

Full Length Research Paper

Gender Parity Approaches in Uganda's Education System: A Case of Public Secondary Schools in Bugiri District

Muweesi Charles^{1*}, Mugenyi Disan Kuteesa², Kaweesi Muhamadi¹, Kintu George¹, Tomusange Robert³, Isabirye Christopher⁵, Namagero Tendo Shira⁷, Kaahwa Yuda Taddeo⁶, Sserwadda Lawrence⁶, Wanyana Mercy¹, Nakonde Justine⁴, and Nakasaawe Victoria⁶

¹Department of Education Foundations, Busitema University, Uganda.

²Department of Educational Foundations, Kyambogo University, Uganda.

³Department of Foundations of Education, Mountains of the Moon University, Uganda.

⁴Department of Sociology and Social Administration, Kyambogo University, Uganda.

⁵Department of Pedagogical Studies, Health Tutors College-Mulago, Uganda.

⁶Department of Educational Foundations & Curriculum Studies, Makerere University, Uganda.

⁷Department of Educational Languages, Busitema University, Uganda.

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The study examined the available approaches to improving gender parity in public secondary schools in Bugiri District. It specifically focused on the approaches put in place to improve gender parities in Public secondary schools, their effectiveness and challenges faced by stakeholder. The study was rooted in the interpretive paradigm and employed a qualitative methodology. Data were obtained from head teachers, teachers and students with the help of semi-structured interview guides that was triangulated with document checks and was analyzed thematically. Findings revealed that in schools where gender-related training was implemented, head teachers and teachers continued to partner with the communities in the provision of school facilities for girls (toilets and restrooms), learning materials, and also advising their children. According to findings, the ministry of education and sports typically advocates for programs that promote gender equality in schools. Further, for female students to feel comfortable and confident in their health while attending school, there are also organizations that produce reusable pads. People who are the victims of gender discrimination typically look for a forum to talk about their issues and need an unbiased listener. According to results, most of the secondary schools have started balancing activities among teachers, with male teachers taking on responsibilities towards female students and female teachers taking care of male students. The gender roles that have been established are still so distinct that many women are referred to as being in charge of the household duties. Conclusively, religious leaders do a lot to participate in the implementation of gender-responsive programs in schools. Most of the secondary schools have started balancing activities among teachers, with male teachers taking on responsibilities towards female students and female teachers taking care of male students.

Key words: Gender parity, secondary schools, students and teachers.

INTRODUCTION

Uganda continues to face gender inequality in economic empowerment and economic outcomes, despite closing gender gaps in rates of labor force participation and entrepreneurial activity. Gender parity is a statistical measure that compares a particular indicator among women, like average income, to the same indicator among men (Saleh-Hanna V, 2018).

Calculating gender parity in education involves dividing the proportion of female students at a certain academic level by that of male students at the same level (Silkenat, D, 2019). Gender equality, also known as sexual equality or equality of the sexes, is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of gender.

The COVID-19 pandemic expanded gender gaps in paid work and business ownership, and the 2020 lockdown set off a wave of work stoppages and business closures that affected women more than men, while job losses and school closures have resulted in a greater share of unpaid care work for women, who already shoulder a disproportionate amount of household responsibilities.

The Global Gender Gap Index 2022 compares 146 nations based on how gender-based disparities have changed in terms of economic opportunity and engagement, educational achievement, health and survival, and political empowerment (World Economic Forum, 2022).

The Index assesses gender parity rather than true equality, although it is nevertheless a helpful tool for analyzing growth and decline. According to the 2022 Report, the average distance completed to parity was 68%, with scores indicating the distance to parity on a scale from 0-100. If things continue as they are, it will take 132 years to bridge the gender pay gap and 151 years to attain equal economic opportunity (World Economic Forum, 2022).

Only 35% of practicing doctors in the US are female at the moment. However, the gender balance among medical students, which has been constant over the previous five years, suggests that gender parity in the physician workforce may be attained soon. There is gender parity and even an overrepresentation of women at the instructor level among medical school professors. The percentage of female faculty members, however, decreases with each position, with the percentage of female professors being 56% lower than that of female

assistant professors (Anita et al., 2019). The education and schooling of young girls has significantly improved in the majority of Asian countries. The gender gap in education may be closed in South Asia in as little as 46 years, as opposed to Western Europe, Latin America, Sub-Saharan Africa, the Middle East, and North Africa. The Asian nations that are cited are not representative, but rather serve to highlight the major gender and educational challenges that their citizens face (Anita, 2018).

As a consequence of several policies and initiatives that have been put in place throughout time and at various educational levels throughout South Asian countries, gender parity has risen. The figures also give a false impression of who actually understands and values education. The fact that many girls still choose not to enroll in formal education raises serious concerns for everyone who believes in the transformational potential of education (Pappu, 2020).

The Academy for Educational Development's Center for Gender Equity analyzes the low female enrollment in secondary education in different areas of the world. 40% of girls do not attend secondary school worldwide. Long-term outcome associated with education girls is less disease, healthier children, less poverty, and civic engagement (UNESCO, 2022).

Ashgabat, 14 November 2022 - In an effort to increase national capacity for gender responsive education, UNICEF and the Ministry of Education collaborated. The National Institute of Education hosted a five-day "Seminar on Practical Application of Improved Teaching Methods to Promote Gender Equality in Schools" from November 7–11, 2022, for 27 national professionals from the Turkmenistan education sector. This attempts to enhance gender equality and inclusion for future generations through children's education (UNESCO, 2022). Uganda achieved gender parity on enrollment into primary schools in 2014; enrollment into secondary schools has increased from 54% for boys and 46% for girls in 2008 to 53% for boys and 47% for girls in 2014 while total enrollment into tertiary education for females increased from 38% in 2002 to 44% in 2014.

The country of Uganda is working to eradicate the considerable gender disparity that prevails there. Gender oppression must be successfully and totally eliminated, and this requires a comprehensive and revolutionary approach that addresses systemic power disparities. In order to shatter the patriarchal violence and provide the conditions for everyone to be able to heal and go forward together, a disruption of this scale need crucial and forceful education (Monk et al., 2021).

*Corresponding author. E-mail: cmuweesi@gmail.com.

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Purpose of the study

The purpose was to examine the effectiveness of the available approaches to promoting gender parity in public secondary schools in Bugiri District

Objectives of the study

The study was conducted to:

- (a) Examine the gender parity approaches in public secondary schools in Bugiri District
- (b) To explore the challenges faced by stakeholders in a bid to enhance gender parity in schools.

Theoretical review

The feminist philosophy, which first appeared in works like Mary Wollstonecraft's *A Vindication of the Rights of Woman* in 1794, guided the study (Levitas, 2021). Feminism seeks to comprehend the origin of gender inequality, hence force feminism examines how men and women behave in social situations as well as their experiences, interests and tasks.

Thus, gender inequality is a common theme in the feminist thought. Feminism was chosen because discrimination, objectification, oppression, patriarchy and stereotyping (Levitas, 2021) which are the major focus and are related to the problem under consideration. By implications; some of the strands of feminism can ably improve gender parities in education institutions. The major of Feminism comes from women centered view stipulating that women have more social problems than men. But a point to note is that , social problems are not strictly related to women, true feminism should benefit men too but not applicable to only women, should emphasize the promotion of equality and justice among men and women (Hardings, 1991).

REVIEW OF RELATED LITERATURE

This section provides background information about the study goals. The most recent and fundamental works on the study topic are highlighted in particular. The purpose of this section is to help comprehend how gender parity is organized in various countries. The majority of this excellent data comes from scholarly publications.

Approaches put in place to enhance gender parity in secondary schools

Gender parity strategies in secondary schools

To mark International Women's Day, UNESCO, the UN

Girls' Education Initiative (UNGEI) and Transform Education, with support from the Organization of Economic Cooperation and Development (OECD), held a webinar calling on students, parents, teachers, governments and development partners to smash gender stereotypes and bias through education (UNESCO, 2022).

The Global Education Monitoring Report and UNESCO launched a new factsheet challenging gender bias and stereotypes in and through education. Recognizing the transformative role of education, Amelia Fernandez, Advisor for the Government of Navarre, and laureate of the 2019 UNESCO Prize for Girls' and Women's Education for the project SKOLAE, shared that "teachers have a duty to have a gender-transformative approach so that we explain to learners all of their capabilities and enable them to fulfil their potential as people and not as silos of boys and girls separately (UNESCO, 2022)."

Even in the most industrialized nations, girls are frequently reared with the misconception that they are not on an equal footing with males. If these teachings are not reversed, they may persist until adulthood. Women feel they can succeed when they are encouraged and given opportunities (Karthik, 2017).

In another study, recurring themes necessary for secondary school teachers working in the Eritrean context were identified by examining the present gender-sensitive education toolkits for educators in low- and middle-income countries. According to research, teachers should pay close attention to the following in order to promote gender sensitivity: engaging students in learning, establishing a gender-sensitive classroom, using language and teaching materials, health and maturity issues, and enlisting the help of parents and the community (Korenius, 2015).

A recent poll by the Organization for Economic Co-operation and Development (OECD) included 540,000 students between the ages of 15 and 16 from 72 different nations. In the OECD countries as a whole, 66% of students said they felt anxious about getting bad results, and 59% said they frequently worry about how hard an exam will be. The OECD also discovered that even when they are well-prepared, 55% of students experience extreme anxiety before school tests. 37% of students said they felt extremely anxious when studying, with girls regularly reporting more anxiety than boys about their coursework (OECD, 2017).

Effectiveness of approaches in place to ensure gender parity in secondary schools

Women have consistently aimed to play key roles in tackling the most pressing issues facing the globe today, including global poverty, health, and climate change, throughout history and in recent years. Women have consistently worked to advance initiatives that support

environmental sustainability, education, and health (Calorina and Barbara, 2018).

The Teachers Service Commission has hired many women as teachers in Kenya. Although there are 45 female teachers in the Nyandarua Central sub-county, there is cause for concern because so few of them are involved in secondary school management, particularly in mixed secondary schools. Only three of the fifteen principals at the mixed secondary schools in Nyandarua Central Sub-County, for instance, are women (Martins and Wangenheim, 2022).

Women have had their time and energy stolen from them for a long time by economic and cultural systems that assign them child care and the everyday maintenance tasks of cooking, cleaning, and shopping (Dennis et al., 2018). Due to the double weight of work, a woman is severely constrained in her ability to make a difference outside of her house and family. Due to the disproportionately high percentage of household tasks performed by women, they are prevented from achieving senior administrative positions (Xinfeng et al., 2019).

Arab women occupy the majority of teaching posts in Arab schools, but when they aim to become principals, patriarchal opposition breaks out. This article discusses a study that looked at teaching colleagues' perceptions of the hiring of female principals (Madjar and Chohat, 2017).

The appointment of women to school leadership and management has motivated intensive investigation since the end of the 20th century (Blackmore, 2007; Brunner and Grogan, 2007; Glazer, 1991). Research on gender equality in educational leadership indicates that some gaps between men and women have closed the appointment of women to school leadership and management has motivated intensive investigation since the end of the 20th century (Blackmore, 2007; Brunner and Grogan, 2007; Glazer, 1991). Research on gender equality in educational leadership indicates that some gaps between men and women have closed.

Women are still underrepresented in positions of top management, despite the fact that they are entitled to and qualified for any management roles that have traditionally been held by their male counterparts. This article's goal is to determine whether there are gender variations in the elements that academics have said contribute to the underrepresentation of women in leadership roles in educational institutions (Evans et al., 2018).

Despite significant advancements in recent decades, the recruitment, advancement, and promotion of women in academics remain low. More than half of all PhDs are earned by women, who make up a considerable portion of the academic talent pool. Despite this, they are still underrepresented in teaching and leadership positions (Mitchelle et al., 2020).

Working collaboratively is the approach that is most common in the scientific community, independent of the individual contributions' qualities (Geordan et al., 2019).

In our view, it is this synthesis of many viewpoints and ideas that gives science its originality and advances scientific paradigms. Nevertheless, there is still little gender diversity in several scientific sectors. Only 28.8% of scientists worldwide are female researchers, according to the UNESCO Institute for Statistics (UIS). We will highlight Colombia's gender disparities in this review, where women make up just 37.8% of the nation's researchers (Calorina and Barbara, 2018).

Challenges faced by stakeholders in a bid to enhance gender parity in secondary schools

Female teachers are less likely (34%) than their male counterparts to take leadership positions in secondary schools, according to Kanukisya and Mbogela (2021). Insufficient role models and mentors, gender norms, socialization, and gender stereotypes, as well as a lack of participation, were all contributing factors. It's critical to address the problems that prevent more women from occupying leadership roles.

A teacher's professional advancement is hampered by two issues: (1) Internal factors, such as female teachers' low aspirations and lack of desire, which causes them to become complacent with their current situation. Another possibility is that female teachers are concerned that having a higher position would mean having more work and responsibility to handle; (2) External factors: Culture plays a big part and affects people's mindsets, therefore the head job is only held by men (Muweesi C, Basan MK. 2022). The number of female principals is still low even though the rules pertaining to structural roles do not disadvantage women due to rivalry with male principals and the restricted number of jobs available in comparison to the number of instructors who match the standards (Ryan, 2019).

Despite the fact that there does not seem to be a gender difference in these factors, family responsibilities, a lack of aspiration for management positions, a lack of mobility, the suitability of female educators to hold management positions, and a lack of supportive networks appear to be the main barriers to the promotion of female educators to school management positions. Other barriers include the lack of support from male coworkers, gender stereotypes, and a lack of confidence (Yang et al., 2019).

In China, gender equality and women's advancement have lagged, while women's traditional roles and the division of household duties between men and women have remained static. As the fertility policy is relaxed, more women will give birth more frequently, which will make it more challenging for them to find employment. Women's salaries suffer due to childbirth, and the issue of maternal punishment only gets worse as it becomes more prevalent (Fang and Xia, 2021).

Violence, social isolation, exploitation, and

discrimination are still ongoing threats to women's rights in Cambodia. If women are to successfully contribute to Colombia's growth, which is so important, they must get through the major obstacle that gender inequity presents. There is a significant gender gap in the scientific community in Colombia, which is not an exception to the rule of gender equality in other areas of life (Calorina and Barbara, 2018).

Summary of literature

International Women's Day is on March 8 and International Girls are reared with the misconception that they are not on an equal footing with males. Research shows that even when well-prepared, 55% of students experience extreme anxiety before school tests. In the OECD countries as a whole, 66% of students said they felt anxious about getting bad results, and 59% said they frequently worry about how hard an exam will be.

Women have had their time and energy stolen from them for a long time by economic and cultural systems that assign them child care and the maintenance tasks of cooking, cleaning, and shopping. Due to the disproportionately high percentage of household tasks performed by women, they are prevented from achieving senior administrative positions. Despite significant advancements in recent decades, the recruitment, advancement, and promotion of women in academics remain low.

Female teachers are less likely (34%) than their male counterparts to take leadership positions in secondary schools. Insufficient role models and mentors, gender norms, socialization, and gender stereotypes are contributing factors. Culture plays a big part and affects people's mindsets; therefore, the head job is only held by men. In China, women's traditional roles and the division of household duties between men and women have remained static. As the fertility policy is relaxed, more women will give birth more frequently, which will make it more challenging for them to find employment. There is a significant gender gap in the scientific community in Colombia.

Gaps identified

In general, there are not many in-depth analyses of the gender parity issue in the literature. The information accessible is mostly for industrialized nations, and there is currently little local understanding regarding the methods used to promote gender parity. It is difficult to implement better strategies for promoting gender equity in schools without this type of understanding. Given the paucity of the literature, there is a lack of efficacy when it comes to the measures that are already in place. On the other hand, disparities are still being spoken about. The obstacles are considerable, which is why even the

strategies that have been used to advance gender parity have never been successful.

METHODOLOGY

This study specifically focused on approaches put in place to improve gender parities in public secondary schools, their effectiveness, and challenges faced by stakeholders. The study was rooted in the interpretive paradigm and employed a qualitative methodology. Convenience sampling was used to select 4 public secondary schools from Bugiri district.

Study participants included teachers, head teachers, and students. Data were collected using semi-structured interview guides. Semi-structured interviews enable in-depth questioning and resolution of contradictory responses (Horton et al., 2004). For triangulation purposes, document review was considered and collected data were analyzed thematically.

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

Approaches in Place to enhance gender parity in public secondary schools in Bugiri District

Training in gender sensitivity aims to create a gender-sensitive teaching environment that encourages and facilitates equal participation by both boys and girls, which can help improve girls' retention and performance and the overall quality of learning when consistently and systematically practiced. In schools where gender-related training was implemented, head teachers and teachers continued to partner with the communities in the provision of school facilities for girls (toilets and restrooms), electricity, learning materials, and also modeling and advising their children. In line with these findings, head teachers A' views in the table above were multiple.

Stakeholders should be involved in any training about gender to ensure successful implementation of initiatives. Such initiatives could include school/college administrators, non-government organizations (NGOs), District Education officials, Ministry of Education and Sports, religious leaders, SWT/SMT, security officials, local leaders, and parents and guardians. Involving stakeholders in these trainings helps to ensure that all perspectives are taken into account and that any initiatives are designed to be successful, this was in consonant with Head teacher B's submission in Table 1.

According to findings, the Ministry of Education and Sports normally advocates for programs put up to ensure gender parity in schools. However, it is always an initiative ignited by school administrators. This is done through commissioners and other officials through whom MoES monitors implementation of its programs at school level. Feedback by Head teacher C (in the table1 above) revealed the Ministry laxity to offer clear policy guidelines to enhance these parities. With further interactions with Head teacher D in the table above, This study revealed that in almost all public secondary schools in Bugiri

Table 1. Research Question; what are the gender parity approaches in secondary schools?

Head teacher	Emerging theme	Response
A	Training in gender sensitivity	The issue of gender parity is a complicated one. However, as leaders, we have always organized training sessions every month to sensitize students, teachers and willing individuals from communities. We are doing our part, supported by some development partners, who we consult at individual levels or through government. I think, in a particular school, we are doing well in as far as gender parity is concerned.
B	Involvement of stakeholders in any trainings about gender	This has now become a song, in that unless we change approaches to enforcing it, even government may end up failing to achieve the desired goals. Coming back to this school, you can see we have labeled everywhere on walls that male and female persons are equal. We pass messages to whoever is concerned. We even print out those small papers and give learners to walk with them.
C	Ministry of Education and Sports advocacy for programs involved in implementing program that enhance gender parity	Do you know that the issue of gender, these days holds the attention of police in its hands? Let me tell you, gender parity has been a debate right from our colonial masters and I, for one, I try as much as possible to advocate for gender parity by encouraging parents to give equal attention to female children just like it is with the male counterparts. We are living in a society where you find the difference between boy and girl so common and obvious with limited explanation. I frequently debate against this.
D	School/college administrators are involved in implementing program that enhance gender parity	Thank you, sir, for bringing such a thematic issue on board. For a long time, the question of gender has been a concern among individuals and different government entities. The main intention of the government is to ensure that schools and other institutions do not adopt policies which separate students and activities based on gender. As a supervisor of institutional activities, I strive to assign responsibilities to teachers without being gender biased. I also take a close watch, on a private basis, to ensure that students are gender sensitive.

Source: Primary Data.

District, school/college administrators are involved in implementing program that enhance gender parity. The role of DEOs was found to be participating in programs geared towards effective implementation of gender parity programs in schools and colleges.

Relatively, another very important approach that is set forth in schools to promote gender parity is that of awarding students and teachers without indicating any form of being gender biased. At the moment, schools are charged with the responsibility of ensuring that any teacher who excels in work assessed through results at the Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) levels is treated equally. Teachers with my students who scored high in their subjects receive an appreciation in cash or gifts depending on arrangement in a given school. However, these gifts do not indicate separate ones for males and separate ones for females. These same results apply to students who perform well and lead others.

Effectiveness of programs available to enhance gender parity

This study found out that religious leaders do a lot to participate in implementation of gender responsive

programs in schools. On the side of security officers such as Police, and crime preventers. Asked about how effective the issue of implementing approaches for gender parity is in the school, one head teacher indicated:

At the moment, whether one is in church or in hotel or in a village meeting, at burials and wherever, it is has become part of leaders' regular responsibility to make advocacy for gender parity a song. You hear fellow leaders advocating for involvement of female children in engineering courses, or taking them to study as gynecologists.

Cultural leaders' participation on the other hand was found to be significant though they still need to be sensitized about the value of GRP so that they join the team of advocates for implementation of gender sensitive programs, as one of the influential authorities at all levels in communities. On

Taking you to the kingdom level, there are opportunities to support the girlchild in schools. Here in our school, there are many female students who study as a result for support from the kingdom. You may find that a class where you used to meet one girl in five boys, that girls are more and more each

day that sets in. this is a high level of achievement which you must notice. In addition, the government of Uganda has played its part and communicated to communities about the need for gender parity. To this effect, those who listen easily implement the government urge.

The Senior Women Teachers (SWTs) and Senior Men Teachers (SMTs) have the duty to ensure that gender sensitive programs are effective in schools. This is why at earlier stages of this report; the number of trained SWTs and SMTs was investigated. By ensuring that school possesses both senior man teacher and senior women teachers, it indicates that administrators and other stakeholders have indeed acquired some step-in registering gender parity. The qualitative results partly indicate as follows:

At the moment, most of the secondary schools have started balancing activities among teachers, with male teachers taking on responsibilities towards female students and female teachers taking on responsibilities towards male students. The goal is to teach teachers and students how to associate without considering the attractive aspect of the opposite sex.

For female students to feel comfortable and confident in their health while attending school there are also organizations that produce reusable pads. The poll did find that, in many cases, parents at particular secondary schools are not involved in the production of reusable pads. The same is true for males' participation in pad-making, where just two secondary schools had a significant presence in the activity. According to this study, females use homemade pads more frequently in one secondary school than any other. The two secondary schools chosen for the study had a noticeable availability of samples for reusable pads.

Findings reveal that gender inequality is clearly seen from early life until old age, and it is unique when it comes to regular living activities, such as working both in the office and the kitchen from a child's perspective. Even though the gap has shrunk in the twenty-first century as a result of proper education, it remains deeply ingrained in our society and can be seen in the differences between each household and the workplace. The gender roles that have been established are still so distinct that in many instances' women are referred to as being in charge of the household duties and men as being the family's primary provider of income. In the qualitative findings, one of the head teachers stated as follows:

Everyone can notice the wide range of people who identify as different genders, such as cisgender, transgender, etc. Due to inadequate knowledge, people have been segregating gender roles in

society, which has resulted in discrimination against women, segregation, and the formation of gender distinctions.

The program to promote MDD such as songs, skits, drama, poems, rhymes, etc was reported to be absolutely supported, as well as organizing counseling and guidance sessions for purposes of responding to gender parity. In addition, findings revealed that Numerous NGOs operate in numerous fields and place a strong emphasis on providing a safe haven for those who are struggling. People who are the victims of gender discrimination typically look for a forum to talk about their issues and need an unbiased listener. The people who are involved in creating safe environments for the victims to speak up and feel free from the things they are feeling are often NGOs that operate in the area of gender inequality.

Challenges' faced by stakeholders in a bid to enhance gender parity in secondary schools

According to findings, teachers and students indicated that one of the most significant challenges stakeholders face in enhancing gender parity is that parents do not participate in seminars, workshops, or even meetings that educate or sensitize stakeholders about the importance of gender balance in all aspects of society. The results showed that it would be essential for parents to participate in each and every session because they stay with children most of the time. In the words of headteacher school B, the following remarks rhyme with these findings;

At the moment, the challenge is mainly in the homes where these students come from. In fact, if parents could spearhead this idea of gender parity, everything would have worked automatically. However, when called upon, these parents refuse to attend even term meetings. Now, how do you expect improvements in such an environment? Mind you, most of the students in almost all schools are day scholars, and they bring all sorts of behaviors from home to school. The highest percentage of immorality among boarding students exists among those who are related to day scholars...

In addition, findings revealed that another challenge faced in a bid to enhance gender parity is the unnoticed cases of illegal teacher-student love affairs. The undisciplined teaching staff ends up defiling female students and this has reportedly affected the rate at which such teachers participate in condemning acts against gender disparities. This was also mentioned by three headteachers with a common voice as indicated below;

There is something going on in schools, but even principals lack an adequate spy network to establish the vice. The love relationships between teachers and female students are unnoticed and very widely spread in schools, with hardly any possible interventions. Even when the administration strives to avert the problem, we still keep experiencing endless reports.

More findings indicate that the government is also responsible for the delayed implementation of strategies to enhance gender parity. According to respondents' opinions, the government has ill-conceived policies that cannot address the issue of gender parity in individual secondary schools. Findings indicate that the government could have a legally appointed gender-sensitive committee designed to maintain the strategies introduced to enhance gender parity, other than making it an extra responsibility for school administrators and teachers. A quotation from qualitative results indicated;

The poor arrangement of programs is largely responsible for this mess. For example, you do not expect to tell a teacher who is himself or herself immoral to be gender sensitive. I just do not know how to frame it, but I think there would be a monitoring team based outside the school. This independent group can develop a strategy that will lead to the identification of victims of gender disparities.

The other reason concerns the fact that the issue of gender parity is discussed mainly in favor of the girl-child. Findings clearly reveal that the male teachers and male students are not given as a lead group in discussing gender issues. In fact, some of the male students inquired of what would happen in case a female teacher tries to practice immoral love affairs with a male student. At the same time, it was unclear what would happen to female students who keep insulting their male counterparts over gender-related affairs. Similarly, qualitative findings hinted on this;

How can we truly fight for gender equality in a society where it is widely assumed that when we talk about gender equality, only women are under pressure? It is this misconception that has slowed the fight for gender equality among men. In fact, it has just promoted more gender disparities because it requires attention.

Conclusions

Conclusively, in schools where gender-related training was implemented, head teachers and teachers continued to partner with the communities in the provision of school facilities for girls (toilets and restrooms), learning materials, and also advising their children. According to

findings, the ministry of Education and Sports normally advocates for programs put up to ensure gender parity in schools. This is done through commissioners and other officials through whom MoES monitors implementation of its programs at school level.

This study also found out that religious leaders do a lot to participate in implementation of gender responsive programs in schools. Cultural leaders' participation was found to be significant though they still need to be sensitized about the value of GRP. For female students to feel comfortable and confident in their health while attending school there are also organizations that produce reusable pads. People who are the victims of gender discrimination typically look for a forum to talk about their issues and need an unbiased listener. The people who are involved in creating safe environments for the victims to speak up and feel free from the things they are feeling are often NGOs that operate in the area of gender inequality.

Cultural leaders need to be sensitized about the value of gender responsive programs (GRP) in schools. Most of the secondary schools have started balancing activities among teachers, with male teachers taking on responsibilities towards female students and female teachers taking care of male students. This indicates that administrators and other stakeholders have acquired some step in registering gender parity. The gender roles that have been established are still so distinct that many women are referred to as being in charge of the household duties.

Recommendations

In relation to approaches in place to enhance gender parity, it is recommended that the government, all school administrators, students, and parents, as well as the community at large, come up and liaise to ensure that gender parity is promoted in the secondary schools.

It is also important to reassure stakeholders about the importance of gender parity so that they keep implementing recommended measures. This will help enhance the effectiveness of the measures.

The government ought to set up special committees that are not part of the school's team so that they can monitor progress on gender parity from outside the school. This will aid in tracking down problems and finding solutions.

CONFLICT OF INTERESTS

The authors have not declared any conflicts of interests.

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