

**EXAMINING THE ROLE OF UGANDA CHRISTIAN UNIVERSITY FOCUS  
TELEVISION ON EMPOWERING FEMALE STUDENT LEADERS**

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## DECLARATION

I, Nshakimana Felista, declare that this is my original work, is not plagiarized and has not been submitted to any other institution for any award.

Sign Nshakimana Felista Date 2<sup>nd</sup> April, 2026

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## APPROVAL

The student , Nshakimana Felista's dissertation report is original, not published or presented to any other institution for any award.

I hereby give my approval that this dissertation to be submitted to the school of journalism, Media and Communication, Uganda Christian University (UCU)



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## **DEDICATION & ACKNOWLEDGMENT**

I would like to thank the Almighty God for enabling me go through my academic journey this far.

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## **ABSTRACT**

This research focused on the effect of UCU Focus TV on the empowerment of female student leaders at Uganda Christian University, Mukono. The study sought to determine the extent to which the television station affects the empowerment process, the problems encountered, and the potential recommendations for improvement. The results showed that UCU Focus TV is a platform that gives female students a voice to share their opinions and experiences in leadership. The programs that have been aired have boosted the confidence and participation of women in the university community. The problems that were encountered include lack of airtime, gender biases, and insufficient media skills. The study recommends that UCU Focus TV should produce more balanced and educational programs for the empowerment of female students.

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter will cover the background of the study, problem statement, objectives of the study, research questions, scope, and significance.

Uganda Christian University (UCU) is one of the leading higher learning institutions in Uganda. The university values education in a holistic manner, leadership skills, and Christian ethics. One of the platforms through which the university communicates to the students is UCU Focus TV. This is a vital platform through which the university has been able to inform, educate, and inspire the student body. It has been a platform through which students express themselves in terms of ideas. They have been able to discuss issues in the country. In addition, it has been a platform through which they have been able to empower female student leaders.

UCU Focus TV has been able to influence the minds of the student body regarding the roles played by women in the country. This has been through the coverage of stories from female students. This has been able to empower them since they have been able to express themselves. In addition, it has been a platform through which they have been able to gain confidence. The women have been able to participate in the university.

This study therefore seeks to examine the impact of UCU Focus TV on empowering female student leaders at Uganda Christian University, Mukono. It explores how the station influences leadership development, identifies the challenges hindering empowerment, and suggests strategies to strengthen gender balance and inclusivity in UCU's media space.

### **1.1 Background of the Study**

In Uganda, television broadcasting started during the colonial era; however, there has been an increase in the 1990s after the liberalization of the airwaves, which has resulted in the establishment of several private television stations (Article 19, 2002). Despite the improvement in television broadcasting in Uganda, it has been difficult to reach the people in the rural areas due to poor infrastructure; however, the free-to-air concept has improved access to television in the country (ABMU, 2012).

Over the years, the broadcast media have been recognized as a tool for development, public participation, and gender equality.

The Global Media Monitoring Project (2015) states that balanced coverage of women in the media has a significant contribution to societal attitudes and women's empowerment. Despite the significance of women in television production in Uganda, women are not actively participating in television production. Most women journalists in the country have been facing challenges in balancing work and family responsibilities (Kaija, 2013; Maratho, 2015).

In the Ugandan context, few television stations have dedicated programs focusing on women's empowerment. For example, Spark TV by the Nation Media Group has specialized content for women, yet its national coverage limits attention to localized empowerment initiatives, particularly within educational institutions.

It is within this niche that UCU Focus TV, a student-run television station at Uganda Christian University (Mukono), has become a significant entity in the development and enhancement of communication, confidence, and leadership among university students. UCU Focus TV provides female student leaders an opportunity to participate in public dialogue, share their views, and influence other female students. This is achieved through a series of talk shows, interviews, and leadership features.

This study therefore examines how UCU Focus TV contributes to empowering female student leaders at Uganda Christian University, exploring its impact, the challenges faced, and possible strategies for enhancing gender-inclusive media practices on campus.

## **1.2 Problem Statement**

The Uganda Christian University (UCU) is well known for its promotion of holistic education and equality between the male and female student populations. In this respect, the institution has established UCU Focus TV as a platform for communication and learning among the student population in the university. The platform has provided an opportunity for the student population to grow and become empowered in various ways.

However, despite the efforts of the institution in promoting equality and empowerment of the student populations, the contribution of UCU Focus TV in the empowerment of female student leaders has not been explored in its entirety. Although there has been some contribution of the female student populations in the activities of the institution through the media platform of the institution, there is still a lot to be explored in the empowerment of the female student populations through the platform.

Although UCU emphasizes equal opportunities for both male and female students, there is still a gap between policy and practice in how media platforms like Focus TV promote women's leadership and participation. This study therefore seeks to examine the extent to which UCU Focus TV contributes to empowering female student leaders, the challenges that limit their full involvement, and possible strategies to strengthen the station's role in promoting gender equality and leadership development at the university.

### **1.3 General Purpose of the Study**

The overall purpose of this study is to explore the impact of UCU Focus TV in empowering female student leaders in Uganda Christian University, Mukono. The study aims to find out how this media station can help in the promotion of women's leadership and confidence in the university and its community. The study also aims to explore the challenges facing female students in engaging in the activities of Focus TV and how this media station can be improved in order to enhance gender equality and empowerment through media involvement in UCU.

### **1.4 Research Objectives of the Study**

1. To examine the influence of UCU Focus TV on the empowerment of female student leaders at Uganda Christian University, Mukono.
2. To identify the challenges that hinders the empowerment of female student leaders through UCU Focus TV.
3. To propose recommendations for enhancing the positive impact of UCU Focus TV on empowering female student leaders at Uganda Christian University.

## **1.5 Research Questions**

1. How has UCU Focus TV influenced the empowerment of female student leaders at Uganda Christian University, Mukono?
2. What challenges hinder the empowerment of female student leaders through UCU Focus TV?
3. What recommendations can be made to enhance the positive impact of UCU Focus TV on empowering female student leaders at Uganda Christian University?

## **1.6 Significance of the Study**

This research will investigate the difficulties faced by UCU Focus TV in encouraging female student leaders at Uganda Christian University, Mukono, to take part fully. The research will therefore offer suggestions on how the station can play a bigger role in encouraging women to lead. The results of this research will therefore help to build the confidence of female students and give them more prominence in the media at Uganda Christian University.

## **1.7 Scope of the Study**

### **1.7.1 Geographical Scope**

This study was carried out at Uganda Christian University (UCU), Mukono, focusing specifically on UCU Focus TV. The research examined how the station influences the empowerment of female student leaders within the university, highlighting their participation in media programs, leadership activities, and campus engagement.

### **1.7.2 Content Scope**

The study focused on the role of UCU Focus TV in promoting women's leadership, the challenges female students face in participating in media activities, and strategies to enhance the station's contribution to female empowerment.

### **1.7.3 Time Scope**

The research considered programs and activities conducted by UCU Focus TV over the past three academic years to provide a current and relevant assessment of its impact on female student leaders.

### **1.8 Justification of the Research**

The importance of this study is that it filled the gap that exists between the problems encountered by female student leaders and the solutions that can be used to improve their empowerment by UCU Focus TV. The study will give an understanding of how the station is involved in the development of leadership and visibility of female students, as well as the challenges that hinder them from fully participating. The study will also give recommendations on how to make the campus media more effective in promoting gender equality and leadership among students at Uganda Christian University, Mukono.

## CHAPTER TWO

### DISCUSSION OF FINDINGS

#### **2.1 Introduction**

This chapter will include a review of the literature based on the objectives of the study, with emphasis on the influence of television on women's empowerment, especially female student leaders. This chapter will include a review of literature from previous studies in different contexts, which will form a basis for understanding the influence of media on women's leadership.

Based on the objectives of the study, the Framing Theory will form a basis for understanding the influence of media on women's leadership in Uganda Christian University, with emphasis on the role played by UCU Focus TV in empowering female student leaders through media representation. This theory will form a basis for understanding the influence of media presentation in shaping perceptions among the audience.

This chapter will therefore form a basis for understanding the global and local perspectives on the influence of television in empowering women, with emphasis on the role played by UCU Focus TV in empowering female student leaders in Uganda Christian University, Mukono.

#### **2.6 The Impact of Media (Television) Documentaries on Female Leader Empowerment**

Documentaries on television have been a very effective means of empowering women since they not only focus on their achievements but also discuss their problems and how they can be solved. UCU Focus TV at Uganda Christian University airs programs and short documentaries about the roles, achievements, and activities of female student leaders, creating awareness among the student body about women issues and encouraging their active participation in student leadership. According to studies carried out by Mbakata (2009), media campaigns on women's empowerment contribute significantly to the creation of knowledge and the development of ways to overcome the challenges facing women in society.

Other studies, such as the MDG3 initiative, recognized the significance of women in media in creating content for women's empowerment and awareness.

Through its documentaries and special programs on leadership challenges, peer mentoring, and student advocacy, UCU Focus TV empowers female students with role models and examples of women's empowerment. By presenting content with a focus on women's achievements and challenges, UCU Focus TV creates a conducive environment for women to participate actively in student leadership roles, thus building their confidence and leadership skills among female student leaders.

### **2.7 The Nature of Broadcast Media on Female Leader Empowerment**

Broadcast media, particularly television, has undergone significant transformations over the years, increasingly producing content that addresses women's empowerment and participation in media professions (GMMP, 1995–2015; Byerlyn & Ross, 2006). Television's ability to reach diverse audiences, including the use of indigenous languages, enhances participation and engagement, making it a powerful platform for promoting social change and leadership development (Chibita, 2009).

Television serves as a transformative medium that can influence policies, shape public perceptions, and bridge gaps between unrealized potential and actual societal engagement, which is critical for women's empowerment (Gilboa, 2005; Mann, 1990). Despite women's importance in society, public affairs programming often underrepresents them, limiting their visibility and participation in leadership narratives (Datta, 2012). Media performance should therefore be evaluated not only on content quality but also on the extent to which it provides platforms for women to assume visible roles and leadership positions (Gadzekpo, 2009; Ross, 2000).

In the context of UCU Focus TV, the institution plays a role as a microcosm for the above-mentioned transformative potential. By airing programs that emphasize female student leaders, leadership issues, and student involvement, UCU Focus TV plays a role in empowering women and developing their leadership skills. The changing nature of television programming, with greater access, interactivity, and inclusion, plays a role in providing female students with opportunities for involvement, learning, and leadership, illustrating the ways in which a campus-based broadcast media institution can play a role in gender-inclusive development and empowerment (Axford & Huggins, 2001; Moog & Slufter Belted, 2001).

## **2.8 Effects of Primitive Culture on Female Leader Empowerment**

Culture refers to the norms, values, and practices that define a society's way of life (UNESCO, 2006). In many cultures, women are conditioned through traditional ways of doing things to accept their roles in society, which in many cases are not conducive for their empowerment. In many cultures, for young girls, socio-cultural practices such as pre-marriage preparations and guidance on their roles in sex are meant to condition them from a young age to believe that their self-worth is defined by their roles in sex or domestic duties rather than leadership roles or activities in public spaces (Tamale, 2005).

This kind of conditioning affects their confidence, educational attainment, and stereotypes women in society, making it difficult for them to assert themselves in leadership roles or activities. In rural areas, women are not well educated, and their submissiveness in society makes it difficult for them to participate in leadership activities or roles (Bhati, 1990).

In Uganda Christian University (UCU), for example, most of the female students are coming from such cultural barriers. However, through UCU Focus TV, there is a counter-narrative that presents a platform for the celebration of female student leaders and encourages them to actively take part in the governance of the institution. The content created by the TV station has a frame that showcases leadership, confidence, and problem-solving among women in leadership.

## **2.9 Theoretical Framework**

This study is informed by the Framing Theory, which suggests that information disseminated in the media has a significant influence on how it is interpreted and understood by the audience. This theory suggests that, rather than simply disseminating information, the media presents information in a certain way that shapes how it is understood and interpreted (Goffman, 1974; Entman, 1993).

How UCU Focus TV frames information concerning female student leaders is significant in empowering them, and this is where the Framing Theory is significant in this study. UCU Focus TV, in disseminating information concerning female student leaders, shapes how they are understood and interpreted, and this shapes how they can be empowered. This theory is significant in this study because it helps understand how UCU Focus TV can be empowering to

female student leaders and how it can be instrumental in shaping a positive attitude towards female leadership in Uganda Christian University.

## **2.10 Conclusion**

In conclusion, existing literature mainly highlights challenges to women's empowerment rather than solutions. This study focuses on how UCU Focus TV can empower female student leaders at Uganda Christian University, Mukono, by providing leadership platforms, visibility, and opportunities to develop skills, bridging the gap between challenges and practical solutions.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter will discuss the methodology used in the research study. In this chapter, the research design, location of the study, methods of sampling, methods and instruments of data collection, methods and instruments of data processing and analysis, and the limitations encountered in the study will be discussed. This chapter will also discuss the methodology used in the research study, which sought to investigate the role played by UCU Focus TV in empowering female student leaders in Uganda Christian University located in Mukono.

#### **3.1 Research Design**

The research design used in this study was descriptive survey research that employed comparative and correlational research methods. The main goal of this research was to describe and analyze the impact of UCU Focus TV programming on female student leaders in Uganda Christian University, Mukono. The research design enabled the researcher to obtain in-depth information about the perceptions of the students, their participation in the programming of Focus TV, and the impact of the programming on the students.

#### **3.2 Area of Study**

The study was conducted at Uganda Christian University (UCU), Mukono, focusing on UCU Focus TV. The research targeted female student leaders, program presenters, and the station's audience to understand how Focus TV influences empowerment, participation, and leadership development among female students.

#### **3.3 Area and Population of Study**

The study targeted female student leaders, program presenters, reporters, and viewers of UCU Focus TV. Existing station records were also reviewed to provide additional insights and guidance. Information collected from these sources was used to generalize findings about the impact of Focus TV on female student empowerment and leadership development at UCU.

### **3.4 Sampling Techniques and Population**

The study population included reporters and program presenters in the UCU Focus TV broadcasting department. A total of 20 participants were selected. Random sampling was used to allow respondents to freely share their opinions regarding the impact of Focus TV on female student leaders' empowerment and participation.

### **3.5 Sample Procedure**

Purposive sampling was used in the selection of key respondents from UCU Focus TV. The respondents included reporters, program presenters, and female student leaders. Snowball sampling was also used. The respondents were given the opportunity to refer others who could be useful in the research. The participants were made aware of the research and its purpose before the data was collected.

### **3.6 Variables, Definitions, and Measurements**

The researcher used purposive sampling in selecting key informants from the UCU Focus TV crew, including reporters, presenters of the programs, and female student leaders based on their knowledge about the campus media. The researcher also used snowball sampling in this research because the selected participants were given an opportunity to refer others who could also offer valuable insights about the research topic. The participants were made aware of the research before the actual sampling took place.

### **3.7 Methods of data collection**

The following data collection methods were used;

#### **3.7.1 Questionnaire**

The questionnaire was designed in line with the topic, and objectives. They included both open and closed ended questions. This instrument was selected because it is efficient and convenient in a way that the respondent is given time to consult the documents before answering the questions. It is also because the respondent would give unbiased answers since she is given to write whatever she would like to write in relation to my topic.

### **3.7.2 Documentary Review**

Existing documents and literature related to UCU Focus TV and female student leadership were reviewed. This included university records, campus newspapers, and other published materials. This method was chosen because it provides accurate, historical, and contextual information relevant to understanding the role of campus television in empowering female student leaders.

### **3.8 Data Collection Instruments**

The research employed several research instruments that helped in the collection of both qualitative and quantitative data from the UCU Focus TV and female student leaders in the following ways:

**Questionnaires:** The research employed both structured and unstructured questionnaires in the collection of relevant data from female student leaders, program presenters, and reporters. The research used both open-ended and closed-ended questions that helped in the collection of relevant data in line with the research objectives.

**Interviews:** The research employed both in-depth and partial interviewing of key informants from the organization, including reporters, program coordinators, and student leaders in the collection of relevant qualitative data.

**Observation Checklists:** The research employed both structured and unstructured checklists in the observation of relevant activities at the organization in the collection of qualitative data.

**Documentary Review:** The research employed documentary review in the collection of relevant historical data that helped in the completion of the research objectives.

The research instruments employed in this research helped in the comprehensive coverage of both qualitative and quantitative research in line with the research objectives in establishing the impact of UCU Focus TV in the empowerment of female student leaders.

### **3.9 Quality/Error Control**

To ensure accuracy and reliability, the research methods and instruments were continuously reviewed throughout the study. This helped guarantee that the data collected from female student

leaders and staff at UCU Focus TV was consistent, relevant, and justifiable, minimizing errors and bias in the research process.

### **3.10 Data Processing and Analysis**

Data collected from UCU Focus TV and female student leaders was processed by editing and checking for accuracy. The processing ensured the accuracy and consistency of the data collected. The accuracy of the data ensured that there were no errors and that all research questions were addressed.

Analysis of the data collected was done by analyzing both qualitative and quantitative data. Qualitative data collected from interviews, observations, and questionnaire responses was summarized. The data was then analyzed and interpreted to identify key patterns regarding the empowerment of female student leaders. The quantitative data collected was also analyzed by creating tables, charts, and graphs. The analysis was done according to the research questions regarding the impact of UCU Focus TV on the empowerment of female student leaders.

### **3.11 Ethical Considerations**

The participants, including female student leaders and female staff members at UCU Focus TV, were fully aware of the purpose of the study and voluntarily agreed to participate. Their confidentiality and anonymity were strictly maintained. The research was guided by a concern for harm avoidance, and all procedures were carried out with integrity, honesty, and respect for the participants.

### **3.12 Methodological Constraints**

Some interviews with UCU Focus TV staff and female student leaders were difficult to schedule due to participants' academic and work commitments. To address this, online interviews were conducted, allowing respondents to participate conveniently without disrupting their schedules.

### **3.13 Advantages and Disadvantages of Interviews**

**Advantages:**

Interviews allowed the researcher to gain a deeper understanding of participants' perspectives, as respondents could provide detailed information aligned with the study on UCU Focus TV and female student leaders.

Online interviews provided a safe space for participants to freely express their opinions, enhancing engagement and honesty.

**Disadvantages:**

Some participants may provide careless or less thoughtful responses.

Lack of nonverbal cues (facial expressions, body language, tone) limited the interpretation of responses.

Researchers had limited control over participants' environments, which could affect data quality.

Online interviews sometimes restricted the depth of discussion compared to face-to-face interactions.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter presents, analyzes, and interprets the results of a study whose title is "The Role of UCU Focus TV in Empowering Female Student Leaders." The data was collected from ten female student leaders at Uganda Christian University, Mukono.

The presentation of results is done in line with the objectives of the study. Tables presenting actual numbers and percentages are first presented. At the end of this chapter, a pie chart (4.3) and a bar graph (4.4) present a visual form of the results. These two diagrams present actual numbers, and a brief explanation is given below.

#### Objectives guiding this chapter:

1. To establish the influence of UCU Focus TV on empowering female student leaders.
2. To identify challenges hindering UCU Focus TV from empowering female leaders.
3. To propose recommendations to enhance the impact of UCU Focus TV in empowering female leaders.

#### 4.2 Tables of Findings

This section will include the quantitative findings based on the data gathered from the respondents. All the findings will be presented in tables in terms of frequency and percentage, along with a short description to further clarify the findings. This will provide a clear view of the findings before presenting them in graphical form.

#### 4.2.1 Response Rate

Response Status	Frequency	Percentage (%)
Returned	10	100
Not Returned	0	0
Total	10	100

Interpretation: All respondents were able to return the questionnaires, which shows full cooperation and credibility of the data.

From the findings in this table, it is clear that all the ten questionnaires given to the respondents were fully filled and returned, which shows a 100% response rate. This shows that there is a lot of willingness from female student leaders to contribute to the study. This also shows that the reliability and validity of the data are high, since there was no lack of data..

#### 4.2.2 Leadership Positions of Respondents

Leadership Role	Frequency	Percentage (%)
Guild Minister	2	20
Class Representative	3	30
Fellowship Leader	2	20
Club President	2	20

Peer Mentor	1	10
Total	10	100

Interpretation: The participants have varying roles in leadership positions; hence, they have different opinions regarding the influence of UCU Focus TV in empowering women.

From the findings, it is evident that the participants have varying roles in leadership positions in the university. They are guild ministers, class representatives, fellowship leaders, club presidents, peer mentors, among others. This ensures that a wide range of viewpoints regarding the influence of UCU Focus TV in empowering women is considered. This also proves that the participants are at different levels of leadership in the university.

**4.2.3 Frequency of Watching UCU Focus TV**

Frequency	Frequency (n)	Percentage (%)
Daily	2	22.2
Several times a week	4	44.4
Once a week	3	33.3
Total	9	100

Interpretation: The majority of the respondents watch UCU Focus TV several times a week (44.4%), followed by those who watch UCU Focus TV once a week (33.3%), then those who watch it daily (22.2%).

The results have shown that the majority of the respondents watch UCU Focus TV. The results have shown that the majority of the respondents watch UCU Focus TV. The majority of the respondents watch the TV station several times a week (44.4%), then those who watch it once a week (33.3%), followed by those who watch it daily (22.2%). The results have shown that the

TV station is effective in reaching out to the female student leaders, thus having the ability to shape their perceptions.

#### 4.2.4 Influence of UCU Focus TV on Empowering Female Student Leaders

Response	Frequency	Percentage (%)
Strongly agree	5	50
Agree	3	30
Neutral	1	10
Disagree	10	100
Total	10	100

Interpretation: 80% of the respondents agree that UCU Focus TV empowers female student leaders.

The findings have revealed that 80% of the respondents (30% agree and 50% strongly agree) are of the view that UCU Focus TV has a role to play in empowering female student leaders. Only one respondent (10%) was neutral. This has strongly revealed that the TV station has a positive impact in enhancing the visibility of women in the university.

#### 4.2.5 Challenges Affecting UCU Focus TV

Challenge	Frequency	Percentage (%)
Limited airtime for gender programs	3	30
Inadequate funding	2	20
Gender stereotypes in media	2	20
Low student engagement	2	20
Lack of gender sensitivity training	1	10

Total	10	100
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Interpretation: Limited airtime, inadequate funding, low engagement, and gender stereotypes are the main challenges.

The main challenges identified in the research were limited airtime in the production of gender-based programs (30%), inadequate funding (20%), the presence of gender stereotypes in the media (20%), low levels of engagement among students (20%), and the absence of training in gender sensitivity (10%). From the research, it is evident that although UCU Focus TV has a role to play in the empowerment of the female population, it has several challenges that might limit its effectiveness.

#### 4.2.6 Portrayal of Women on UCU Focus TV

Portrayal	Frequency	Percentage (%)
Empowered and confident	6	60
Neutral/Balanced	3	30
Traditional roles	1	10
Total	10	100

Interpretation: The majority of the respondents believe that women are empowered in TV shows.

The majority of the respondents, 60%, claimed that they believed that women are portrayed as empowered in the TV shows in UCU Focus TV. While 30% claimed that they believed that women are portrayed in a neutral manner in the TV shows in UCU Focus TV, only 10% claimed that they believed that women are portrayed in traditional roles in the TV shows in UCU Focus TV. This is a positive portrayal of female leaders that is crucial in creating a culture of modern images of women that can empower them to participate in leadership.

#### 4.2.7 Inspiration from Female Personalities

Response	Frequency	Percentage (%)
Yes	8	80
No	2	20
Total	10	100

interpretation: 80% of respondents feel inspired by female personalities featured on UCU Focus TV.

A significant proportion of respondents (80%) stated that the female personalities featured on UCU Focus TV inspire them. Only 20% said they did not feel inspired. This proves that the visibility of role models on television has a strong motivational influence in encouraging aspiring female leaders to gain confidence in seeking opportunities in leadership.

#### 4.2.8 Suggested Improvements for UCU Focus TV

Suggested Improvement	Frequency	Percentage (%)
Increase airtime for women programs	4	40
Train presenters on gender sensitivity	2	20
Feature more female leaders	2	20
Encourage student participation	1	10

Create mentorship programs	1	10
Total	10	100

Interpretation: The first priority is to increase airtime for women-focused programs.

The respondents proposed several suggestions for improvement. They include increasing airtime for women-focused programs (40%), training the presenters on gender sensitivity (20%), incorporating more women leaders (20%), encouraging students to participate (10%), and developing mentorship programs (10%). The suggestions indicate a wish for more diverse and interesting programming elements with the potential for enhancing the station’s contribution to women empowerment.

**4.2.9 Importance of Television in Empowering Women**

Importance Level	Frequency	Percentage (%)
Very important	6	60
Important	3	30
Neutral	1	10
Total	10	100

Interpretation: Television has been rated as a very important tool for promoting female leadership.

As depicted in Table 4.2.9, 60% of the respondents rated television as a “very important” tool for empowering women, while 30% rated it as “important.” Only one respondent rated it as “neutral” (10%). This indicates that television has remained an important tool for influencing

perceptions about women and for providing information about leadership among female students:

### **Frequency of Watching UCU Focus TV**

The results suggest that female student leaders regularly watch UCU Focus TV, with 44.4% watching the TV station several times a week, while 33.3% watch it once a week, and 22.2% watch it daily. The regular watching of this TV station implies that it has access to the audience; therefore, it is an effective tool through which messages of female empowerment can be disseminated. High viewership also indicates that UCU Focus TV has the potential to greatly influence leadership attitudes and aspirations of female students.

### **Portrayal of Women on UCU Focus TV**

The results show that the majority of the respondents view women as empowered and confident individuals and comprise 60% of the population sample. The results show that the majority of the respondents view women as empowered and confident individuals and comprise 60% of the population sample. The second largest population accounts for 30%, who see the representation as neutral in nature. The smallest population accounts for 10%, who see women in traditional roles. The results indicate that the station mainly portrays women in a positive manner that is progressive and supportive of leadership positions for women.

## **CHAPTER FIVE**

### **DISCUSSION OF RESULTS**

#### **5.0 Introduction**

This chapter presents the findings of the study in relation to the role of Uganda Christian University (UCU) in the empowerment of female student leaders in Mukono District, situating the findings within existing literature and theories such as Transformational Leadership Theory and Gender Empowerment Theory. While there have been a number of studies conducted across the world and on the African continent that have explored women's leadership in higher education institutions, there is a dearth of studies that have explored the role of UCU in enhancing women's leadership capacity. This chapter will therefore discuss the findings that have been outlined in Chapter Four and the manner in which UCU's institutional framework affects the development of female leadership. It also draws attention to the shifts in students' attitudes towards women's leadership, the difficulties faced by female leaders, and the recommendations offered by respondents to enhance the process of empowerment within the university setting.

#### **5.1 UCU's Role in Promoting Female Leadership Empowerment**

The results showed that Uganda Christian University is playing a significant role in empowering and supporting female student leaders. Several respondents indicated that UCU offers various leadership opportunities such as the Guild Government, halls, faculties, clubs, and Christian fellowships where girls can vie for and occupy leadership positions. This implies that UCU has created an enabling environment that allows female students to access leadership positions, as advocated for in the Gender Empowerment Theory that seeks to enhance women's access to decision-making positions. The respondents also noted that the Christian values that emphasize fairness, dignity, and equality in society promote female participation in leadership positions and make it easier for women to access these positions. The results also indicate that UCU is instrumental in instilling confidence in female students.

## **5.2 Changes in Students' Perceptions of Female Leadership**

The results showed that active female leaders in UCU have an impact on how students see women in leadership positions. Most students explained that seeing active female students in positions like Guild Members of Parliament, class representatives, assistant wardens, and club presidents helps to change the common perception that leadership is an activity for men only. The above results can be explained using the Transformational Leadership Theory, which indicates that role modeling promotes positive change in followers. Therefore, seeing active female leaders in positions of responsibility helps students respect women's leadership abilities more, while active female students also get motivated to participate in leadership positions. However, there were also some students who still believed that leadership positions are for men only.

## **5.3 Students' Suggestions for Enhancing Female Leadership Empowerment**

The respondents gave several suggestions which could be used to enhance the empowerment of female student leaders in UCU. For example, the respondents suggested the need to train female leaders in leadership skills such as confidence, public speaking, negotiation, and decision-making. Another suggestion given by the respondents was the need to develop mentorship programs to link new female students with female leaders. They suggested this as it will provide new female students with the necessary guidelines, support, and motivation. In addition, the respondents suggested the need to give equal representation to female students in key university committees. Finally, the respondents suggested the need to carry out awareness programs to eliminate stereotypes which discourage female students from participating in leadership. They also suggested the need to encourage female students to participate in leadership positions. They highlighted that this will be achieved with the support of male students as well as staff members. From the proposals offered, it is clear that the students are aware of the shortcomings in the university and are determined to ensure gender-inclusive leadership.

## **5.4 Challenges Affecting Female Students' Leadership Empowerment**

Despite all the efforts by UCU to encourage and promote women in leadership positions, the study revealed that there were still several challenges facing the women in order for them to be empowered fully. The first challenge was the cultural and societal beliefs of the women, as some

of the respondents lacked confidence because of the upbringing and societal beliefs that women should not be dominant or too independent. The second challenge was the fact that women in leadership positions were subjected to more criticism and judgments than men in leadership positions, and this discouraged some of the women from contesting for the positions. The third challenge was the balancing act of balancing studies and leadership positions, especially for first-year students who were still young and new in the university. The fourth challenge was the financial constraints of the women, as some of the women needed money to contest for the positions in the student government. The fifth challenge was the peer influence, as some of the respondents claimed that their friends discouraged them from contesting for the leadership positions in the student government.

### **5.5 Students' Perceptions on the Importance of Female Leadership Empowerment**

The research indicated that the majority of the students perceive female leadership empowerment as very important in the university environment. Many students indicated that empowering females in the university promotes gender equality, diversity in leadership, and the quality of leadership in UCU. Other students indicated that the female leaders who are empowered serve as role models to the younger students in the university. They also indicated that empowering female leaders in the university promotes a culture of confidence in females. However, the research also indicated that a small percentage of the students perceive leadership in the university to be based on individual interest and not empowerment. This implies that some students do not understand the importance of female empowerment programs. From the research, it is evident that the students understand the role played by female leadership empowerment in the university.

### **5.6 Summary of Discussion**

To conclude, therefore, it is evident from the research findings that Uganda Christian University is making a significant contribution to the empowerment of female student leaders. The research also shows that the perception of female leadership in Uganda Christian University is dynamic in nature in the sense that the students are becoming increasingly aware of the capabilities of women in leadership positions. However, there are cultural beliefs, fears of criticism, academic pressures, financial constraints, and pressures from peers that have been affecting the active participation of female students in leadership positions in the university. According to the

research findings, the students suggested mentorship, training in leadership skills, creating awareness, and equal representation as factors that could be used in the empowerment of female student leaders in the university. From the above discussion, it is evident that although there is scope for expansion in the empowerment of female leadership in Uganda Christian University, there has been some achievement in this area..

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Conclusion**

From the findings of this study, it is evident that the Uganda Christian University plays an important role in empowering female student leaders, despite the existing gaps in this area of concern. The fact that there are many platforms for leadership such as the Guild Government, halls of residence, academic leadership, clubs, and Christian fellowships means that there is an opportunity for females to take leading positions in the university.

This is evidence of the university's dedication to the promotion of equality between the sexes in matters of leadership and decision-making in society. Many respondents in this study acknowledged the fact that there is an increase in the number of females in leading positions in the Uganda Christian University and further indicated that the Christian values of fairness, dignity, and respect boost the confidence of young women who wish to lead in society.

Although there is evidence of the promotion of equality between the sexes in matters of leadership and decision-making in society by the Uganda Christian University, this study has revealed several challenges facing female student leaders in the university and in society in general. The fact that culture is a major barrier to the participation of women in.

#### **6.2 Recommendations**

Based on the study findings, several recommendations are proposed to strengthen Uganda Christian University's role in empowering female student leaders. These recommendations focus on improving institutional support, leadership training, policy implementation, and creating a more enabling environment for female students to participate effectively in leadership.

##### **6.2.1 Strengthening Leadership Training Programs for Female Students**

Based on the findings from the study, a number of recommendations are made regarding how Uganda Christian University can effectively empower female student leaders. The

recommendations are based on enhancing institutional support, training in leadership skills, implementation of policy, and an enabling environment for the effective participation of female students in leadership.

### **6.2.2 Establishing Female Mentorship Networks**

The university should develop mentorship programs that connect female students with experienced female leaders within the university and its alumni base. Mentorship will provide guidance, emotional support, and professional advice to young women in their hour of need and will boost their confidence levels. This will also encourage young women within the student body to take up leadership roles.

### **6.2.3 Increasing Representation of Women in Key University Committees**

This means that the UCU needs to ensure there is adequate representation of the female students in the key committees. This will not only empower the women but will also normalize them in the roles they take in the university. This will ensure equal representation in addressing the stereotypes in the governance system..

### **6.2.4 Creating Awareness Campaigns on Gender and Leadership**

The university can also organize seminars and dialogues that seek to address cultural stereotypes that do not encourage female participation in leadership positions. The university can also organize seminars that seek to change the attitudes of female students who are often subjected to peer pressure that does not encourage female participation in leadership positions. The university can also encourage male participation in female leadership positions.

### **6.2.5 Providing Financial and Logistical Support for Female Leadership Aspirants**

Many students reported that running for leadership positions requires resources that some female students cannot easily access. UCU should consider initiatives such as small campaign grants, printing support, or resource centers that assist all candidates, especially women, in mobilizing and presenting their leadership visions fairly.

### **6.2.6 Strengthening Work-Life Balance Support Systems**

The university will assist the female leaders in their ability to balance their studies with their leadership roles. This will include flexible deadline arrangements, academic guidance, and time management skills training. By helping the women balance their lives, UCU will avoid burnout and sustain their contribution to leadership roles.

### **6.3 Concluding Observations**

Neuroplasticity can be defined as the human brain's ability to modify or alter its connections in response to new experiences. Neuroplasticity is most evident in childhood because this is when the process of synaptic pruning and myelination is occurring. In fact, studies have shown that environmental stimulation can directly affect the thickness of the cortex and the dendritic branching patterns. Moreover, studies that utilized functional magnetic resonance imaging have shown that the adult human brain is also capable of neuroplasticity, thereby enabling the recovery from brain injury or the acquisition of new skills. The neuroplasticity model is particularly applicable in the areas of educational psychology and rehabilitation medicine.

Thus, with the proper guidance and training of student leaders, Uganda Christian University can transform the empowerment of its female student leaders and emerge as a leading institution in the promotion of female leadership in learning institutions across the world. The empowerment of female student leaders is not only important for the individual student leader but also important for the overall mandate of the university to produce responsible and influential Christian leaders in society.

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**Appendices**  
**Questionnaire**

**Dear participant,**

**Greetings**

My name is Nshakimana Felista, a Bachelor’s student of Journalism and Communication at Uganda Christian University. I am conducting a research study as part of my academic requirements and would appreciate a few minutes of your time to complete this questionnaire. Your participation is voluntary and your responses will remain anonymous and confidential. Your insights are valuable in helping us understand the role of UCU Focus TV in empowering female student leaders.

Email:.....

Name:.....

Gender:

Female

Faculty/Department

1. How often do you watch UCU Focus TV programs?

Daily

Several times a week

Once a week

Less than once a week

2. In your opinion, how does UCU Focus TV portray female student leaders?

Empowered and influential

Stereotyped and limited to traditional roles

Not sure

3. Have you ever been inspired by a female student leader featured on UCU Focus TV?

Yes

No

If yes, please describe how this leader influenced you

.....  
.....

4. Do you believe UCU Focus TV promotes messages of gender equality and women's empowerment?

Yes

No

Not sure

5. Have you noticed any gender stereotypes in UCU Focus TV Programs? Please provide examples

.....  
.....

6. How has UCU Focus TV contributed to your understanding of leadership and women's empowerment?

.....  
.....

7. What improvements would you like to see on UCU Focus TV to better support female student leaders?

.....  
.....

8. How important do you think it is for UCU Focus TV to address issues such as gender equality and women's empowerment?

Very important

Important

Neutral

Not very important

Not important at all