessarily is elected, but I always lead by example. And usually people around me do follow what I do. But it is not something that I do knowingly (Chapter Five, page 121).

Followers need to first like their leaders if they are to trust them yet trust-building is crucial. Ultimately, a leader's task is to convince his/her audience that his/her values, judgements about what is worthwhile, are worth emulating. Therefore, the task becomes much easier if the leader's personal credibility is high. This means that they do not only have good ideas, but also have solid experience, a fine reputation, and most of all, a personality that very quickly exudes wisdom, warmth, confidence, and energy (Danziger, 2013).

Morgenroth, Ryan and Peters (2015) contend that role models gain a lot of social influence and thus, can influence role aspirants in a number of ways. When leaders act as role models, they tend to attract a lot of listenership since the followers would have confidence in them

(Morgenroth, Ryan & Peters, 2015). Relatedly, leaders who are role models stand out to be motivational leaders (Mühlbacher, 2009). This argument suggests that by a leader being a role model for his/her followers, followers will be motivated, and this would lead to their trust and confidence in their leaders. This facilitates effective leadership.

Meanings from the narrative are that Jesca identified herself as a role model in her pursuance of her leadership mandate. Literature (Morgenroth, Ryan & Peters, 2015; Sealy & Singh, 2008; Mühlbacher, 2009) also supports the view that for effectiveness of leadership, leaders need to lead by example since that is one of the most effective ways for them to gain the confidence of their followers. By being a role model, Jesca may have gained solid experience in leadership as well as a fine reputation and confidence to pursue high level leadership at the university.

6.5.3 The responsive, positive-thinker

Leaders have to be able to think positively and adapt to various situational demands in order for them to succeed. If leaders are to fulfil their mandates and functions, they need to present themselves with a level of positive thinking (Collinson, 2017). In her narrative, Jesca explained that she may not just do anything before critically thinking it out. She contended:

I am very critical and analytical so before I say something, I would think about it so as to know its negatives and positives. That is why most of the time in Council meetings I do not say anything until there is a pertinent issue to deliberate. Most of the time in Council when the issues being discussed do not concern students for example staff salaries I would rather listen and take note without deliberating (Chapter Five, page 116).

Caspar and Hall (2008) advance the view that for leadership to be effective, the leaders need to be responsive to their followers' needs. Jesca narrated a story that during her tenure as female student representative in the University Council, she focused prioritised students' needs by ensuring that such needs were actually responded to. She explained:

I have been very responsive to students' issues by presenting them to the respective responsible parties. I have been very much in contact with the Deputy

Principal who is also a member of the Council. Since we have outsiders on Council, I do not present some very sensitive matters there, but I engage management to have them resolved (Chapter Five, page 117).

Notions and the essence of responsive leadership cannot be underrated since it facilitates development of genuine communication, compassion and empathy (Hemalatha, 2012). This may be supported by effective communication, where the leader gives more attention to the needs of the followers. Jesca was such a leader who would always listen attentively to her fellow students in order to capture their needs for onward response from university organs. She narrated:

In general terms, the students indicate that they are satisfied with me as their female student representative on the University Council. They always indicate that I am ever available to capture their issues and follow them up with management for solutions (Chapter Five, page 118).

The meanings drawn from the narratives are that Jesca identified herself as a rather critical leader, who paid attention to detail. This also brought out her other attribute of a listening leader, who would only contribute on getting clearer understanding on issues under deliberation. Literature (Collinson, 2017; Hemalatha, 2012) also contends that such leaders would have genuine communication, compassion and empathy, which attributes would lead to effective pursuance of leadership. If leadership of female students is to be promoted, female student leaders need to learn the skill of critical responsive thinking, which may lead to effectiveness in leadership.

6.5.4 Ability to handle provocative situations

In any organisation there are instances where hostilities and provocations erupt, and the leader's ability to successfully handle such situations becomes critical. Examples of provocation can include scenarios and actions that aim to explicitly verbalise the leader, creating fears and socially unacceptable feelings so that issues can be dealt with (Roper, 2000; Martin, 2014). . Usually, people who engage in acts of provocation do so to destabilise leaders, and bring about a

situation where there is loss of control on the part of the leader, and additionally, it is gender biased and outdated (E-theses, 2011). Therefore, there is a need for leaders to develop strategies to deal with provocative tendencies on the part of their followers. In a public university setting, the students tend to become provocative so that attention may be drawn towards weaknesses of the leader. Jesca narrated that one of the challenges affecting her leadership mandate was handling provocation from fellow students. She explained:

There have not been major challenges during my tenure as female student representative on the University Council. Many of the issues have to do with personal character of the people I may have dealt with, where some are so provocative (Chapter Five, page 121).

In her narratives, Jesca admits that initially, she used to feel very bad after facing provocation from her followers. However, later on she learnt how to manage the situation like she explained:

Initially, I would be mad at such people but I have since developed a better emotional intelligence which enables me to ignore some actions. There are students who are very provocative and will say things like; “this guild has done nothing for us. These would try to get the worst out of you, yet it would only be propaganda which is not of any relevance (Chapter Five, page 121).

Meanings drawn from Jesca’s narratives are that she identified herself as a leader with a high level of emotional intelligence who was able to handle a lot of provocation especially from the male students. This allowed her to undertake her leadership mandate amidst followers with different characteristics including the provocative ones as also stipulate in literature. This is another skill that female student leaders may need to have to survive and thrive in leadership responsibilities at higher education institutions.

6.6 Stecia’s storied understandings meanings

Being a female student representative in the University Council brought out the major attributes that Stecia rode on in the pursuance of leadership. Drawing from her narratives, Stecia understood her leadership practices as arising from three interlinked characteristics (a)

Leadership is a calling, (b) She is one vibrant and hardworking leader, (c) She leads with confidence and self-esteem. The detailed discussion on these characteristics is presented next.

6.6.1 Leadership as a calling

According to Leider (2004), a calling is the inner urge to give our gifts away. This scholar goes on to say that a calling gives us a sense that we are evolving according to a larger design – a realisation that makes our lives feel purposeful. Leaders do not only uncover followers’ desires but they also stand out to make a contribution in their life’s work (Leider, 2004). Stecia’s narratives suggest that she strongly believed that leadership was a calling for her. She argued that since childhood she has been a leader and this had enabled her to pursue it to greater heights where she served as a representative of students in the University Council. She explained:

My journey into leadership started from childhood. I was motivated right from my primary school where I was a class monitor. When I reached secondary level, I became a Scouts guide. I then joined University where I contested in my first year to become the non-resident students’ representative. In my third year, I contested for Guild President, which I lost but I ended up being the Secretary General. So right now I am pursuing my calling for leadership, which I love so much (Chapter Five, page 123).

According to Hill (n. d.), leadership is not a choice but a calling and to truly lead, one has to focus on serving others (Hill, n.d.). Principles of servant leadership dominate this kind of thinking wherein, notions of service before leadership becomes the focal point. Relatedly, according to Pinnow (2011), when leaders take their tread as a calling, they gain a lot of their followers’ trust. Stecia’s notion of leadership as a calling was also nurtured by her family background since her immediate family members embraced this kind of leadership, and it enabled her to pursue her calling as a leader. This is how she put it:

I believe the calling for leadership follows from my family background where my father has been a leader at village level for long. My mother has supported him to pursue leadership for such a long time (Chapter Five, page 123).

Meanings drawn from Stecia's narratives are that she saw leadership as a calling for her to lead. She identified herself as a never-give-up on leadership person from her childhood and earlier school days up to university. This idea is corroborated by literature (Pinnow, 2011; Leider, 2004; Hill, n.d) that to identify a person one who is a leader a calling can be observed in the way they display urge to give their all to lead others. In some ways, they are intrinsically motivated to support others and Stecia is one such female student leaders who believes that she has what it takes to be a leader and that it is inborn.

6.6.2 Leading with vibrancy and hard-work

Hugo and Escobedo (n.d.) advance that when leaders have a dream to contribute their talents, gifts and life to leadership in a powerful way, they will be inspired to do more with the untapped potential that lies dormant within. Relatedly, vibrancy in leadership refers to aiming at weaning and not winning and to always aim for consistency and reliability (Astroth, 2012). This also implies that vibrant leaders would easily win the confidence of the people that they lead. In order for leadership to be effective, there is need for leaders to have a blend of competencies including vibrancy (J. Connell, Cross, & Parry, 1995) Stecia's leadership journey brought out a vibrant and hardworking leader, who was focused on pursuing her leadership role as female student representative in the University Council. In order to be a vibrant leader, one has to identify the obstacles that hold him/her back, design strategies, and systems to overcome those obstacle (Hugo & Escobedo, n.d.). In this regard, Stecia's narrative indicates that she was rather a vibrant leader during her tenure as female student representative in the University Council. She explained:

I am a vibrant woman who is also very hard working. In the pursuance of my leadership role as Secretary General and female student representative on the University Council, I have really worked hard with support from the University. I did my best to represent the students through submitting their views whatever (Chapter Five, page 124).

Tschannen-Moran and Gareis (2015) promotes the view that in order for a leader to gain trust of followers, there is need for a lot of vibrancy while undertaking a myriad of leadership responsibilities. This implies that there is need to do a lot of hard-work if the needs of followers

are to be resolved. In her narrative, Stecia's story attests to the fact that she designed strategies including that of team playing in order to achieve her leadership objectives. She explained:

Mine has been teamwork, where we worked together with the students to capture pertinent issues that I would submit to the University Council. I was a listening leader always committed towards submitting students' views at Council meetings (Chapter Five, page 124).

Drawing from Stecia's narratives, I can argue that she identified herself as a rather hard working and vibrant leader, and that characterised her leadership and kept her strongly committed to her leadership mandates. She described herself as a team player, a listener and at the same time a committed leader, and she believes that such attributes enabled her to pursue her leadership mandate effectively. Literature (Walsh, 2005; Niwa, 2007; Lyman, 2012; Tschannen-Moran & Gareis, 2015; Hugo & Escobedo, n.d.) also indicates that such a leader would easily gain trust of her followers and thus they become supportive of the leader's aim to have their needs resolved. In short, I may highlight that, stories of Stecia's leadership emphasises the need for female students to display vibrancy, commitment and hard work in order to participate more meaningfully in leadership of higher educational institutions.

6.6.3 Riding on self-experience, confidence and self-esteem

For a leader to ensure successful and effective leadership, they should be willing to ride on their previous experience on leadership (Klemp & Consulting, 2008). Fielder (1968) (in L. Experience, Shot, & Hell, 1968) asserts that if leaders are to be effective in performance, they desire a lot of leadership experience. Stecia is one such a leader since in the narrative she indicates that she never faced a lot of challenges mixing with fellow Council members. She explained; "*since I had some good experience as a leader, I never found any challenge relating with fellow Council members*" (Chapter Five, page 126).

Klemp (1998) further asserts that leaders must have a healthy ego that allows them to admit when they are wrong and to surround themselves with highly capable people without feeling

threatened; it is also the foundation for acting with honesty, integrity, and strong ethics. Stecia's narrative indicates that she was such a leader who has high degree of confidence, which partly enabled her to overcome uphill task she encounter as a female student representative in the University Council. Furthermore, Klemp and Consulting (2008) assert that effective leaders should be self-confident and decisive. In her narrative, Stecia explained as follows:

I was not timid at all -- I was confident and I felt so good being there. I felt that I was there to challenge those who doubted my potential. I was actually so happy that I was there sincere I had fulfilled my dream that one day I would sit with the Vice Chancellor and other high ranking figures face to face! This was an opportunity to gain leadership expertise, to exploit my potential and to display my commitment as a servant leader (Chapter Five, page 126).

Rosenthal (2012) contends that confident leaders feel the ability to make their leadership more effective, through displaying a great deal or moderate amount of power as they pursue their leadership mandate. Stecia narrates that sometimes she would face resistance from fellow council members, but she always managed to stand her ground. She explained one of such incidences:

One time when they wanted to postpone a students' urgent request, I emphasised the urgency of the matter and yet council still wanted to leave it pending for quite some time. At that point I stood my ground in favour of students and that's the time I remember getting quite a number of opposition for quite a time during meetings (Chapter Five, page 128).

Drawing from Stecia's narratives, it is evident that she identified herself as a rather experienced leader who had gained leadership knowledge from childhood and from family. She had over the years grown in self-confidence and she found this to be an invaluable asset in leadership position. She further reiterated that she is naturally committed to leadership and played the servant-leader. Literature (Klemp & Consulting, 2008; Rosenthal, 2012) contends that such a leader would easily gain confidence in the pursuance of her leadership mandate and yet effective leaders must have a level of confidence. If the higher education sector is to promote female student leadership, the female students need to display a level of confidence which may be gained by learning from experience.

6.7 Conclusion

The chapter presented various understandings and meanings that participants attached to their actions and also meanings that I could draw from the first level of analysis. These understandings and meanings drawn from five female participants characterised their lived experiences as female student representatives in public University Councils in Uganda. These understanding are also drawn from and also informed how participating female student representatives constructed their leadership identities. The next chapter brings the study to conclusion by *inter alia*, presenting what I call across-participants' narratives analysis. I also attempt to do an evaluation of the extent to which all research questions that underpinned the study were adequately addressed.

CHAPTER SEVEN
LESSONS FROM STORIES ABOUT LIVED EXPERIENCES OF FEMALE STUDENT
REPRESENTATIVES ON PUBLIC UNIVERSITY COUNCILS

7.1 Introduction

The previous chapter presented the analysis of narratives, which according to Polkinghorne's (2002) framework, is the second level of analysis. The chapter addressed re-storying lived experiences of female student representatives on public University Councils in Uganda. As part of that discussion, female students' representatives shared their experiences regarding their relations with other Council members. Building on the previous chapter, Chapter Seven presents lessons I learnt from participants' lived experiences. It captures from the previously presented re-storied narratives of female student representatives on public University Councils. Lessons learnt also address their stories about challenges these female students' representatives encountered as they carry out their leadership duties, as well as how they overcame the challenges. The chapter also attempts to make some suggestions about the real situation as captured from what I learn from the lived experiences of these female student representatives.

The study is underpinned by four research questions and to make an assessment about whether the objectives of the study were realised or not, I have used these questions and they are re-stated below:

- i. Who were female student leaders participating in public university councils in Uganda?
- ii. How did female student leaders who participated in public university councils in Uganda experience their relations with other council members?
- iii. What challenges did female student leaders face in public University Councils in Uganda?
- iv. What lessons could be drawn about gender and leadership from the experiences of female student leaders participating in public university councils in Uganda?

As mentioned in the section above, I used the research question, not just to assess the extent to which the objectives have been realised but I have also used them as themes to organise the discussion. However, before getting into the details about key findings relating to lessons learnt

about female student representatives on university councils, I thought it prudent to provide a brief synthesis of the thesis.

In the first chapter I provide a brief background about the imperative for student representation at universities' highest decision-making body. In doing that, I drew from both local and global perspectives. That chapter also highlighted what the problem of this study is and why it is important that as researchers, we understand from the stories of female student representative how they experience carrying out their leadership mandates. The second chapter attempted to provide a detailed engagement about scholarship both on leadership generally and also on various dimensions to leadership issues, particularly on female leadership in Uganda. Dearth of wide range scholarship on this topic in the context of Uganda was highlighted. Theoretical perspectives are presented in the next chapter with the fourth one focusing on methodological foundations of the study. The fifth and sixth chapters captured a layered analysis of the five participants' stories and the last chapter is attempting to bring the entire study to a close by highlighting lessons learnt from the lived experiences of the participants. Therefore, the next section focuses directly on how female student representatives construct their leadership identities as highlighted in the previous chapters who identities intersect with meanings about how female leaders carried out their leadership mandates.

7.2 How female students representatives on University Councils in Uganda construct their leadership identities

In an attempt to understand how female students representatives construct their identities, and also in line with narrative inquiry's way of posing critical questions, I constructed the first research question as '*who were the female student representatives in public university councils in Uganda?*' In Chapter Five which focused on their narratives, participants had an ample opportunity to express themselves about who they are as leaders and what they believed made them who they are. In that chapter, female student leaders as participants in the study told their individual stories. This chapter (meaning Chapter Five) captures observable self-identities in the re-storied narratives of the female student representatives on public University Councils. The term 'observable' should be understood in its broadest sense where it includes meanings elicited

from various data generation methods, and not necessarily observations. It captures major plots including servant leadership, which has dimensions of humility, being empathetic and proactive, as well as good listeners and communicators. Of the five participants in the study, three mainly narrated their identities having attributes of serving others. Servant leadership practices appear to be common for Anne, Irene and Pauline. By seeing themselves as servant leaders, I draw an understanding from the re-storied narratives that the participants in the study were able to execute their leadership mandate with more ease. Deployment of the attributes of servant leadership enabled them to adjust their leadership practices in prevailing circumstances, the study made reference to the Social Identity Theory to draw a better understanding of their identities.

Social Identity Theory postulates that individuals' behaviour and attitudes are influenced by how they identify themselves in respective social groups (Carter, 2013). Captured stories from the three female student leaders indicate traits of servant leaders which come with being empathetic, humorous and good communicators. This also facilitates a better understanding of how these leaders conducted themselves as they pursued their leadership mandate. The three participants indicated that they focused on presenting student issues before the flow of council after consulting fellow students. These female leaders narrated stories which suggest that they pursued their leadership mandate with a focus on serving others unlike that of focusing on self-benefit. According to Heinzlmann (2016), perceptions on human reality are very central to the construction of reality, particularly that of self-identity. The argument is also in support of the Social Identity Theory which promotes notions of individuals in a social group as pursuing a life following from their perceptions of identities as may be influenced by prevailing contexts. The understanding I draw from the Social Identity Theory about the three female student representatives' behaviour in pursuance of their leadership mandate is that they constructed their leadership identities from the perspectives of servant leadership, and also that they succeed through being servant leaders.

Servant leadership is, according to Bowman (2005), viewed as an idea or theme where a leader comes with high level of ethical standards and values of humility, honesty, trust, empathy, healing, community, and service. Anne's narrations clearly indicate that she pursued her

leadership with focus on serving others. By being a servant leader, Anne was able to win trust of fellow students thus leading to effective leadership. The World Economic Forum defines effective leadership as the ability to contribute to broad change (goals) and the achievement of the leaders' objectives (Council & Systems, 2015). This implies that there is a connection between servant leadership and effective leadership. The participants' narratives indicate that while acting servant leaders at respective universities, the female student representatives managed to pursue their respective mandates effectively. Anne shared that she was rather a servant leader, which from her perspective, enabled her to receive compliments from fellow students every time she registered some achievements. She narrated that when it came to submitting students' issues to Council, she would not rest until they were resolved. Anne was so much inspired by the fact that the Council had received her with warm hands and also by being the youngest, they would often times ensure that the issues that she presented on the floor of the Council would be resolved first before tackling others.

Related to Anne and Pauline's re-storied narratives, Irene indicated that she was rather empathetic in her own identity. She narrated that she could never leave fellow students in trouble. In agreement with Anne and Pauline, Irene contended that empathy is another attribute of servant leadership and the three were such leaders, who always looked out to help fellow students who faced some challenges. Irene explained:

Among other issues is when some students run to me when broke and as a leader, I draw from my pocket and bail them out. This also makes me an empathetic leader who also stands by fellow students when facing challenges (Chapter Five, page 98).

She also indicated that during her leadership tenure, she focused on submitting issues to Council after consultations with fellow students. This made her a proactive leader, which is another attribute for servant leadership. Klemp and Consulting (2008) advance the view that if there is to be effective leadership, leaders need to be proactive. The argument borrows from how female student leaders identified themselves in their social setting, thus connecting well with the Social Identity Theory.

Relatedly, in her own identity, Pauline revealed that she was rather a leader with humility, a good listener and communicator at the same time. These, according to Bowman (2005), are dimensions of servant leadership, implying that Pauline had similar traits of servant leaders like the case was for Anne and Irene. Strüfing (2014) describes a humorous leader as one who knows his/her limits, and as such, would easily accept his/her own mistakes and is also a good communicator. Pauline in a related narration described her character as a humorous leader which is also another attribute of servant leadership. In her narrative, Pauline partly attributes her behaviour of being humorous to trying to manage the rowdy student constituents, thus promoting arguments of the Social Identity Theory. This is also consistent with Bowman's (2005) view that humility is a key attribute of servant leadership. Servant leadership practices by the three female student leaders facilitates effective leadership amidst the challenges that they faced, which included insufficient recognition of the female student leaders, provocation from especially the male students, demonstrations by students due to issues that may not have been resolved yet and tendencies where students' issues would not be given due attention on the floor of university council.

The stories by Anne, Irene and Pauline reveal that they were rather practicing servant leadership, which allowed them to effectively undertake their leadership mandate. Submission into servant leadership in the three stories may be explained by the contexts where they undertook this mandate. The three leaders described many situations when students' issues would delay to be resolved leading to demonstrations occasionally. This may explain the fact that identities of these female student representatives on public university councils are actually influenced by the social setting and prevailing situations. This argument also makes reference to the Social Identity Theory promoted by Carter (2013) who posits that identities influence the behaviour of leaders when activated across the social situations they live in. Due to the nature of their social setting amidst chaos from fellow students when issues take long to be resolved or when they are not resolved at all, some of the female student leaders (Anne, Irene and Pauline) deployed servant leadership practices. By so doing, they were able to calm fellow students down in case they threatened to demonstrate yet this would lead to loss of property and harm to the people living in respective communities. This is also in concurrence with Hogg and Reid (2006) who posit that the Social Identity Theory presupposes individual leader's knowledge that they belong to a

certain social group. Identities of Anne, Irene and Pauline as servant leaders and their leadership practices identified from their narratives attempted to solve the challenges indicated for their leadership.

From the re-storied narratives of the five study participants, I draw an understanding that these female student leaders went against all odds of stereotyping, about their ability to lead, to pursue their leadership mandate. This is in line with the Liberal Feminism Theory, which posits that there is no difference between male and female (Lorber, 1997). The theory enabled a deeper understanding on how the female student representatives on the university councils identified themselves when compared to their male student counterparts, older and more experienced male councilmembers, as well as the male dominated Top Management. All five female student leaders engaged in the study that they would ably pursue their leadership mandate amidst the stereotype that leadership in respective universities was rather male dominated. Anne indicated that having fitted in well on joining her university council, however, as much as she was the youngest on the council and more so a female student representative, she succeeded.

She also indicated that she was a rather young but assertive a female student leader, who won confidence of both female and male students when she offered herself for leadership. Irene and Pauline on the other hand, indicated that on joining the university council, they gained respect of fellow council members. Jesca despised the stereotyping from male students that by being just a female student, they never saw her as their leader. Nevertheless, on proving her worth, through going against all odds, male students began to appreciate her contribution as their representative on the University Council. Stecia, being in a multi-campus university was rather an aggressive female student leader, who went against odds to ensure that she was a rather effective leader so as to demystify stereotyping that female students cannot provide better leadership like their male counterparts. Understandings and meanings are in support of the development feminism theorists who argue that females are equally important in the pursuance of development since they also participate in economic activities (Lorber, 1997).

The Uganda Gender Policy of 2007 on realising that leadership in higher education sector was dominated by male leaders, declared a clear need for female student leaders in the university

councils in all public university councils in the country. This policy was also underpinned by principles of affirmative action in favour of female students' participation in governance and leadership bodies in higher education in the country. In addition, John and Richard (1991), in support of the Ladder for Citizen Participation, assert that leadership behaviours are prescribed by the different situations and environment factors in which female leaders find themselves. To effectively deal with such situations, Pauline argued for the use of current leadership platforms to further engage with constituencies and therefore, respond positively to their needs. Pauline believed in exploiting one's inherent leadership capabilities such as good listening skills to accurately capture students' needs and to respond to them urgently and effectively. She prided herself as being a good listener with ability to listen to students' views so as to be able to present them to Council.

7.3 How female student leaders who participate on public university councils in Uganda experience their relations with other council members

The section captures the re-storied narratives of the female student representatives on public university councils on their relationship with fellow council members. The narration attempts to address the second research question which seeks answers to how female students in the study experience their relationship with fellow council members. From their stories, I gather that the identities of female student leaders in the university setting also influenced how they related with fellow council members. For instance, four out of five participants in the study, namely, Anne, Pauline, Jesca and Stecia indicated that their relationships with fellow council members were largely good. This should not be interpreted as some form of contradiction in the sense that there were also challenges that student representatives faced in dealing with Top Management in the Council. Some aspects of such challenges are highlighted in the next section that deals with challenges faced by student leaders as they carried out their leadership duties. Nevertheless, it is sufficient to mention here that they experienced their relationships with other members of Council as largely positive and thus good. To further strengthen this argument, I draw from Anne's story where she reiterates that she was rather a trustworthy leader who could be entrusted with confidential information. She argued that being trustworthy leader earned her a lot of confidence which led to a cordial relationship with fellow council members. In other words, it is

her own disposition that earned her respect and trust of other members of council which engendered good relationship with them.

Pauline emphasises another factor as contributing to her having good relationship with members of the council. She believed that she had positive attributes such as being a good listener and humorous that has kept her relationship with council members positive. Due to her key attributes of being humorous and a good listener, Pauline maintained a good relationship with fellow council members. This allowed her to easily push through student issues to the gratitude of fellow students. Aside from being a role-model, which is another dimension of servant leadership, Jesca was rather a positive-thinker and articulate female student leader. This allowed her opportunities to have a good relationship with fellow council members since she also would not contribute to issues she never understood well. Stecia on the other hand, attributed her good relationship with fellow council members to her previous leadership experience, which enabled her to easily pursue her leadership mandate. On the other hand, Irene reiterated that her relationship with fellow council members was not all that good since the other members would always shoot down her contribution to debates and students' submissions. However, members showed some respect to her which together with the cooperation from the Council Chairperson and her own perseverance; she managed to make her contribution effective.

What can be learned from these stories is that in many instances, issues were not just taken on board by Council based on their merit. However, what is coming out strongly is that University Councils in the study relied heavily on relationships with members in determining whether or not to view submissions in a positive light. That is just one reason why female student leaders paid special attention to maintaining positive relationships with other council members.

From the re-storied narratives of the five female student leaders, I got an understanding that although structures had been created for them to fully participate in decision-making processes of their respective public universities, practices did not automatically follow suit. In other words, leadership practices in those structures is influenced by a number of factors some of which are located within the participants themselves while others lay in the environment outside. For example, female student leaders were given a platform to exercise leadership mandate on behalf

of their constituency. However, these platforms came with a few challenges which could undermine their participation and opportunities to make a contribution to leadership of public universities in Uganda. Examples of these challenges and how they affected the operation of female student leaders are provided in the next theme. What is evident in this section is that relationships with fellow Council members were largely good, and there are a number of factors that contributed to such relationships being what they are.

Female student leaders that took part in this study understood their mission and that female in general had been marginalised in the past and their existence was largely ignored when decisions were being made. Therefore, when they were elected to these positions, they had developed a clear understanding that they had to fight for the rights of other students. This Ladder for Citizen Participation provided an effective analytic tool to understand and locate their level of participation in their councils. Being aware of the task at hand, female student leaders fought for the highest level in the Ladder for Citizen Participation, namely, the Citizen-Power. The Ladder for Citizen Participation Model as advanced by Arnstein (2004) advocates full participation at Citizen-Power level. The lower level (Tokenism) is not regarded as meaningful participation and so is Non-Participation which is the lowest level in the Ladder for Citizen Participation framework. Irene can be regarded as the epitome of such ideal leader who utilised opportunity provided for them to participate in leadership and governance at her university. For Irene therefore, it meant that she had to always ready herself before interactions with fellow council members in order to effectively share students' issues. With the platform given to Irene, there was evidence that the university encouraged participation of female students in its leadership and governance, which led to effectiveness in resolving student issues. This is in support of the Ladder of Citizen Participation, which contends the more individuals are allowed to participate in leadership, the more the effectiveness and empowerment they become (Arnstein, 2004). Furthermore, there were cordial relationships evident from the female student representatives' narratives. Anne contends that the platform was open to participate during council deliberations. A detailed discussion on this aspect is provided on page 93 of Chapter Five.

Gathering evidence from the re-storied narratives, female student representatives on public university councils studied had a cordial relationship with fellow council members. Anne's re-

storied narratives indicated that before joining council, she had a fear that it would be difficult to relate with fellow council members in a male-dominated setting and with older and experienced members. The understandings drawn from the narrative may confirm that this particular society still had stereotypes which informed young females to never expect themselves to be part of high level leadership of an institution, especially higher education institution. Anne noted that unlike the earlier fear of facing difficult times to interact with fellow council members, contrary to her expectations, she was received with very warm welcome from the members. One of the understandings to be drawn out of the narrative is that this particular council's membership had demystified the stereotypes that leadership was a preserve for the males only, and therefore, that other gender groupings should not be welcomed. This led to the view that even the 'young' female student representative were always given priority to contribute during council meetings. Full details about Anne's story regarding her relationship with fellow council members can be found on page 81 of Chapter Five.

Drawing from Pauline's story about how she related to fellow council members, one is left with a feeling that unless one demands meaningful participation in leadership structures, one cannot effectively pursue one's leadership mandates. In terms of the Ladder of Citizen Participation, Citizen-Power is the ultimate ideal wherein meaningful participation can be realised. Using this conceptual framework, coupled with servant leadership practices, female student leaders may find it easier to pursue their mandate due to servant leadership which brings leaders and followers closer together. By the level of humility that Pauline displayed in her leadership tenure as a female student leader, she would easily forward student issues to high level university organs including council until some would be resolved to the delight of fellow students. A detailed discussion of this issue can be found on page 112 of Chapter Five.

One of the factors that influenced female student representatives' relationships with council members was their perceptions of their leadership role. Elsewhere in this chapter I have highlighted that the manner in which participants viewed themselves influenced their leadership practices. Drawing from meanings that these participants attached to their actions, I can argue here that their re-storied narratives indicate that some of the female student leaders see themselves as servant leaders, and such a view influenced their leadership practices. For

instance, Anne and Irene emphasised their servant leadership leanings and underpinnings. According to Bowman (2005) servant leadership has attributes also including healing, community and service. From Irene's and Anne's narratives and in keeping with Bowman's (2005) views, I learnt that the female student leaders were rather concerned about the good health of fellow students. With such behaviour of leaders, these female student representatives won confidence of fellow students, which eased their relationship with them. It created openness where students had a free environment to express their views especially regarding their own welfare as students. This implies that by practicing servant leadership, female student leaders may ensure effective pursuance of their leadership mandate.

The meanings and understandings from the re-storied narratives of the female student leaders indicate that relating with fellow council members was also influenced by levels of leadership capacity and experience. Irene narrated that she found it easy to relate to fellow council members because of the opportunity to have several female leadership role models to whom she looked up. In other words, relationships were not only shaped by what female student leaders did, but also by what they experienced as reception from their senior counterparts. Irene cited her experiences working a variety of senior people at her university such as the Dean of Students, all of whom were characterised by positive energies, and these were duly reciprocated. For instance, she narrated her story about what she had learned from several women leaders including the Dean of Students, who also happens to be the Chairperson Mothers' Union at her church. She had found her to be a mother figure and during the time when they were preparing for elections before getting into positions they occupied as student representatives, she explained that she and others were encouraged to participate in the elections. She and others were inspired by her and their attitudes were shaped by such encounters. Further details on this aspect can be found on page 102 of Chapter Five.

To add to the debates about mentorship, Irene's experiences influenced her not just to relate positively to members of the council, but also to develop a somewhat one-sided view of mentorship abilities of senior staff at her university. Her experiences of mentorship led her to view female mentors as being better compared to their male counterparts. Although this issue falls outside of the focus of this study, I thought that we can draw some lessons about how some

of female leaders have experienced interactions with fellow members of council. Her experiences had some implications for how she related with other members of council. For instance, Irene argued that many of the female role models that she made mention of were senior administrators at the university, who by virtue of their positions were actually council members. She felt that it was better to relate to them than it was the case with relating with men, particularly in the context of the African setting where sometimes there is thinking that by becoming so much close to a male figure others may interpret it wrongly. Therefore, issues of gender and context seemed to play an important role in the relationships between female leaders and their council members. More details on this issue can be found on page 102 of Chapter Five.

7.4 Challenges faced by female student representatives on public University Councils in Uganda

The previous section has presented key findings on understandings and meanings drawn from the re-storied narratives. In that process I also tried to show what the narratives elicited regarding the relationship between the participating female student leaders' identities and how their identities may have influenced their relationships with fellow council members and also with their fellow students. From the narratives, the five participants in the study clearly stated their respective identities including servant leadership with dimensions like empathetic, humility, role-modelling, good listeners and communicators, as well as trustable individuals. Evidently, these are positive attributes that enabled them as female leaders to better interact with fellow council members and thus leading to effective pursuance of leadership at respective universities. However, there were also negative aspects of their lived experiences which that affected them as they carried out their leadership mandate. These negative experiences were solicited through eliciting responses to Research Question Three which focused on challenges that they might have faced in carrying out their leadership mandates. Challenges faced included non-participation of females in university leadership and governance, poor performance of female student leaders, low self-esteem and confidence of some of female student leaders, lack of sufficient mentorship from the experienced leaders as well as patriarchy and male-dominated leadership and governance environment in the higher education sector. In this section of the chapter I highlight some of these challenges and briefly outline some of the lessons that can be learnt from them.

When one looks at all the major challenges female leaders in the study faced, they can be divided into two broad categories, namely, internally generated challenges and those that are externally generated. Those that are internally generated include poor performance by female student representatives, low self-esteem and low confidence. This is closely linked to inferiority complex which was consequently related to unproductive engagements with fellow students and accusations of unfulfilled promises and expectations and poor relationship with students, their key constituency. One example of this challenge can be witnessed in Pauline's story where students would accuse her of not presenting their issues to the University Council which, unfortunately for her, was not the case. Refer to page 109 of Chapter Five for a detailed discussion on this matter. The third relates to multiple roles that are played by student leaders. While the first two internally generated challenges were applicable to all five participants, the issue of multiple roles was applicable to Irene who was a married woman with multiple responsibilities as a mother, a wife, a student, a full time employee and also being a student representative.

The other challenge that came up from the re-storied narratives is that female students were not sufficiently facilitated into joining leadership at respective universities. Pauline noted in affirmation that female students were not being helped to participate fully in leadership of the university. She argued that confidence of the female students needs to be built in order to take up leadership at the University. She further argued that female students should be given the opportunity to speak when they have an issue, which would reduce their low self-esteem to enable participation in leadership.

According to Growe and Montgomery (1999) females get little or no encouragement at all to take up leadership as compared to their male counterparts. This is in support of the understanding that female students at respective universities faced a very big challenge of not being supported to take up leadership. Alomair (2015) argues that females display insufficient competencies when compared to the males and as such they think they need to put in double effort as to match their male counterparts. This postulation implies that there would be need to provide the female students with more support towards leadership capacity enhancement. Before I move on to talk

about externally generated challenges, I just highlight how these student leaders tried to respond to the challenges from within them as female leaders. For instance, Jesca like other participants in this study, fought for females students' taking leadership responsibilities in their own hands. She argued for instance, that if more female students are to participate in leadership, associations like the World Women Network should come up to support leadership capacity building for the female students. Therefore, female student leaders adopted a number of strategies that assisted them in dealing with challenges that one may argue were internally generated. One of them was viewing themselves as servant leaders, and thus focused more on serving others. By adopting such a stance assisted them in always standing for the rights of their clients (fellow students), and by so doing, even where they felt inferior to other colleagues on the Council, they nonetheless, viewed their contribution as significant.

The other techniques that some participants in the study used were through adopting assertive posture, being decisive and showing acute awareness of the need to actively participate in the male dominated environment. For example, Irene showed her resoluteness by relinquishing her permanent job and become a full time student, and ultimately, a student representative. Almost all participants engaged in sustained interactions with fellow students and other stakeholders as a way of informing them about challenges they faced while representing them on the councils. Through these interactions, I get close to the students in a friendly environment thus, becoming a part of them. This also enables them to get first-hand information from where I capture issues to be presented at Council. Through that, some student's attitudes changed from negative to positive after understanding that their representatives were actually not letting down in terms of fighting for their cause on council. Some of their responses included using good communication skills as they sought support from family and friends for support. In the context of Irene's narratives, her husband ensured that the family was supported while she was away on University duties. In addition, it was her husband who had suggested that she resigned from her permanent job in order to focus on her studies in the first place.

Other challenges were evidently located in the environment within which these student leaders worked. For example, although all participants declared that they were supported by elder members of the university councils such as vice challengers, there are also strong narratives that

clearly indicate that mentorship support was not as strong as it should have been. Male dominated environment also proved to be a challenge for female student leaders, and their participation in decision-making processes was not viewed as important. Therefore, the issue of tokenism posed a serious threat. Fortunately, these student leaders countered such phenomena by engaging in a number of activities such as demanding full-power scenario as espoused in the Ladder for Citizen Participation Model. By being conscious about innate abilities of females as espoused in the Liberal Feminist Theory assisted them enormously. They pushed the idea that they are as good as the next person and that their male counterparts are not better compared to them. The lack of mentorship from council members did not lead them to despair, instead, they established connections with other networks such as World Women Networks which assisted in leadership capacity building programmes.

There were also challenges that were unique to certain participants. For instance, we have seen that Stecia is the only female student who was affected by multiple campus phenomena and such a situation posed its own unique challenges for her. Student leadership becomes rather complex for universities with multiple campuses which are spread apart. Unlike universities with a single campus, some have multiple campuses thus may require student leaders to traverse in their pursuance of leadership mandate. Conover (2010) attests that due to local adaptations, different campuses seem quite different from the main campus with unique characteristics. Different campuses come with unique challenges and opportunities that distinguish them from the main campus (Conover, 2010). Among the five participants in this study, Stecia was a female student representative on the university council for multiple campuses. This came with its own challenges since she would have to traverse different campuses during consultations and feedback sessions.

In the context of this study, Stecia had to do more in order to ensure that her constituency was not negatively affected. For example, she had to contribute from her own financial resources to assist fellow students. She also had to intervene in terms of payment for DSTV subscriptions while waiting for the university to make payment on behalf of the students. These students also drew from their innate leadership traits by actively collaborating with other stakeholders as a way of addressing their own skills deficits. Chin (2011) promotes that female leaders tend to be

more collaborative, cooperative, or democratic leadership style and for men to adopt a more directive, competitive, or autocratic style. From Irene's narrative, it is clear that she would pursue successful and effective leadership mandate in the prevailing circumstances due to the provided platform to participate in university leadership. This promotes arguments of the Ladder for Citizen Participation which postulates the higher the platform to participate, the easier it is to pursue leadership mandate amidst prevailing circumstances (Connor, 1988). It may be argued that the motherly nature of female leaders puts them in a better position to out-perform their male counterparts.

The attributes displayed by Irene from her stories are in tandem with postulations of the Liberal Feminism theory that even females may not be derailed by the biological aspects from pursuing leadership (Lorber, 1997). By virtue of being a mother-student leader, Irene's behaviour may have been dictated by that social situation. This made her so empathetic to fellow students and also enabled her to apply her motherly touch in the pursuance of her leadership mandate. The story promotes that Irene's behaviour was influenced by the social situations that surrounded her leadership mandate. This further advanced arguments in the Social Identity theory, which posits that individuals strive to achieve or to maintain positive social identity (Tajfel, 1981). Relatedly, Irene's dual role as a mother-student leader was effectively fulfilled as per her narrative.

Family members and friends were also viewed and utilised as back up measures to champion the cause of fellow students. In the promotion of the participation of females in leadership of higher education institutions, one of the main constraints is lack of support from peers (Airini, et al., 2011). Close interaction with the student community proved to be also very supportive of effective student leadership. Such leaders require a lot of focus and confidence in order to ensure effective leadership. Therefore, all these activities may not necessarily be looked at as important, but when viewed from their leadership experiences as female student representatives, they are indeed significant. In fact, the notion of glass ceiling that has featured prominently in the thesis, has been addressed through positive attitudes of the participants who refused to back down to male domination in university councils in Uganda.

7.5 Lessons that can be drawn about gender and leadership from the experiences of female student leaders participating in public university councils in Uganda

There are numerous lessons that can be learnt from the narratives of female students' representative who serve on University Councils in Uganda about issues of gender and leadership. From the female student leaders' lived experiences, several lessons learnt on leadership and gender are captured. One of the lessons is that not all five female representatives adopted similar leadership approaches. For instance, three of five, namely, Anne, Irene and Pauline openly declared that they saw themselves as serving the people, and thus, embraced values and principles of servant leadership. The other two adopted different approaches to leadership. In my analysis of the narratives of the three participants, I did not find anything to suggest that their servant leadership leanings had anything to do with gender. Issues of gender and leadership emerged in other themes, for example, in instances where their mere participation in the Council would be viewed with scepticism as women leaders. Nevertheless, there are other dimensions to this issue of servant leadership in terms of the three participants' motivation for it other than that they were inspired to serve. These participants regarded servant leadership as a vehicle for them to participate in governance and leadership in such a prestigious structure of the university, the University Council.

The three participants viewed their servant leadership approach as a response towards ensuring that female students effectively participate in leadership of the higher education sector. They believed that servant leadership allowed them to pursue their passion, that is, leadership amidst the described challenges, which they attempted to overcome. The second point linked to the notion of participation is the view that women have to take opportunities to lead, and that takes servant leadership leanings to another level. The level I am referring to here is that of looking at participation as servant leaders towards enhancing the campaign by the Liberal Feminists. This view advocates the notion of affirmative action for female participation in leadership, particularly, in spaces where male domination is prevalent like in university councils. The Liberal Feminism Theory highlights issues of gender inequality, and argue that where such inequalities manifest, ways and means of addressing them must be found. Liberal feminists argue that gender differences are not biological thus, there is no difference whatsoever between men and women when it relates to issues of leadership and leadership capacities (Lorber, 1997).

In reference to the Liberal Feminism Theory, both women and men are not different in all aspects and as such, they deserve to be treated the same way in all aspects (Lorber, 1997). This supports the argument that male students do not have any uniqueness from their female counterparts. Therefore, in terms of this argument as advanced by this theoretical position, the patriarchal nature of leadership in Uganda, which puts female students' leadership aspirations and potential at a disadvantage, is unfair. Female leaders usually miss out on leadership opportunities mainly due to gender stereotyping. From the stories of female student representatives in public university councils in Uganda, it was noted that there were still more male than female students enjoying leadership responsibilities at their respective universities. There are various external factors that may affect the resilience of female students, internal constraints arising from university cultures, gender stereotypes and imbalances in leadership positions that continue to inhibit efforts of gender equality (Alomair, 2015). Drawing from stories of four participants, Anne, Irene, Pauline, Jesca and Stecia, although public universities do provide opportunities for female student representatives to be members of councils, they did not give support. These participants argued that public university councils have an added responsibility of focusing on building capacity of female students to take up leadership positions and ensure that their leadership skills are further developed to their full potential.

The leadership and gender issue in relation to the notion of capacity building needs is further accentuated by Stecia, particularly in the context of multi campus situation. She strongly believed that there is need to give special attention to the female student leaders in universities with multiple campuses. This is due to the fact that such leaders would be even more vulnerable if not supported in a special way. She argued that this special attention she is referring to take the form of university councils giving them platforms which can build their confidence to participate in leadership responsibilities. An affirmative action may also be thought out where some points would be added for female students participating in leadership. More details on this aspect of her story can be found on page 129 of Chapter Five.

Almost all the lessons elicited from the stories in this section of Chapter Seven are not entirely new in the sense that as recent as 2015 and 2017 respectively, scholars such as Ilisko and

Badjanova (2017) as well as Alomair (2015) have made similar arguments as Anne, Irene, Pauline, Jesca and Stecia. For instance, Ilisko and Badjanova (2017) argue that if females are to take up leadership, capacity building would be a crucial necessity for empowerment to ensure that their capacities and abilities are enhanced and sustained. In fact, Alomair (2015) goes even further to contend that there is dire need to develop more female leaders in higher education sector, and thus, the issue of leadership capacity development should not be viewed as a matter of choice for higher education. Nevertheless, in the context of Uganda, it is evident the dynamics and challenges surrounding gender and leadership are not uniquely Ugandan as the scholars I have just cited indicate that these issues assume international flavour in many respects.

Another lesson has to do with learning from others is another form of capacity building that the participants' stories reveal. In other words, it is adequate to just say that capacities of female student leaders should be enhanced, but the question of how this can be done came out strongly from their narratives. For instance, Anne advanced the view that during her tenure as a member of the University Council, she interacted with many prominent people, who facilitated leadership learning. She explained:

... It has built my confidence as a young female student since I have been able to interact with different categories of people; men, women, older persons, the educated and representatives of the marginalised groups. From my experience in leadership at the University, I will have a chance to make other female students gain self-esteem and take up leadership instead of leaving it as a reserve for the male (Chapter Five, page 95).

For Pauline, success in leadership comes from interacting and learning from experienced leaders, which had grown her into a rather better leader. She advanced:

I have learnt that in order to be a better leader, there is need for one to focus on self-development first before looking out for others' support. On observing my leadership potential, others have given me support to grow into a better leader (Chapter Five, page 116).

Pauline noted that in her tenure as a female student representative on the University Council, she got opportunities to interact with experienced people. She singled out one key attribute that she

had learnt that in order to be an effective leader, one has to do more listening than talking. She explained:

I have interacted with experienced leaders including head teachers, Vice Chancellors, Deans, Government Officials and leaders from the private sector. One important aspect that I have learnt is that if one is to be an effective leader, they have to do a lot of listening than talking (Chapter Five, page 115).

The Leadership training Handbook for women posits that though females are now actively engaged in society leadership, their participation is still limited if compared to that of males (Handbook, 2001). The argument promotes that females leadership capacity needs to be built if they are to participate more effectively. Pauline promoted that building capacity of female student leaders through interaction also builds one's confidence so that the inferiority complex thinking is done away with completely. Further details about her story can be obtained on page 110 of Chapter Five. This position is also shared by Jesca in her story captured in Chapter Five. Jesca advocated for the view that capacity building measures of female students should include inviting gender advocacy groups, guest speakers and motivational speakers. She argued that this would facilitate the female students into discovering their leadership potential. She believes that if more female students are to participate in leadership, associations like the World Women Network should come up to support leadership capacity building for the female students. The University could also invite motivational speakers who may help female students into discovering their leadership potential. More details about her argument are provided on page 117 of Chapter Five.

Besides working with various stakeholders, including Council members themselves, family structures and the involvement of the local community at large came up to be a very important resource for female student representatives. For instance, participants in the study revealed that their pursuance of leadership at the university was supported by family, friends, university staff and community members. Anne articulated this point arguing that she would not have managed to succeed in her role as a female student representative on the University Council had it not been for the support of others. She believed that her leadership journey would not have been a smooth without the support from some members of Top Management, University staff members,

friends and family. She argued that such experiences have added another layer in terms of understanding leadership better. “This has taught me that no single person may move the leadership journey single handed”, she insisted. More details about the role of various stakeholders, including University Management, family, friends and community can be found in Chapter Five.

Hannum, Muhly, Shockley-Zalabak and White (2015) contend that if one is to effectively pursue leadership, there is a need for a university setting to be supportive, and more specifically for female student leaders to engage in leadership capacity building with Top Management supporting such endeavours. Participants in the study revealed that Top Management had generally been supportive of their leadership role. In sharing her experiences, Anne explained that Top Management had helped her tremendously terms of advice, encouragement, and recognition of her as a leader amongst other things. She believed that such guidance and support gave her the opportunity to serve and feel supported in her leadership career and she actually commended them for that especially the Vice Chancellor who always recognised her efforts as a student leader. She expressed a belief that actions of the Vice Chancellor, in particular had made her leadership and service in the University authentic and this has added on the concreteness of her leadership background, hence improving her Curriculum Vitae. In other words, the University Management has helped her in pursuing leadership mandate as a female student representative on the University Council. One major lesson to be learnt from her story is the whole issue of institutional commitment to developing capacities of all, particularly female students because the playing field is still not plain for everyone. We have seen in the previous sections that male student leaders are still favoured in comparison with their female counterparts.

While talking about modalities of building leadership capacities, Jesca’s story adds another dimension to it. She argued for a different approach towards female students’ leadership capacity building. She argued that leadership capacity for female students may be built through sporting activities at Institutions of higher learning. These activities include sports which she believes could be utilised to promote female students’ leadership potential. This, she argues, can be seen in the fact that many females are performing well in sports. Jesca argued that women can be

encouraged to take up leadership by also participating in general student leadership at the University. Further discussion on this issue can be found on page 122 of Chapter Five.

Another lesson to be drawn from the narratives of the participants relates to fear factor which is an internal inhibitors to personal advancement. My personal view is that this is one of the most critical factors that female student leaders and other marginalised groupings need to pay particular attention to. We have noted that gender stereotyping contributes in no small way in generating self-doubt among the same marginalised groupings. Stecia argued that fear to take up new challenges should not deter female students from pursuing leadership. Stecia articulated her story about how her leadership capacity was built through putting aside such fear to take up leadership in a male dominant society. It is through interaction with fellow leaders that female students would go on a leadership learning journey. She argued for example that during this leadership journey on the University Council, she had an opportunity to learn a lot from the very experienced members who had been into leadership for a long time. They presented her with additional challenges to work very hard so that in future she would be like them. In some ways, they projected themselves as possibly her role models. More details on her story can be found on page 128 of this thesis.

The gendered nature of the participants' experiences in representing students on University Councils manifests itself even in terms of leadership capacity building mechanism. It appeared very strongly in their narratives that leadership development training favoured their male counterparts. For instance, in responding to the question as to why some female students were shying from taking up leadership positions at public universities, all five participants attributed this to lack of sufficient leadership capacity when compared to their male counterparts. In short, the availability of support was gendered as well. Therefore, the notion of leadership and gender in higher education in the participating universities in Uganda appeared to be gendered as capacity building of student leaders assumed gender dimensions whereby, male students were favoured while female ones were largely ignored. In response to this anomaly, participants recommended that to change the *status quo*, there is dire need to encourage female students to take up leadership, while also building their leadership capacity. This would promote equality in university leadership, which apparently is dominated by the males. Stories further advanced the

view that female students should be given the same level of opportunity to undertake leadership like the male students at these universities. Alomair (2015) contends that though females have advanced in higher education, there are still some gender discrepancies which lead to their underrepresentation in leadership positions. The participants' narratives imply that by advocating to leadership capacity building for female students, many challenges would be solved.

7.6 Towards a Model for effective participation of female representative on university councils

The study as explained in Chapter One is premised on the assumptions that female student leaders who represent students on university councils need to participate meaningfully in such a way that their clients' interests are effectively served. These assumptions emanate from a number of past experiences which include the fact that female students and women leaders in general had been marginalised and thus excluded from decision-making processes. Policies that had been put in place in Uganda were geared towards reversing this history. The model that I present below captures from participants' narratives their experiences which suggest ways in which they ensured that they effectively participated in ways that, despite the challenges encountered in their work environment, ensured that goals were achieved. What comes out the two levels of analysis is that meanings and understandings about female leaders' experiences can be categorised into four main domains.

The first dimension highlights the connection between identities and leadership practices which ultimately mitigates challenges both internal and external, and assist them in ensuring meaningful participation. In short, identities of female student representatives on public university councils in one way or the other influence their behaviour while pursuing their leadership mandate. Participants' identities as servant leaders influenced them to share the following values, effective listeners, empathy, humility, role modelling and proactivity. It is the collective of these values which also embedded in servant leadership concept, that have shaped their leadership practices which ultimately leads to fight for meaningful participation.

The second dimension entails the view that effective participation of female students in leadership of higher educational institutions may not only depend on their identities, but also on the support of other players. In fact, to argue that they depend on the support may not be accurate in the sense that it sounds negative. What has come out of the analysis is that female student representative proactively and strategically sought the support of others such as family members and friends.

The third dimension has to do with the fact that female student leaders still face various challenges that put them in vulnerable positions compared to their male student counterparts. This occurs despite the fact that policies have been put in place to address them. However, their gender roles that they are expected to play tended to overburden them in ways that undermine their effective leadership mandates. Nevertheless, it is evident that their innovation and creativity enable them to overcome these challenges. The manner in which they overcome the challenges and burdens is directly associated to their identities. The fourth and last dimension has to do with the fact that female students on university councils face a major constraint in terms of insufficient leadership capacity development. This dimension is closely related to the third one and it negatively affects their effective participate

Drawing the participants' narratives on their lived experiences as female student representatives on public university councils, I have learnt that their leadership approaches are largely influenced by their identities in respective lived worlds. This is due to the understanding that the identities of self for the female student leaders actually influenced how they viewed their duties and responsibilities and how they viewed their duties and responsibilities influenced how they executed their leadership mandate. The manner in which they executed their leadership mandate also influenced how they related with other stakeholders. Secondly, I have also learnt that, as highlighted in the previous sections, effective participation of female students in leadership and governance greatly influenced how they sought support from other internal and external key players like family, friends, staff and the surrounding community members. Thirdly, I also learnt that despite the affirmative action towards promoting more participation of female students in leadership and governance of their respective higher educational institutions, they still faced a lot of constraints. Again, as I have highlighted above, how they viewed their identities assisted them in addressing these challenges posed by their gender roles which put them in a vulnerable state

unlike their male student counterparts, and thus succeeded. Fourthly, that they are constrained by insufficient leadership capacity to match their male student counterparts in an environment dominated by masculinity of leadership stereotypes. But more importantly, their identities assisted them in overcoming all these constraints. The discussion above summarises the model which explains the intricate connections between identities, the relationships between identities and how active participation of female student leaders was achieved. This model has actually shown how the Ladder for Citizen Participation can be extended in order to achieve meaningful participation as highlighted in the discussion above. The figure below is a summary of the discussion I have presented above.

Identities and behaviour may affect how a leader deals with both internal and external factors and move on to achieve what the objectives sought. A number of constraints were identified and these posed a threat to the achievement of goals for female student leaders. Without repeating these constraints, I can highlight here that these constraints included lack of support from Top Management, gender roles for female student leaders, and in some cases even lack of self-confidence. Other constraints may include insufficient leadership capacity when compared to their male student counterparts and gender roles that may come with motherhood (for those who may be mothers), and home chores that society may ascribe to females. These factors may further derail effective pursuance of the leadership mandate of the female students in higher educational institutions. As highlighted in the previous sections above, identities of students proved to be a determining factor that influenced their leadership activities and how they faced the challenged they encountered along the way.

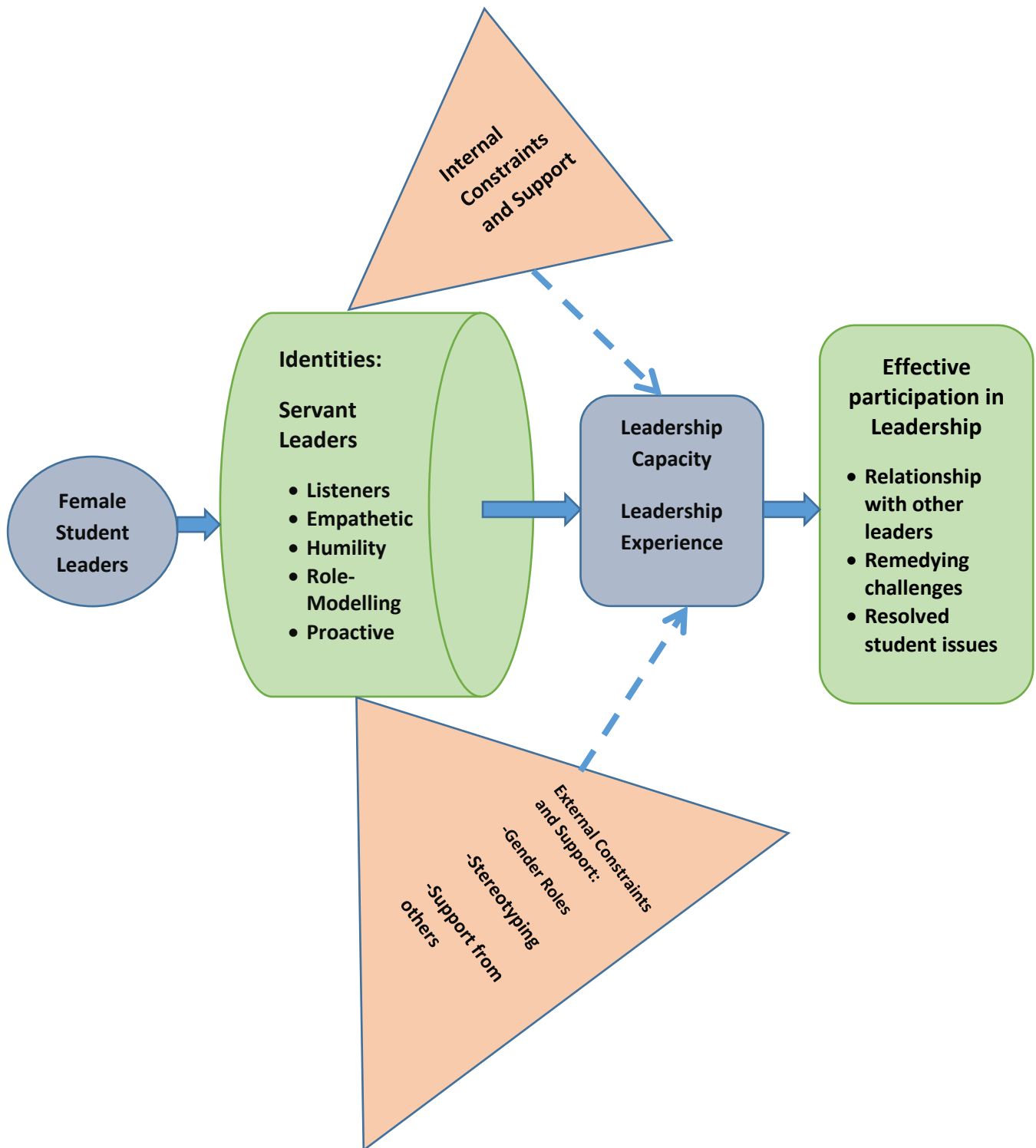


Figure 3: Model for effective participation of female student representatives on university councils

Figure 3 shows the Model for effective participation of female student representative on university councils. Obviously, this model is an extension of the Model of the Ladder of Citizen

Participation for female students and actually integrates Social Identity Theory and the Ladder of Citizen Participation. Social Identity Theory argues that social structural arrangements influence individuals in different situations since identities operate within individual self and they motivate behaviour (Carter, 2013). This implies that the behaviour of female student leaders is influenced by their identities in the social setting and this has a bearing on how they pursue leadership. In the arguments of the extension model of the Ladder of Citizen Participation, effective participation of female students in leadership may not be achieved through removing stereotypes on gender roles that are ascribed by society. However, the Model for effective participation of female student representatives relies heavily on their own agency wherein, they make conscious decisions to act in way that will advance their leadership cause. Such ways include deliberately soliciting support from relevant stakeholders such as family and friends, creating networks outside of the university environment, as long as such networks assist them in strengthening their leadership capacities. In short, female student took charge of their own cause instead of just waiting for people in authority to make decisions for them.

Figure 3 above illustrates that the Model for effective participation of female leaders draws heavily from student leaders' identities. It is these identities that enable them to harness expertise or support that will help them achieve meaningful participation. It is through meaningful participation that the interests of their clients can be better served. The focus on serving others occupies a central position in the identities debates, and it is through such identities that female leaders are able to fight for recognition as persons and not just as women. The notion of integration of both Ladder of Citizen Participation' and Liberal feminism Theory becomes important. Similarly, one can argue that the notion of extension to the Ladder for Citizen Participation is embedded in the integration of both these theories as facilitators of student participation. This further ensures effective pursuance of their leadership mandate. Relatedly, following from the postulations of the Liberal Feminism Theory, the model illustrates that female students, like their male student counterparts, may effectively undertake leadership.

The arguments in the extension model of the Ladder of Citizen Participation for female students promote the Liberal Feminism Theory which advances that both women and men are not different in all aspects and as such deserve to be treated the same way in all aspects (Lorber,

1997). Relatedly, Ridgeway and Correll (2004) argue that in any given social setting, there are essentially no distinction by gender, and neither is there sex discrimination. The scholars' arguments imply that there is dire need to ensure parity between female and male students' participation in leadership and governance of higher educational institutions. This may be achieved through providing remedy to the constraints faced by female students to effectively participate in leadership and governance of higher educational institutions. The Model I have described in the paragraphs above pay particular attention to this issue. In this study, the two promote the same cause of ensuring that female students participate more effectively in leadership and governance of their Institutions. Postulations of the Social Identity Theory that individuals derive their identities from respective social groups (Carter, 2013). When the three theories' postulations are put together, they give comprehensive understandings and meaning about female students' identities, their relationships with fellow council members and magnitude of their leadership effectiveness amidst several challenges. The arguments therefore inform the broader picture on leadership and gender.

7.7 Implications of the study

In this section I present the implications of female student representatives' lived experiences on public university councils for various categories of stakeholders. The study findings may not only be beneficial to fellow scholars and researchers in the Educational Leadership, Management and Policy domain, but also scholars and researchers in other domains. It may further inform female student leaders in higher education institutions and policy makers as indicated elsewhere in this thesis.

7.7.1 Implications of study findings for leadership knowledge

The study explored lived experiences of female student representatives on public university councils. The conclusion drawn from re-storied narratives is that the identities of female student representatives on public university councils in one way or the other influence their behaviour while pursuing their leadership mandate. In fact, it is the identities that seemed to drive their practices even in terms of overcoming the challenges they encountered along the way. It is their

identities that influenced the way they viewed their leadership responsibilities and thus persistence in terms of ensuring that they did not fail in such a hostile work environment.

The hostility of the environment I have alluded to above can be evidenced in other forms of challenges in the environment. For instance, the study also revealed that female student leaders faced a lot of challenges while pursuing their leadership mandate in respective public universities. In all narrated cases, the female student representatives indicated that they never had sufficient capacity to effectively pursue their leadership mandate. This was mainly attributed to the domination of gender stereotypes and masculinity in the work environment. What is positive about all these challenges is that female students were able to overcome them due mainly to how they viewed their identities as leaders who had to stay focused on serving others before leading them. For instance, where support was not forthcoming, they themselves found ways and means of enriching their leadership experiences and practices. Balancing leadership with academics was not an easy sail through for all the female student representatives on public university councils. All study participants shared that on several occasions they had to travel away from the universities to attend to activities that came with their leadership mandate and thus, ending up missing some academic sessions. Irene on the other hand, being a mother and wife, had to strike a balance between personal responsibilities and professional ones in order to ensure that her student leadership mandate, academic and mother responsibilities were not compromised. This also implies that female students at the higher educational level may also have other obligations to fulfil if they are mothers and wives, which makes them more vulnerable than their male counterparts. This may discourage them from participating in student leadership, leaving the platform for the male counterparts. Nevertheless, the study has shown that female student representatives through their commitment to their calling managed to achieve their goals.

7.7.2 Implications of study findings for female student leaders

The study revealed that female student leaders display similar identities which influence how they relate to fellow council members, students and other key players. I have learnt that the female student leaders played an active role in shaping their relationship with other key higher educational institutions leaders including top management, teaching and non-teaching staff,

parents and community members. According to the re-storied narratives of the female student leaders, a lot of support was sought from key players in respective universities. Therefore, what I can conclude is that female student leaders need to do more in terms of seeking support of other key players in order for them to effectively pursue their leadership mandate. Obviously, they need to ignore the stereotyping that leadership in higher educational institutions is a preserve for their male counterparts.

7.7.3 Implications for policy makers

Policy makers simply make policies and leave it to individual higher education institutions to implement them. That *per se*, is not a bad thing to do as it is a normal practice to leave universities alone to enjoy their independence. However, it has emerged very strongly that leadership capacity building measures were provided to student leaders in a skewed way that favours a particular gender over the other. Adopting such an approach does not help in effective policy implementation wherein female student leaders can be capacitated to perform their duties, and thus fulfil their leadership mandates. It is important that in each institution, mechanisms are identified and developed that will ensure that leadership capacities of all student leaders are developed. In addition, they have to make it a point that the notion of meaningful participation is prioritised as opposed to just representation without participation. It is evident that leadership in some university councils in Uganda is still gendered and more is still to be done in order to undo such a situation.

7.8 Summary, conclusions and recommendations

The study investigated lived experiences of female student representatives in public university councils of Uganda. Presented in the sub-sections is a summary of the entire study, conclusions and recommendations.

7.8.1 Summary of the study

The initial problem arose due to the fact that there was evidently a lot of campaign to promote females in leadership, generally world over, and specifically in Uganda. However, there was still a going concern of low participation of females in leadership especially in the higher education sector. Specific focus was though put on the female student representatives in public university councils in Uganda. Five female student representatives on public university councils were purposively select drawing from regional representation, by virtue of them being female student representatives on university council.

The study deployed the interpretive research paradigm, where qualitative approach was preferred basing on the nature of the study of lived experiences. Phenomenology research design was also deployed due to the fact that it allowed studying participants' phenomenon in respective lived world. The narrative inquiry methodology was used, where three methods of data generation were utilised and these were; unstructured interview, transect walks and letter writing. Data was analysed using the narrative two-level analysis, with the first level presenting verbatim narratives by the five participants and the next level identifying plots from the narratives, which were presented in themes.

Findings revealed that female student representatives were generally effective in their representation especially when it came to issues that affected fellow students directly. These young female leaders in the university setting revealed that they were servant leaders, rather leading with honesty, empathy and confidence. They revealed that they never had a big challenge relating with fellow council members, though these councils were dominated by highly experienced and relatively older members representing different factions of stakeholders. However, they still faced a lot of challenges including stereotypes that still pointed at leadership being a reserve for males specifically in a public university setting and generally in Uganda. They indicate insufficient capacity of female students to pursue leadership at the university, as compared to their male counterparts. Following from the findings, the study came up with a Model for effective participation of female representative on university councils, which is an

extension of the Model of the Ladder of Citizen Participation for female students and actually integrates Social Identity Theory and the Ladder of Citizen Participation.

7.8.2 Conclusions

Following from the findings, I came up with several conclusions. Firstly, identities of female student representatives have a great influence on how they behave while pursuing their leadership mandate. Secondly, the higher the capacity of female students in leadership, the more they would find it easier to effectively participate in leadership in a patriarchal society of the university. Thirdly, Cordial relationships among female student representatives on university councils with other key stakeholders like fellow council members, top management, teaching and non-teaching staff, fellow students and community members, the more effective their pursuance of leadership would be. Fourthly, support from the mentioned key stakeholders is also paramount for effective leadership of female student representatives in public university councils. Fifthly, if gender stereotypes are on female student representatives' leadership are ignored, there would be more effective leadership.

7.8.3 Recommendations

Following from the conclusions in the previous section, I recommend as follows; firstly, for effective leadership by female student representatives, they need to identify with fellow students and therefore their behaviour should be influenced by such identities. Secondly, I also recommend that the higher education sector should prioritise building capacity of female students in leadership so that they could participate more effectively. Thirdly, for more effectiveness of their leadership mandate, female student representatives need to build strong cordial relationships with key university stakeholders including fellow council members, top management, staff, students and community members. Fourthly, the female student representatives need to seek support of key stakeholders, if their leadership mandate is to be effective. Lastly, I also recommend strongly that female students need to ignore gender stereotypes, if they are to prosper in pursuance of leadership in the higher education sector.

7.9 Areas for further research

The study dwelled more on female student representatives' identities and their relationship with fellow council members in the pursuance of their leadership mandate. Further studies may pick interest in investigating the role of various university stakeholders including community members, council organ members, university staff members and students in the promotion of female leadership at the university.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE

Version 2.0 August 22, 2017

APPENDIX I: Interview Guide

Introduction:

My name is Christopher Samuel Mayanja, a PhD candidate at the University of KwaZulu Natal, South Africa. I am currently working at Uganda Management Institute as the Head of Planning Monitoring and Evaluation Department. I am pursuing a PhD in Educational Leadership, Management and Policy. The study is titled: "Leadership and Gender: Exploring female students' lived experiences in leadership in Ugandan public University Councils".

You have been selected as one of the participants in this study.

Who are female students' leaders participating in public University Councils in Uganda?

1. How have you grown into a leader from your childhood?
2. Has your family background have anything to do with the leader you have become?
3. How do you describe yourself as a female leader representing students on the university council?
4. How do you interact with fellow students in general?
5. What do the students expect of you as their leader?
6. Do your fellow students indicate that they are satisfied with you as their leader?

How do female students' leaders who participate in public University Councils in Uganda experience their relations with other council members?

1. What kind of relationship do you have with fellow council members?
2. Does the chairperson of council allow you opportunity to contribute at council meetings?
3. If yes, what key issues have you shared with council in your tenure?
4. Have all student issues that you have brought before council been resolved on?
5. How has Top Management implemented or resolved student issues as brought before council?
6. Council is constituted by a multitude of members. How have you been able to interact with the different members of council?

What challenges (if any) do female students' leaders face on public University Councils in Uganda?

1. What challenges do you face as you execute your leadership roles at the university?
2. How have you shared these challenges with university organs?
3. What remedies would you propose to ensure improved participation of female students in university leadership?

What lessons can be drawn from the experiences of female students' leaders participating in public University Councils in Uganda about gender and leadership?

1. In general, what is your experience in participating in leadership at the university?
 - a. Probe: the good points; the bad points.

END



APPENDIX II: LETTER WRITING GUIDE

Think of a very good friend or relative with whom you may share your inner most feelings on the subject of being a female student representative on the university council. Write to that person two different letters;

Letter 1:

- i. Expressing the good memories you may have as you executed your mandate as a female student representative on the university council.
- ii. Expressing the good memories as you related with your fellow students as their leader
- iii. Expressing good memories while relating with fellow council members at council meetings
- iv. Expressing good memories while relating with fellow council members outside council meetings
- v. Expressing good memories on how you have contributed during council meetings
- vi. Expressing good memories on how you have generally contributed in the leadership and governance of the university
- vii. Expressing good memories on how top university management has helped you to pursue your leadership mandate as a female student representative on the university council
- viii. Expressing good memories of how your capacity as a female student representative has been built during your tenure
- ix. Expressing how your family and friends have supported your leadership role at the university
- x. Expressing how teaching staff have supported your role as a female student representative on the university council
- xi. Expressing how the non-teaching staff have supported your role as a female student representative
- xii. Expressing how the outside community has supported your role as a female student representative

Letter 2:

- i. Expressing constraints you have encountered while executing your mandate as a female student representative on the university council
- ii. Expressing constraints as you relate with fellow students as their leader
- iii. Expressing constraints while relating with fellow council members at council meetings
- iv. Expressing constraints while relating with fellow council members outside council meetings
- v. Expressing constraints on contribution during council meetings
- vi. Expressing constraints on general contribution in the leadership and governance of the university
- vii. Expressing on how top university management has failed to help you to pursue your leadership mandate as a female student representative on the university council

- viii. Expressing you have lacked in capacity as a female student representative to execute your role as a female student representative
- ix. Expressing how your family and friends have derailed your leadership role at the university
- x. Expressing how teaching staff have derailed your role as a female student representative on the university council
- xi. Expressing how the non-teaching staff have derailed your role as a female student representative
- xii. Expressing how the outside community has derailed your role as a female student representative

END

APPENDIX III: TRANSECT WALK GUIDE

I thank you for having provided a lot of information on your lived experiences as a female student representative on the university council. I now request you to identify memorable places within and outside the university where we can share on your other lived experiences.

Let us list the memorable places with fond memories and unpleasant memories where we can visit and share more on your lived experiences

Places	Lived experiences	Remarks
1. Fond memories		
2. Unpleasant memories		

APPENDIX IV: STUDY APPROVALS

**UGANDA NATIONAL COUNCIL FOR SCIENCE AND
TECHNOLOGY – SS117ES (UNCST)**

FYI

**On Fri, Nov 3, 2017 at 4:33 PM, Isaac Makhuwa <i.makhuwa@uncst.go.ug> wrote:
Dear Nicholas,**

FYI, please see the email below.

**Regards
Isaac M**

Isaac Makhuwa
Science Officer
Research Registration, Clearance and Analysis Unit,
Uganda National Council for Science and Technology
Phone :+256 414 705 521 Mobile: +256 788744067
Fax: +256 414 234 579
Address:P.O.Box 6884, Kampala -Uganda
Website:www.uncst.go.ug E-mail: maki2saac@gmail.com

**From: Research Management - UNCST [<mailto:research@uncst.go.ug>]
Sent: 03 October 2017 14:28
To: Research Team <research@uncst.go.ug>
Subject: Study Approval - (SS117ES)**

Dear Christopher Mayanja,

I am pleased to inform you that on **03/10/2017**, the Uganda National Council for Science and Technology (UNCST) approved your study titled, **Leadership and Gender: Exploring female students'™ lived experiences in leadership in Ugandan public University Councils**. The Approval is valid for the period of **03/10/2017** to **03/10/2020**.

Your study reference number is **SS117ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above study.

Please, note that as Principal Investigator, you are responsible for:

1. Keeping all co-investigators informed about the status of the study.
2. Submitting any changes, amendments, and addenda to the study protocol or the consent form, where applicable, to the designated local Research Ethics Committee (REC) or Lead Agency, where applicable, for re-review and approval prior to the activation of the changes.
3. Notifying UNCST about the REC or lead agency approved changes, where applicable, within five working days.
4. For clinical trials, reporting all serious adverse events promptly to the designated local REC for review with copies to the National Drug Authority.
5. Promptly reporting any unanticipated problems involving risks to study subjects/participants to the UNCST.
6. Providing any new information which could change the risk/benefit ratio of the study to the UNCST for review.
7. Submitting annual progress reports electronically to UNCST. Failure to do so may result in termination of the research project.

Please, note that this approval includes all study related tools submitted as part of the application.

Yours sincerely,

Hellen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

GULU

P.O. Box 166 Gulu Uganda
Website: www.gu.ac
Email: lekobai@gmail.com



UNIVERSITY

Tel: +256-4714-32096
Fax: +256-4714-32913
Mob: +256772305621

RESEARCH ETHICS COMMITTEE

Date: 01/09/2017

REC APPROVAL NOTICE

To: Mr. Christopher Samuel Mayanja
University of Kwazulu-Natal
South Africa

Re: Application No. GUREC 002/09/2017

Title: "Leadership and Gender: Exploring female students' lived experiences in leadership in Ugandan public University Councils"

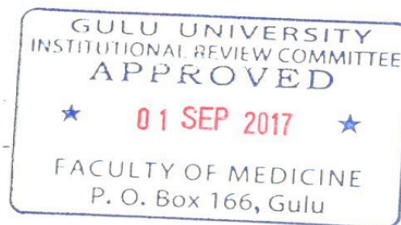
Version 2.0: 22nd August, 2017

Type: Initial Review
 Protocol Amendment
 Letter of Amendment (LOA)
 Continuing Review
 Material Transfer Agreement
 Other, Specify: _____

I am pleased to inform you that your study has been approved by Gulu University Research Ethics Committee (GUREC).

Approval of the research is for the period of 1st September 2017 to 30th August 2018.

This research is considered [risk level] for pediatric risk category. [] Check box if Not Applicable.



As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to GUREC eight weeks prior to the above expiration date of 30th August 2018 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.



The following is the list of all documents approved in this application by GUREC:

	Document	Language	Version	Version Date
1	Protocol	English	Version 2.0	22 nd August 2017
2	Data Collection Tools	English	Version 2.0	22 nd August 2017
3	Informed consent	English	Version 2.0	22 nd August 2017

Signed,



Mr. Robert Kiduma

For: Chairperson

GULU UNIVERSITY RESEARCH ETHICS COMMITTEE



APPENDIX V: AUTHORISATION BY GATE KEEPERS (PUBLIC UNIVERSITIES)



DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND INNOVATIONS

29TH JUNE, 2017

**Mr Christopher S. Mayanja,
Department of Planning, Monitoring and Evaluation
Uganda Management Institute
Kampala, Uganda**

Dear Mr Mayanja,

Re: PERMISSION TO CONDUCT RESEARCH AT [REDACTED] UNIVERSITY

This is in response to your letter of 14th June, 2017, addressed to the Vice Chancellor on the above subject. In your letter you indicated you are a Doctoral student at the University of KwaZulu-Natal (UKZN), Republic of South Africa, undertaking research in partial fulfilment for the award of a PhD in Educational Leadership, Management and Policy. The title of your thesis being **“Leadership and Gender: Exploring female students’ lived experiences in leadership in Ugandan public University Councils”**. Your letter also indicated that our University was selected among the public Universities in Uganda to participate in the study.

As you requested permission is here by granted to you to undertake the above study in [REDACTED] University in the period from July 2017 to March 2018. Wishing you all the best.

Best regards.


([REDACTED] hD)

Assoc. Professor/Coordinator

**CC: The Vice Chancellor
The First Deputy Vice Chancellor**



Faculty of Graduate Studies & Research

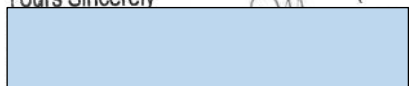

October 17, 2017

Mr. Christopher S. Mayanja
Planning Monitoring and Evaluation Department
Uganda Management Institute
P.O Box 20131
Kampala, Uganda

RE: PERMISSION TO CONDUCT RESEARCH AT 

Reference is made to the letter dated 04th July 2017 to conduct research in Leadership and Gender. Exploring female students lived experiences in Leadership in Uganda Public University Councils. This serves to confirm to you that permission has been granted to conduct research at the University. Good luck.

Yours Sincerely

Dean

Copy:

Dean of Students

Email: 

Website: 

[Redacted]

[Redacted]

Ref: [Redacted]

22nd November 2017

Mr. Christopher S. Mayanja
Uganda Management Institute
P.O Box 20131
Kampala

Dear Mr. Mayanja

**RE: PERMISSION TO CONDUCT RESEARCH WITH M [Redacted]
UNIVERSITY [Redacted]**

Reference is made to your request dated 14th June 2017 concerning the above subject.

This is to inform you that permission to conduct research in the field of *Leadership and Gender: Exploring female students' lived experiences in leadership in Ugandan public university councils* has been granted.

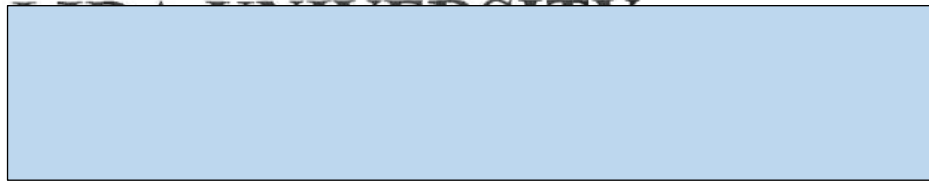
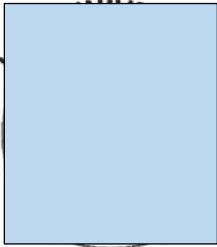
You are free to contact the Chairperson Research and Ethics Committee (REC) for any assistance.

Yours sincerely

[Redacted Signature]

Assoc. Prof. [Redacted]
DEPUTY V

e-mail: [Redacted]



OFFICE OF THE ACADEMIC REGISTRAR

21st June 2017

Mr. Christopher S. Mayanja
Planning, Monitoring and Evaluation Department
Uganda Management Institute
P.O Box 2013
KAMAPALA

Dear Mr. Mayanja.

RE: PERMISSION TO CONDUCT RESEARCH AT [REDACTED] UNIVERSITY

Reference is made to your letter concerning the above subject matter, of 14th June 2017.

I am pleased to inform you that permission has been granted for you to conduct Research at [REDACTED] University using the female representative on Council.

You may need to liaise with the Dean of Students of [REDACTED] University for better results because of her proximity with students.



ACADEMIC REGISTRAR



Copy: Dean of Students.
Female Student Representative on Council.



ITY

P.O. Box [redacted]
www.[redacted]

20th June, 2017

Mr. Christopher S.Mayanja
PHD Student
University of KwaZulu Natal (UKZN).

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH AT [redacted] UNIVERSITY.

Reference is made to your letter dated 10th June 2017 requesting for permission to conduct research at [redacted] University.

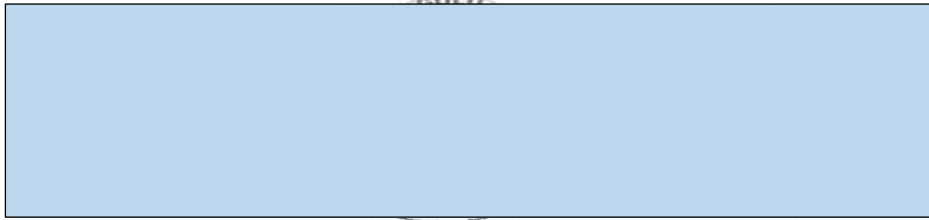
This is therefore to grant you permission to conduct research at the University on Leadership and Gender – Exploring Female Students’ lived experiences in Uganda Public University Councils.

The University expects the first cohort of students the coming academic year 2017/18.

Good Luck

[Redacted Signature]

Academic Registrar



4
4

OFFICE OF THE DEAN OF STUDENTS

Date: June 22, 2017

Mr. Christopher S. Mayanja
PhD Student
University of KwaZulu-Natal (UKZN)
SOUTH AFRICA.

RE: PERMISSION TO CONDUCT RESEARCH AT [REDACTED] UNIVERSITY

In reference to your letter dated June 14, 2017 from Uganda Management Institute, requesting for permission to conduct research at [REDACTED] University.

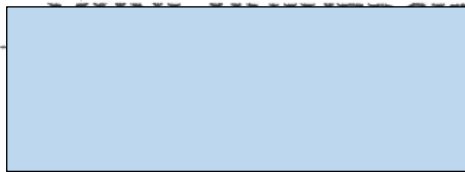
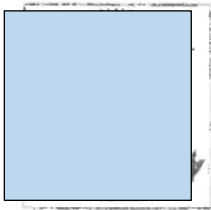
This is therefore to inform you that permission has been granted to conduct research on Leadership and Gender: Exploring female students' lived experiences in leadership in Uganda Public University Council.

Any assistance rendered to him will be highly appreciated.

The [REDACTED] Y
Yours faithfully, [REDACTED]
22 JUN 2017
OFFICE OF THE
[REDACTED]

AG. DEAN OF STUDENTS

Copy: Director – Institute of Research and Graduate Studies
Guild President



Y
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Our Ref:
Your Ref:

27 June 2017

Mr. Christopher S. Mayanja
Planning, Monitoring, and Evaluation Department
Uganda Management Institute
Kampala

Dear Mr. Mayanja,

RE: PERMISSION TO CONDUCT RESEARCH AT [REDACTED] UNIVERSITY

Reference is made to your letter dated 14th June 2017, seeking permission to conduct research at [REDACTED] University in partial fulfilment of the award of a PhD degree.

This is to confirm that permission has been granted to you to conduct research at [REDACTED] University for the period you indicated in your letter (July 2017 to March 2018). However, this permission is subject to obtaining clearance by the Research Ethics Committee of the National Council for Science and Technology. The clearance should be shown to [REDACTED] University prior to beginning your data collection here at the University.

Sincerely,

Acting Research Director

- Copy: Vice Chancellor
- Deputy Vice Chancellor
- University Secretary
- Dean of Students
- Dean, Faculty of Technoscience



UNIVERSITY

Web site: www.█.ac.ug

Office of the Dean, Graduate School

26th September 2017

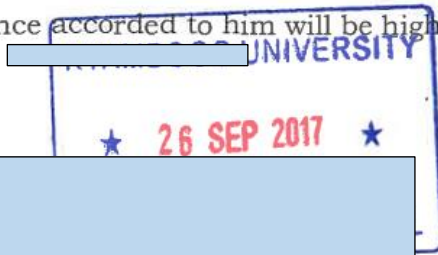
To: All Deans
Heads of Department
█ University Management

PERMISSION TO CONDUCT RESEARCH AT █ UNIVERSITY

This is to introduce **Mr. Christopher S. Mayanja** who is a Doctoral student at the University of KwaZulu – Natal (UKZN) South Africa carrying out research. The title of his study is: Leadership and Gender: ***‘Exploring female students’ lived experiences in leadership in Ugandan public University Councils’***.

On behalf of █ university and advice given by the Vice Chancellor █ university, please allow Mr. Mayanja to collect data along as the data collected does not harm the University.

Any assistance accorded to him will be highly appreciated.



A
AG. DEAN, GRADUATE SCHOOL

APPENDIX II: Informed consent document

Title of the study: Leadership and Gender: Exploring female students' lived experiences in leadership in Ugandan public University Councils

Investigator(s): Christopher Samuel Mayanja

Institution(s): University of KwaZulu Natal, South Africa.



Introduction

The investigator, Christopher Samuel Mayanja is a PhD candidate at the University of KwaZulu Natal, South Africa. Currently working at Uganda Management Institute substantively as the Head of Planning, Monitoring and Evaluation Department. The investigator is pursuing a PhD in Educational Leadership, Management and Policy. The study is titled: "Leadership and Gender: Exploring female students' lived experiences in leadership in Ugandan public University Councils".

Purpose:

The study seeks to explore the lived experiences of female students who are members of public university councils in Uganda.

The findings of this study will help to generate knowledge on how female students participate in governance of higher education in Uganda. Findings may be used by the Education and Sports sector of Uganda to ensure effective involvement of students in public university governance. They may also inform policy makers on how to review the legal framework so as to increase student participation and involvement in higher education leadership and governance for improved sector performance and development.

Procedures:

You, as a participant in this study, will be engaged using three data collection methods; letter writing, transect-walks and interview. The investigator will first build rapport with you so as to create a professional relationship so that desired data and information can easily be captured during this engagement. Since the study will involve allocation of time on your part, you will be facilitated with a modest engagement allowance of USD 100 for the time you will be engaged to avoid manipulation. Payment modalities will be

30% at the beginning of engagement and 70% at the end. The investigator will also deploy some research assistants, who prior to engagement, will be trained in key aspects of data management including how to relate with you in the study. Consent will be sought from you, as a participant in the study, to use voice recorders during the interview sessions to enable capture of information in verbatim without necessarily scribbling notes during the interviews. Collected data will then be transcribed verbatim as soon as possible, while responses are still fresh, and thereafter transferred to the computer for analysis.

Who will participate in the study?

You have been chosen to participate in this study because you are a female student representative on the university council. The interview will last for approximately 30 (thirty) minutes. Total number of interviews in the study will be ten (10) capturing from the ten female student representatives on public university councils in Uganda. You will also participate in two other data collection methods; letter writing and transect-walks at times of your convenience during the data collection period.

Risks/discomforts:

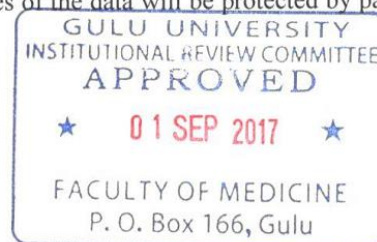
There is no major foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risks or discomfort will be the inconvenience in terms of time spent during the interview and during the other two data collection methods; letter writing and transect walks. Secondly, the information that you will share in the study will be treated with utmost confidentiality and will only be shared with only you, the respective participants. In the study report, no disclosure will be made what so ever on a particular piece of information tagged to a particular participant in the study. Rather data will be lumped for all the ten participants' lived experiences.

Benefits:

By participating in the study, you may appreciate the interaction on how participation of female students in leadership of public universities may be enhanced. You will be facilitated for the time you will be engaged on generating data for the study with an engagement allowance of USD 100 payable in two instalments; 30% at the beginning and 70% at the end.

Confidentiality:

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password



and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives:

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost:

There will not be any additional cost incurred as a result of participating in this study.

Questions:

If you have any questions related to the study, or your rights as a research participant, you can contact the principal investigator, Christopher Samuel Mayanja on telephone number 0772-465428 or 0702-465428 or via email on chrismayanja@gmail.com

Statement of voluntariness:

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr Gerald Obai, Tel: No., 0772-305621; email: lekobai@gmail.com/ lekobai@yahoo.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414-705500.

Statement of consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

NameSignature of participant.....Date



Name.....Signature of interviewer.....Date.....

GUREC Approval

The consent form, having conformed to requirements, has been approved by the Gulu University Research Ethics Committee (GUREC).

Signed;

.....

Chairperson GUREC



APPENDIX III: Research Assistants' Confidentiality Agreement

I, as one of the Research Assistants in this study entitled: "**Leadership and Gender: Exploring female students' lived experiences in leadership in Ugandan public University Councils**", hereby assure the Main Researcher and the Participants in the study that I am bound by this agreement not to misuse the collected data apart from the purposes for which it is collected. I clearly understand the repercussions that may arise as a result of misusing the collected data and I will solely be liable on the consequences of such unethical conduct.

Signed;

.....

Research Assistant

.....

Main Researcher

Date:

.....



APPENDIX VI: TURNITIN CERTIFICATE

2nd Draft Turnitin Report C Mayanja.pdf - Adobe Acrobat Reader DC

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186 / 196 100%

ORIGINALITY REPORT

3%	2%	1%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Hogg, Michael A., and Joanne R. Smith. "Attitudes in social context: A social identity perspective", European Review of Social Psychology, 2007. Publication	<1%
2	Michael J. Carter. "Advancing Identity Theory", Social Psychology Quarterly, 2013 Publication	<1%
