

**FACTORS INFLUENCING LOW PARTICIPATION OF FEMALE
TEACHERS IN PUBLIC PRIMARY SCHOOL LEADERSHIP IN
TANZANIA: A CASE OF MTWARA DISTRICT COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENT OF THE DEGREE OF A MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends, for acceptance Open University of Tanzania, a research report entitled "factors influencing low participation of female teachers in public primary school leadership in Tanzania: A case of Mtwara District Council in Partial Fulfillment of the Requirements for the Award of Master's Degree in Administration Planning and Policy Studies (MED APPS).

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Date

DECLARATION

I, Elizabeth Erasto Mwanache, , do hereby declare that this dissertation is my own original work and that it has not been presented and was not be presented to any other institution for a similar or any other academic award.

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Signature

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Date

DEDICATION

This research work is dedicated to my parents, brothers, sisters and my children for their moral support and prayers. May the Almighty God bless them all.

ACKNOWLEDGEMENTS

First and foremost, special thanks to the Almighty God for his gracious love and endless blessing for the care and protection as well as the opportunity he has given me to be able to go through the time of this piece of work. Secondly, I register thanks to my supervisor Dr. Jerome J. Chilumba whose comments, seriousness, tolerance, encouragement and constructive ideas which has shaped my work. I appreciate his concern which has led me to complete this dissertation.

Thirdly, I would to present this research report to my parents Mr. and Mrs. Mwanache for their, moral, financial support during my studies, prayers, for good parental support that has helped me to be mentally healthy and their ethical key issues which has helped me to reach this level of education, the Almighty God add more specious life to them for enjoying fruits of their daughter. Also I thank my daughter Janeth, my sons Hope and Godlisten for their support of being cooperative patient, respective that has made me to be more comfortable in attempting this academic work. Also I would to extend my appreciation to my family relatives Paulo, Stanley, Monica, John, Agnes, Raymond, Happy and Judy for their good support and cooperation during my study.

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ABSTRACT

This study explored factors influencing low participation of female teachers leadership, focusing on public primary schools in Mtwara district council, Tanzania. The study was guided by three specific objectives; to identify procedures and qualifications used in promoting normal primary school teachers to leadership positions, to identify major challenges which cause female teachers not being selected to head primary schools and to examine administrative strategies to enhance female teachers' participation in leadership of public primary schools. A case study design was employed with a sample of 45 respondents. Data was collected through questionnaires, interview and documentary review. Major findings of the study indicated that, appointment of teacher to head primary school were considering all ethics, qualifications. Also appointment of teachers to head primary schools did not having elements of favoritism, appointments of female teachers to head primary schools was given priority, gender balance to leadership positions in Tanzania acted as a blessing to female teachers to be appointed to head primary schools in Mtwara, appointment based on person factors. The study recommends that; District education officers should ensure that procedures and qualification in appointing female teachers were binding in such appointment favouritism and other un-ethical actions/practices were banned in such sensitive government decisions, district education officers should make sure female teachers were not considered in the process of appointing primary school head teachers , a process which would encourage female teachers that they were valued as male teachers in leadership, and district education officers should ensure that priority is given to female teachers to upgrade themselves in different teaching and professional knowledge

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LIST OF ABBREVIATION

DAO	District Academic Officer
DED	District Executive Director
DEO	District Education Officer
DES	Department of Education and Skills
DC	District Council
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter contains background to the problem, statement of the problem, purpose and objectives of the study, research questions, significance of the study, scope of the study, definition of the key terms, conceptual framework as well as organization of the study.

1.2 Background of the Study

1.2.1 Global Perspective on Female Teachers' Participation

The concept of leadership have been understood in a number of different ways that resulted in hundreds of definitions. Hallinger & Heck (1999) noted that, school leadership simply a vision, skills and leadership capabilities that superintendents and principals needed to possess to build and maintained their schools. Yukl, (2006) defined leadership as the process of influencing all employees to understand and agreed about what is needed to be done and then followed process of coordinating individual and collective efforts to accomplish organizational objectives. Others such as, Sexily and Starke (1995), defined leadership as the ability to influence others to pursue a goals a leader thought was important and desirable.

1.2.2 Participation of Female Teachers in Africa

Møarimi (2013) conducted a study on òFactors influencing participation of females in leadership in secondary school management in Lower Yatta District, Kitui, Country, Kenyaö. found that participation of women in leadership in secondary school management in Lower Yatta District was influenced by culture, legal or

policy framework and networking. (*op.cit*). in the study Mørarimi (*op. cit*) recommended that, there was need to sensitize both men and women on the importance of embracing pragmatic cultural practices that recognized the equality of all persons. Religious institutions should be encouraged to involve females in their leadership structures so that they could set precedent for others to follow.

Full implementation of legal/policies in force should be used to empower females in all sectors of development. Transparency and meritocracy should be the only criteria to be used during appointments and promotions of females in both private and public sectors. Mørarimi, (*op.cit*). Gobena (2014), conducted a study on "Factors that affected females teachers to participate in school leadership in public primary schools in Jimma Town". Found that higher officials made gender bias during selection of school leaders; lack of special support to females to win competition for leadership position in the education system of the town; females were strong in making decision; females participated less in both headships and deputy head teachers; females had capability to lead primary schools; men considered women as their equal counterparts; females assumed that they would not be successful in leading school; females did not have plans which could set their promotion goals to be school leaders. (Gobena, *op.cit*)

Other recommends were; pressure home responsibilities, men dominance of management positions, female teachers down noted to be trained for better chance of leadership, female teachers were discouraged by societal discrimination, they also demanded a change in family traditional structure (societal support), society should

be sensitized to accept female leadership, and females should be self-confident. (Gobena, *op.cit*).

Lastly there was a study conducted by Ademe & Singh (2015), titled, "Factors affecting female's participation in leadership and management in selected Public Higher Institutions in Amhara, Region, Ethiopia. Findings from the study revealed that, females form a minority of university teachers of about 11.9 % despite the education policy to raise their share to 20 % by the year 2014/15 appeared not effective; female teachers were resentfully under-represented in leadership position; female teachers constituted only 7.1 % which was far behind the critical mass standard; female teachers should constitute at least 30 % of those in decision making, self-confidence, networking opportunities, self-esteem, conducive organizational working environment, and assertiveness were important factors that pulled female teachers into leadership; stereotyping, patriarchy, lack of support system at work, low academic qualification and lack of role model were barriers which prohibited to assume leadership positions. (Ademe & Singh, *op.cit*).

Furthermore, (Ademe & Singh, 2015), noted that women in some cases were even ignored and isolated from academic matters and decisions that affected them, affirmative action policy put in place for action did not bring desired change as there were several misconceptions about it, interventions on gender disparity in leadership such as female leadership through motivation, empowered and involvement of female teachers in decision making systematically to narrow down the persisting gap in female teachers leadership.

1.2.3 Participation of Female Teachers in Tanzania

The issue of female teachers in leadership positions in Mtwara district council (DC) was a case in point. Just to portray an image or status of female educational leadership in that context.

Table 1.1: Female Teachers' in leadership Position in Mtwara District

YEAR	CATEGORY	MALE	FEMALE	TOTAL
2015	District education Officers	1	0	1
	Ward Education Officer	15	6	21
	Head Teachers	58	9	67
2016	District education Officers	1	0	1
	Ward Education Officer	15	6	21
	Head Teachers	57	10	67
2017	District education Officers	1	0	1
	Ward Education Officer	16	5	21
	Head Teachers	57	10	67
2018	District education Officers	1	0	1
	Ward Education Officer	13	8	21
	Head Teachers	56	11	67

Source: Mtwara District Educational Documentary Report 2015 to 2018.

1.3 Statement of the Problem

The participation of female teachers in leadership has been rated low for a long period; Most of the top positions are headed by the male teachers. Failure to set policies that fully empower their participation in top positions in schools will make them desperate generation by generation. Studies conducted by (Mtwara district educational documentary report 2015 to 2018., Alfred,2014., Tanzania Human Rights report 2015., Lukaka,2013., and Airin,2010) pointed out that there are barriers that limit their fully participation in leadership; including administrative factors, qualifications, promotions system, leading challenges, policy issues, law, personal factors, personal willingness, psychological factors and cultural factors.

Despite the fact that in Tanzania gender is considered as a crucial issue in positions, but still leadership positions in Mtwara district council is incomparable. Therefore the current study aimed at explore factors influencing low participation of female teachers in public primary school leadership in Tanzania specifically Mtwara district council.

1.4 General Objective

The purpose of the study was to explore factors influencing low participation of female teachers in public primary school leadership in Tanzania.

1.4.1 Specific Objectives of the Study

- i. To asses procedures and qualifications used in promoting primary school teachers to leadership positions in Mtwara District Council;
- ii. To establish major challenges which caused female teachers not been selected to head primary schools in Mtwara District Council; and
- iii. To examine administrative strategies used to enhance female teachers participation in leadership of public primary schools in Mtwara District.

1.5 Research Questions

- i. What were procedures and qualifications used in promoting normal public primary teachers to leadership position?
- ii. What are challenges which caused female teachers from been considered to head public primary school in Mtwara district council?
- iii. What are administrative strategies used to promote female teachersø participation in public primary school leadership?

1.6 Significance of the Study

The study would be significant to educational leaders to note feelings of normal classroom teachers as regards appointments to become head teachers in Mtwara district council. The study would stimulate the concerned bodies to give attention to involvement of female teachers in leadership position in Mtwara District Council; and The study would activate the process of appointing female teachers to leadership position especially being appointed to primary school headship.

1.7 Scope of the Study

The study was conducted in Mtwara District Council. The area was sampled because the area was among zones; where historically females were not supposed to give directives or supposed to give orders to males while females normally were supposed to be indoors.

1.8 Limitation of the Study

The study was limited by area of the study and sample. Concerning the area of the study it was only limited to primary school teachers of Mtwara district council and not otherwise. The current study was also limited by a sample of 45 respondents only due to time and budget.

1.9 Organization of the Dissertation

That study was organized into five chapters. Chapter one presents background to the study, Statement of the problem, Objectives of the study which included; general objective and specific objectives research questions, significance of the study and limitation of the study. Chapter two comprises of the literature review which

included and definition of key terms, theoretical reviews, empirical reviews, research gap. And conceptual frame work. Chapter three presents the research design, research approach, area of the study, sample and sample size, data collection methods, validity and reliability, data analysis plan, and ethical consideration. Chapter four includes presentation of research findings of study area and discussion of the findings while chapter five includes summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents conceptual definitions, theoretical and empirical review of the study research gap and conceptual framework of the study. The theoretical review adopts social feminist theory.

2.2 Conceptual Definitions

Educational leaders; in this study means status of educational leadership positions held by female teachers in Mtwara District Council as by 2018,

Leadership; in this study means appointment of females and males in primary schools who acted as head teachers in Mtwara district council 2018.

Public primary schools; in this study refers to all primary levels government schools under the ministry of education and culture in Mtwara district council 2018.

Participation; in this study means joint consultation in decision making, goal setting, teamwork through which an institution attempt to foster or increase its employees' commitment to collective objectives in Mtwara district council 2018.

Female Teachers; in this study means all teacher who are have female by sexual characteristics, are responsible for teaching in primary schools and have equal rights as male in leadership positions in Mtwara district council 2018.

2.3 Theoretical Review

Social Feminist Theory was originated from Karl Marx's ideas on exploitation, oppression and division of labour. The theory recognized the pervasive influence of gender divisions on social life and tried to understand women's oppression and the

structures in society that espoused oppression and subordination. The feminist perspective concluded that women and men had equal potential for individual development. Differences in the realization of that potential, therefore, must result from externally imposed constraints (Nzomo, 1995). Social feminists advanced three broad perspectives which tried to explain absence of women from senior leadership in public and private sectors.

The first perspective was personal factors which affected women in leadership positions. Those factors were psychosocial attributes, personal characteristics, attitudes and behavioural skills. Among personal factors were, self-esteem and self-confidence, lack of motivation and ambition to accept challenges, women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis (Bond, 1996). Secondly, there were personal factors such as; assertiveness, confidence, resourcefulness, creativeness, loyalty and trustworthy which helped female teachers to ascend to senior leadership positions (Singh & Shahabudin, 2000).

The structural or institutional factors paradigm advanced the view that it was the disadvantageous position of women in the organizational structure which shaped and defined the behaviour and positions of women. The underlying premises of that perspective were that males and females were equally capable and committed to assuming positions of leadership. The problem was vested in the structure. The remedy was a fundamental change to eliminate discrimination in institutional policies and practices.

And the last perspective was advanced by Smulders (1998), who explored cultural factors linked gender factors and organizational structure factors. Her analysis was concerned with social construction of gender and assignment of specific roles, responsibilities and expectations to females and males. The gender - based roles, irrelevant to work place, were carried into work place and kept in place because actors involved, both dominant and subordinate, subscribe to social and organization reality (Smulders, 1998). The cultural factors led to stereotypical factors which were abilities within cultural context. Feminist theory relatively related what was taking place Mtwara District council regarding appoints of female teachers to leadership positions.

2.4. Empirical Review

The empirical review of the relevant studies is detailed in administrative factors, qualifications, promotions system, leading challenges, policy issues, law, personal factors, personal willingness, psychological factors and cultural factors.

2.4.1 Procedures and Qualifications in Appointing Teachers to Head Primary Schools

According to study conducted by Schleicher (2012) found that, a potential candidate for head teachers should have qualifications and experience as a teacher, school level certification, special qualifications and/or master's degree, and should have completed leadership qualification programmes. Study conducted by Haygroup (2003) on a study titled, "Highlights on the need for a set of management processes designed to enhance the selection and assessment of candidates in appointment of a school leader". Haygroup (*op.cit*) found that, selecting a school leader is an

important factor for an education system. Requires a leader who has the ability to create, to lead, coach, motivate and develop the staff within the school; to communicate and develop positive links with the wider community for the well-being of the school.

According to Department of Education and Skills (DES), (2011) on a study titled "Governance Manual for Primary Schools In Ireland". Also found that, the process of selection of head teachers involved establishment of interview panels, short listing, selecting criteria for assessing, appointing candidates, interviewing and appointing head teachers. Procedures to be followed when appointing head teachers were set out and revised by boards of management of public schools.

2.4.2 Challenges in Selecting and Appointing Female Teachers

Another study was that conducted by Wakshum (2014), on "Major challenges that resulted in female underrepresentation in educational leadership in Ilu Aba Bora Zone" who found that, lack of confidence because of social background in culture of the community in general, females were not leaders but followers rather. As a result of lack of confidence, they were not aspired to become leaders. In addition, females did not have opportunities to gain bottom experiences in educational leadership that would help them for further advancement because school leadership was men dominated in tradition, Its socio- structural factors were the sources of individual factors that caused females' underrepresentation in general (Wakshum, *op.cit*).

Study conducted by Kiamba (2008) on "females and leadership positions" found that, in most of African societies, male were the ones who led and females seemed to

follow whatever they were being asked for. The simple argument for that was directly connected with the extremely believed notion of leadership as masculine. Alfred, (2014). Conducted a study on challenges faced by female primary school heads: Zimbabwean experience; South Africa found that female head teachers of primary schools faced unique challenges in their substantive positions. Such challenging the effectiveness of females in school administration, specifically, shortage of financial and material resources and teachers' negative attitudes towards female primary school heads were major impediments to effective school administration.

According to Lukaka (2013) who conducted a study on influence of culture on females leadership in managerial position in Nairobi Kenya found that, Traditional standards indicated that women were being affected by socio-cultural beliefs and conservative views which encouraged the concept of masculinity and inculcate the attitude that look a woman as a person to be dominated and under-represented in leadership position and decision making. Gender roles were connected to a set of stereotypical beliefs that influence every aspect of social life. However, gender roles and stereotypes were subjected to change. Females were more encouraged to actively participate in every sector of the society and many new opportunities had opened up to them.

Recent research stresses cultural and structural factors as the main underlying reasons explaining the situation of females leadership (Sanchez, 2010). That implied that what society thought of females leadership could affect their advancement up the ladder of leadership. It was surprising that many females also upheld the same

beliefs thus becoming their own enemies to advancement in leadership. Sanchez (2010), on the study of the role of higher education in empowering women in Eastern Africa, viewed that Social carriers of beliefs and ideologies (school, media, family, friends) tended to employ sex differences as an explanation as to why women should prefer a career other than in science, such as in the humanities, as many some researchers had suggested.

Where females could have similar career goals as men, there were important structural and institutional differences between countries in the extent to which women could pursue such goals without giving up other goals that they might value, such as motherhood. According to Makame, (2008) who conducted a study on the gender gap in higher education in Zanzibar, described attitude as a predisposition to act in a certain way towards some aspects of one's environment, including other people. It was one of the strong determinants that shaped individual or community actions and behaviour in a particular society. Confidence was one of the most important aspects that had been studied.

The legal systems in many developing countries, did not consider social right. Tanzania's current legal framework has failed to address women's rights and gender equality in leading positions. A Constitutional Review process began in 2011 with the aim of amending the current Tanzanian constitution which was adopted in 1977. Human rights activists advocates that females still face a lot of problems that range from lack of resources to absence in decision-making organs and customary practices that remain discriminatory against them (URT, 2016). According to the Tanzania Human Rights Report of 2015, violations of women's rights cover social,

economic and political issues. Nonetheless, looking at the scale of women's rights abuses, the current domestic legal framework of Tanzania does not deal robustly with abuses at a grassroots level and hence they persist.

2.4.3 Administrative Strategies in Promoting Female Teachers

According to Airin, (2010) who conducted a study on influencing factors of female underrepresentation as school principals in Indonesia found that Administrative aspects starting with promotions, looking on the side of promotion in education was a factor which could promote both male and female teachers normally to heading primary schools. Female teachers were underprivileged both in salary and promotion. That proved that even though extensive work and study on female teachers in leadership was done, female teachers representation in leadership was still marginal. It was observed that females enter the work force in similar numbers to males. Still there was a strong gender imbalance. Even though females may enter the workforce with same qualifications as males and in the same number as males, females seemed to get lost along the career path (Nesbit and Seege, 2007).

Omondi (2013) conducted a study on role performance of female head teachers in primary schools in Kenya found that the role performance of female head teachers in primary schools in Bondo district of the republic of Kenya. Female head teachers' performance was generally good. It was expected that the results of that study could help to shed light on how female head teachers performed their roles as administrators and provide some indication of direction that could change the perception of the role of female head teachers from negative to positive. Findings provided an indication of what additional steps could be taken to address elevations

of more female teachers to leadership roles. Based on the findings of this current study, the government of Tanzania should come up with mentors among female head teachers, thoroughly train some of them who would in turn be in a positions to offer assistance and more guidance to their counter parts. That was to help motivated female teachers to pursue leadership roles.

As part of an educational improvement strategy, the provincial government introduced coherent leadership strategy with a view to raise student achievement, increasing public confidence in education and narrowing gaps in student achievement. That strategy focused on attracting candidates into leadership roles and subsequently preparing them for and supporting them in their work. The focus of the strategy was to attract and prepare the right candidates for leadership roles before a vacancy was filled. (Schleicher, ,2012).

Implementation of leadership and succession planning, leaders were identified and encouraged to undergo leadership training programmes and when a post was available within a district and a candidate was ready, the next step to seek recommendation for applying for a leadership post. The leadership strategy ensured that candidates were prepared for leadership roles before they needed to be filled. As were evidenced in all of the above jurisdictions, there were guidelines governing appointment of head teachers although they could differ with regard to requirements. Schleicher, (*op.cit*).

Mwaniki, (2004) in the study on obstacles to females' participation in the management of secondary schools in Nakuru district in Kenya found that, without

equal access and opportunities for females, a major section of the workforce could be underutilized and achievement of the next generation could be underdeveloped. Some females who managed to climb positions of leadership suffered great tensions in their attempt to reconcile their professional and traditional roles.

According to study by Kirk (2006) in a study titled "Impact of female teachers on girls' education in Bangkok". Kirk (*op. cit*) found that beyond recruitment strategies, there were other issues which were to be addressed if female were going to be empowered in their roles as teachers. Such roles included lived experiences of female teachers in schools, accessibility and relevance of teachers training, and both professional and career development opportunities for females.

From gender equality perspective, empowering females as teachers were critical to ensuring that the experiences of being a teacher were a positive one for them, and that their work had a sustained impact on gender relations in the community and in society, at large. In some contexts, feminization of teaching profession had negative implications. There were needed to support and encourage female to be effective and inspiring teachers girls and boys for leadership positions. That meant addressing policy and practice to ensure that a feminized education sector could be a high status, respected one in which adequate resources were allocated to ensure highest professional performance of all teachers whether they would be females or men (Kirk, *op. cit*).

2.5 Policy Review

The percentage of African females in school administration had barely risen (Suda,

2002). Some people have attributed the policy's failure to the fact that it was a quota filling but not a development-oriented exercise. Furthermore, some African governments were not committed to the cause of women. Thus there was a need for deliberate political will by African government to implement the conventions and protocols that addressed gender issues.

Women and gender development policy was formulated in the year 2000 by the Ministry of Community Development, Gender and Children whereas among other issues the Ministry was the national machinery for leading gender progress in the country. The policy aimed on ensuring the mainstreaming of gender perspective into other policies, programmes and strategies. United Republic of Tanzania (URT) had developed a number of guidelines from gender policy in order to abide with International and Regional agreements related to women's rights. Due to its importance the Tanzania National Development Vision 2025 insisted the issue of gender parity by declaring its achievement on women empowerment by the year 2025.

Despite the gender policy and other guidelines which had been in place for pioneering gender parity in various leadership positions, gender disparity still existed to a big extent. Therefore, the involvement of appointment of leadership was one of the challenges towards gender parity in leadership position as it looks on the preference and masculine concept than implementing gender policy. The policy also opened more opportunity for women engagement in leadership positions, politics, administration and economic development so as to reach the target of 50 % for women leaders by 2015. However, females were still disappointingly represented in

the decision-making process at all levels followed by the existence of masculine structures that limit women's voice to be heard and got chances for promotion and appointments to leadership position in general. Meanwhile, more efforts were needed to make those policies and guideline useful hence women access to leadership positions in public and private sectors.

Mugambi (2005) on a study titled, "Performance of Head a teacher as perceived by head teachers, deputy head teachers, heads of departments and teachers in secondary schools in Mwimbi divisions, Meru-South district, Kenya". Reported that most head teachers irrespective of their formal training encounter administrative constraints in performing their roles effectively. It was generally perceived that schools administered by females experienced problems due to their inefficiency, incompetence, poor human relations and gender. That was why there were low numbers of female head teachers in primary schools. Did that mean that female head teachers were not competent in performing their roles as administrators. Normally a head teacher had to ensure that an organizational atmosphere existed in a school, satisfying and relevant to job distribution and to encourage teachers to be more productive all the time. A head teacher needed to have the knowledge and dynamics of managing human personnel.

2.6 Research Gap

In reference to literature review from early studies, revealed various issues a rose which equipped respective knowledge in focus to the factors which influenced low participation of women in education leadership. That confirms that various studies achieved to identify various variables corresponded to factors which influencing low

participation of women in education leadership. However based on the intention of this study, early studies could not fulfill demand of the study based on different context; for instance Julienne (2011) the study sought to find barriers faced by females in accessing head teachers in secondary schools. That study was held in Kenya and not Mtwara district, the study concentrated to the secondary schools while this study concentrated to primary schools. Therefore, this study seems it has filled gaps which remained behind. The current study also is conducted in 2018 contrary to that were too old.

Most public primaries made numbers of efforts to inspire women toward leadership positions. But still the efforts employed did not produce desired results, since the problem of low participation of females in education leadership remained the same. That condition stimulated the need to find out on major factors which influencing low participation of women in education leadership to the public primary schools in Mtwara district.

2.7 Conceptual Framework

Figure 2.1 presents the relationship between independent variables and dependent variable. The independent variables are factors influencing appointment of females teachers to head primary schools in Mtwara district council which are administrative factors (Qualification, Procedures and Appointment) also leading challenges such as personal willing, inferiority complex, psychological factor, cultural factor, policy. Moreover, administrative strategies; promotion and gender balance. A mismatch between these independent variables and dependent variable (low participation of females in education leadership) would actually mean a negative action towards

appointment of female teachers to leadership positions in primary schools in Mtwara

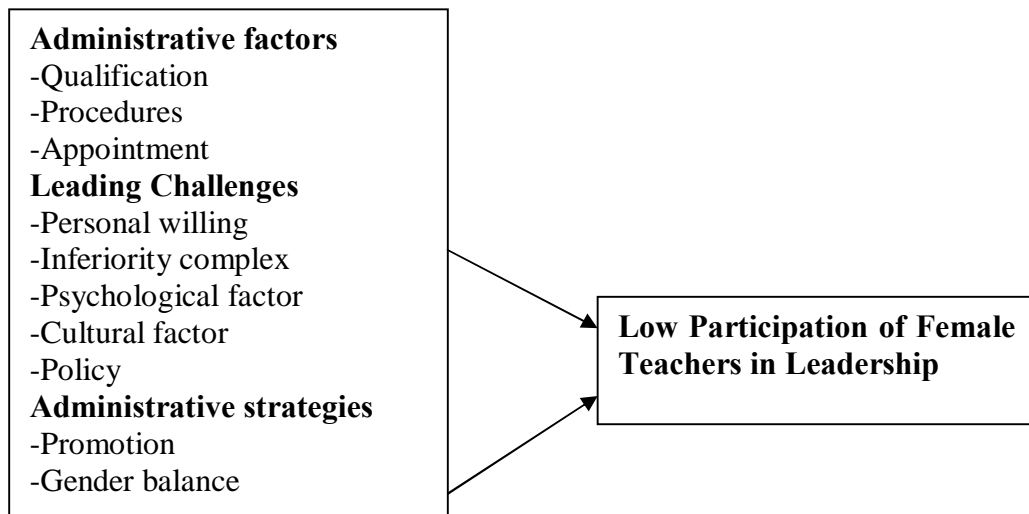


Figure 2.1: Conceptual Framework

Source: Empirical Review, 2018.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents research methodology including approach, design, area of study, population, sample and sampling technique, research methods, data collection instruments, data analysis and ethical considerations.

3.2 Research Approach

This study employed both qualitative and quantitative approaches for data collection and analysis. According to Kothari (2004) Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kin.

3.3 Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell and Planoclark, 2007). The study adopted case study research design. The design was selected because it reveals individual experiences of participants, in depth feelings and experiences. It provided a rich and detailed description of human views and participants opinions.

3.4 Study Area

The study was conducted in Mtwara district council, which lies between longitudes 38° and 40° 30" east of Greenwich. It is also situated between latitudes 10° 05" and

11 25" south of the equator. It borders Lindi region to the north, the Indian Ocean to the east and separated by the Ruvuma River from Mozambique in the south. To the west it borders Ruvuma region. The region occupies 16,720 sq kms that is equal to 1.9 % of Tanzania main land area of 885987 sq kms. The District was selected because of the following reasons; it was characterized by low participation of female teachers in educational leadership forum (Mtwara district educational documentary report 2015, 2016, 2017 & 2018)

3.5 Population of the Study

The study population of the study was primary school teachers, head teachers, District Education Officer (DEO), District Academic Officer (DAO) and District Executive Director (DED) of Mtwara district council. This population was used to draw a sample that provided information basing on the current study.

3.6 Sample Size

The study had the sample size of 45 participants. There was 1 District Education Officer (DEO), 1 District Academic Officer (DAO) and 1 District Executive Director (DED), officers and director were included in the sample because were the ones who proposed and selected who was to be a primary school head teacher. The sample had 36 teachers out of 69 Teachers who were included because they had information on how head teachers were appointed to head primary schools. There were 6 head teachers; these considered in the study because they had clues on how appointments of head teachers were sanctioned.

Table 3.1: Sample Size of the Study

S/N	Category	Number
1	Head teachers	6
2	Teachers	36
3	District Education officer	1
4	District Academic Officer	1
5	District Executive Director	1
	Total	45

Sources: Field Data, 2018.

3.7 Sampling Technique and Procedures

The study employed both purposive and simple random sampling in so as to get more information from respondents.

3.7.1 Simple Random Sampling

Simple random sampling is defined as a sample which is chosen in such a way that each of the possible samples has the same probability of being selected (Smith, 2013. and Saunders, 2009). Therefore, the simple random sampling was applied in the study to teachers who had an equal chance of being taken from each school to avoid bias. Five teachers were sampled from six sampled schools, where the numbers of teachers was 5 then all were included.

Where the number exceeded 5, pieces of paper were used. Pieces were cut according to the number of teachers in a school. Then five pieces had numbers 1-5 according to the member needed. Numbered pieces were mixed with unnumbered ones. Teachers were freely allowed to pick pieces of paper. Numbered pieces were picked that completed the process of sampling 5 teachers.

3.7.2 Purposive Sampling

According to Saunders, (2009) recommended purposive sampling technique for it focuses directly to the area intended to be studied. For the case of this study District Education Officer (DEO), District Academic Officer (DAO), District Executive Director (DED) and head teachers were purposively sampled so as to gather more information on the factors associated on low participation on female teachers in leadership.

3.8. Data Collection Methods

3.8.1. Questionnaire

The study used questionnaire to collect primary data from classroom teachers. Questionnaire was used because, of its suitability in data collection and most affordable ways to gather quantitative data, questionnaire also helped in covering huge population within short time and offer a way to gather vast amounts of data on any subject, questionnaire allowed complete invisibility which maximizes comfort for those answering. What required was to ensure all questionnaires were distributed to the teachers and that provided enough time for respondent in filling questionnaires. For that case, questionnaires in that study were both closed and open form.

3.8.2 Interview

Participants who were interviewed, were heads of primary schools, District Education Officer (DEO), District Academic Officer (DAO) and District Executive Director (DED). Interview was used in the study because; interview provided

opportunity for interviewees to ask clarifications on contradictory questions, time to think and clarify issues discussed. The interview was conducted in order to know the procedures, qualification, challenges and administrative strategies used to promote teachers participation in public primary school leadership. This helped researcher in gathering deep information and experiences from participants, and was useful to obtain detailed information about personal feelings, perceptions and opinions.

3.8.3 Document Review

This technique used so as to review journals and report, other researches on participation of female teachers in leadership. Also the reviewed documents included reports which contained information on teachers in Mtwara district council. Documents used in the study because helped to provide information which cannot be collected through questionnaires and interview. Through documentary review one could get access to information that would be difficult to get in any other way such as people or cases that might not be willing to talk in a formal interview.

3.9 Data Analysis

This study employed mixed approach in data collection hence both qualitative and quantitative data were collected processed and analyzed. Data from questionnaires used Statistical Package for Social Science (SPSS) for structured questionnaires. Data were coded from 1 to 5 (strongly disagree to strongly agree) processed and analyzed. Qualitative data were obtained through key informant interview. Data was recorded, transcribed, typed and then edited. Data was arranged based on theme and were presented in narrations.

3.10 Validity and Reliability of Research

Validity: Validity indicated the degree to which an instrument was supposed to measure. The questionnaires were structured to ensure that it remained in focus, accurate and consistence in the course of the study. That assured through information that presented adhere to the conditions of being valid and reliable. Data were valid and reliable as they were taken to the real interview and questionnaires from Mtwara District Council.

Reliability: Reliability refers to the consistence of the research instruments. For the questionnaire, a Test-Retest method carried out where a participant who completed the questionnaire was asked to complete it again after two weeks and his/her choices compared for consistence. According to Amin (2005), test-retest or stability test provides evidence that scores obtained on a test at one time (test) were the same or close to the same when the test was re administered some other time (re-test).

3.11. Ethical Consideration

Number of ethical issues was considered by the researcher, including Letters of authorization from Open University of Tanzania and District education office. The researcher contacted Ward education offices and Head teachers of respective schools for consent. After making agreement with concerned participants, the researcher introduced objectives and purposes. Then, questionnaires were administered to sampled teachers in selected primary schools. Participants were allowed to give their own answers to each item independently. However, information was treated confidentially where no name was disclosed.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

This chapter presents research findings and discussion. The findings and discussion were based on the objectives of the study. Coding system was for participants who were interviewed, ðAö stood for District Executive Director and ðBö and ðCö were for District Education officer and District Academic Officer respectively. On the other hand head teachers were given names ðAö, ðBö, ðCö, ðDö, E and ðFö.

4.2 Procedures and Qualifications Used in Promoting Primary School Teachers to Leadership Positions

4.2.1 Appointment of Teacher to Head Primary Followed all Ethics Required

The researcher intended to identify procedures and qualifications used in promoting primary school teachers to leadership positions in Mtwara district council. Figure 4.1 show responses from questionnaires that 42 % of participants strongly agreed that appointment of teachers to head a primary schools followed all ethics required, 24 % agreed, 16 % strongly disagreed and 7 % disagreed while 11 % were not sure. This finding indicates that ethic is the crucial issue in empowering women and equality and that large number of people prefers ethics to be considered at the work place.

The findings were supported by Haygroup (2003) on a study titled, ðHighlights on the need for a set of management processes designed to enhance the selection and assessment of candidates in appointment of a school leaderö. Haygroup (*op.cit*) explained that, selecting a school leader is an important factor for an education system. Requires a leader who as the ability to create, to lead, coach, motivate and

develop the staff within the school; to communicate and develop positive links with the wider community for the well-being of the school.

Findings also were supported by Department of Education and Skills (DES), (2011) on a study titled 'Governance Manual for Primary Schools In Ireland'. DES (*op.cit*) asserted that, the process of selection of head teachers involved establishment of interview panels, short listing, selecting criteria for assessing, appointing candidates, interviewing and appointing head teachers. Procedures to be followed when appointing head teachers were set out and revised by boards of management of public schools.

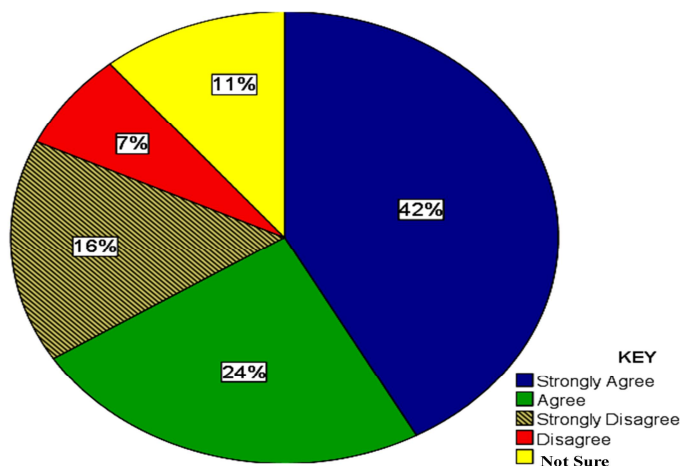


Figure 4.1: Appointment of Teachers to head Primary Schools

Source: Field Data, 2018

Qualitative Findings: On the same theme interviewees were asked to comment whether appointment of teacher to head a primary followed all ethics required. The result shows that appointment of teachers to head primary school followed all ethics required. Also it was found that it was considered even for top appointments. During appointment of a teacher to head primary school usually district education office

involved heads teachers and ward educational officers to get detailed information about respective teachers who could be head of primary schools. This was justified during an interview.

Officer “A”:

“ethics in appointment of head teachers applied to head primary, started with verifying requirements..... ward education officers proposed list of names, the meeting which involved education officer marked the final decision by appointing suitable one from the list.”

However during appointment of head teachers, there were different important issues that were recommended to be considered as claimed by interviewees.

Officer “B”:

“ Appointment of head teachers.....considered all ethics required, that was done with the purpose of obtaining..... suitable teachers..... who were able..... to fit to... the position. Also usually district education office involved heads teachers and ward educational officers to get detailed information about respective teachers who could be head of primary schools.”

Moreover there were other claim that appointment of teachers to head primary schools had critical procedure, that helped to avoid biases that appeared in selection of head teachers, department of education at Mtwara district was given power of insuring all procedures were considered during selection and appointments of teachers to head primary schools.

Head teacher “A”:

“ There is a critical procedure..... that help to avoid biases.....in selection of head teachers..... department of education at Mtwara district is given power to insuring that..... all procedures are... in

selection ...and or appointments.”

This qualitative results indicates that following procedures in selection and appointment reduce biasness and that power that is delegated to education department should not be abused.

4.2.2 Qualified Teachers to Head Primary Schools

The researcher wanted to know if those appointed to head primary schools were qualified. The results from Figure 4.2 show that 33 % of participants strongly agreed that qualified teachers were the ones who were appointed to head primary schools, 20 % agreed, 24 % strongly disagreed, 9 % disagreed and 14 % were not sure. This result indicate that most of the head teachers in primary schools have relevant qualification to head the schools however to some extent the experience show that on the other hand some of head teachers do not have qualification to head the schools. It would be better if they would be exchange with female head teachers.

In connection to DES (op.cit) contended that order for a candidate to be eligible for a post of a head teacher, he/she should be qualified as a primary school teacher. In schools, a candidate should have five years teaching experience. Similar requirements prevailed in applying for post of head teacher. When examining qualifications required or eligibility for the post of primary school head teacher in other countries, it was apparent that requirements could vary and be divided into distinct categories. The first category sat out teacher qualifications and experience as prerequisite for applicants.

Findings were similar to those by Schleicher (2012) who added that, a potential candidate for head teachers should have qualifications and experience as a teacher, school level certification, special qualifications and/or master's degree, and should have completed leadership qualification programme. As part of an educational improvement strategy, the provincial government introduced coherent leadership strategy with a view to raise student achievement, increasing public confidence in education and narrowing gaps in student achievement. That strategy focused on attracting candidates into leadership roles and subsequently preparing them for and supporting them in their work.

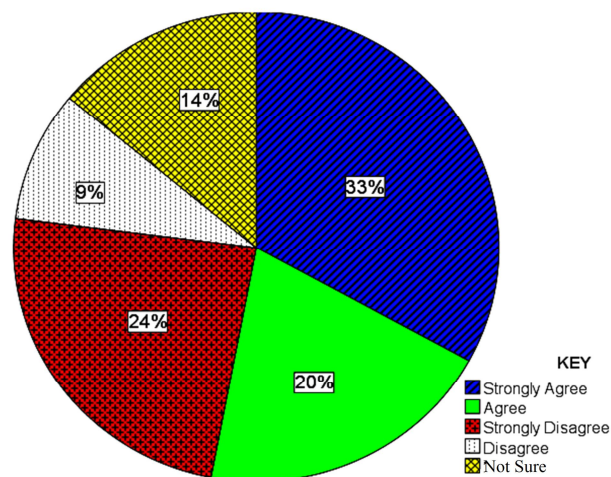


Figure 4.2: Qualified Teachers to Head Primary Schools

Source: Field Data, 2018

The focus of the strategy was to attract and prepare the right candidates for leadership roles before a vacancy was filled. Schleicher, (*op.cit*). Implementation of leadership and succession planning, leaders were identified and encouraged to undergo leadership training programmes and when a post was available within a district and a candidate was ready, the next step to seek recommendation for

applying for a leadership post. The leadership strategy ensured that candidates were prepared for leadership roles before they needed to be filled. As were evidenced in all of the above jurisdictions, there were guidelines governing appointment of head teachers although they could differ with regard to requirements. Schleicher, (*op.cit*).

Qualitative Findings: Other findings from interviewees show that before appointment of teacher to leadership, the criteria such as working experiences, hardworking and commitment identified through OPRAS were qualifications for teachers to be appointed for heading primary schools in Mtwara district. On the other hand, they claimed that before appointment of females to head primary schools, evaluation of work performance was inevitable, that included level of achievement in different educational activities recommended, and experiences. Apart from that, open performance review and appraisal system is also considered.

Officer “A”:

“....teachers can be selected to head ...a school....if ...they are hard worker....having experience and....commitment.....also there is performance appraisal conducted.”

Apart from that, they claimed that appointment of teacher to head primary schools considered all procedures, before appointment department of primary education at district council held meetings that intended to discuss suitable choices from list of names as proposed by ward education officers. Also it was claimed that females were hard workers like men and some of them performed better than men, during appointment of females to head primary schools, names were proposed by ward education officers who considered ability of females. Therefore procedure was

instrumental in appointment of females who were hard workers.

Officer “B”:

“.....district council held meetings that discuss..... suitable choices from list of names.... as proposed by wardeducation officers”

This qualitative result indicates that participation of other stakeholders in education is a crucial thing to consider in selecting head of schools. Conducting a meeting is a best transparent procedure that avoid biasness and corruption in appointing leaders. To avoid weakness as observed during appointment of head teachers such as corruption district administration considered established procedures on appointing teachers to head primary schools.

Findings also did match with findings of the study by Kim, (2004), in a study titled “Favoritism and reverse discrimination”. The study by Kim (op. cit) reported that legal proceedings should be regulated so as to remove favoritism in educational institutions. Opening administrative departments by means of cooperation with higher education institutions would be another beneficial action. Rating requirements in specific subjects rather than seniority were likely to be more effective than to remove the aforementioned unfavorable aspects.

4.3 Challenges Facing Female Teachers Selection

4.3.1 Selection Bias to Head Primary Schools

The researcher wanted to know if there is bias in selecting female despite their education qualification. The result in Figure 4.3 show that females were qualified for appointment to head primary schools at 47 % as strongly agreed by respondents, 31

% agreed, 9 % strongly disagreed, and 4 % disagreed while 9 % were not sure. This result indicated that appointment of head teachers consider important qualification that had been recommended, for that case women who were identified to fit positions of heading primary schools were appointed to head primary schools.

However, that consideration was much qualification and not gender issues only. Since what was considered was ability to head primary schools in regards to educational goals and plans. The findings as presented were similar to Nadler and Schulman (2006) on their study on Favoritism, cronyism, and nepotism done in Ilu Aba Bora Zone. The authors Nadler and Schulman, (*op.cit*) noted that favoritism harmed justice as it gave advantages to undeserving people and as it damaged people's good intentions and ruined transparency of governments' employment and agreement processes. The most important dilemma caused by favoritism was that many people did not perceive it as a problem.

From the teachers' point of view, whether favoritism was experienced in the central administration of national education, in provincial education administration, and in school administration or not was evaluated in terms of school, gender and seniority variables. The reason to analyze the matter in terms of gender variable was to determine whether teachers' beliefs about favoritism changed according to males and females. Reasons to analyze from school aspect were to find out whether school conditions were affecting teachers' beliefs, or not.

Furthermore, findings were also supported by Morettini (2005), on the study titled "Favoritism in the high teaching workplace". Morettini, (*op. cit*) asserted that

performance criteria should be based on proceedings about educational staff employed in schools, as well as the central and provincial education directorate. Everyone should be treated fairly, Secure atmospheres should be provided in which personnel could talk about any situation which they considered unfair. Relatives should be kept away as much as possible; barring that, relatives should be headed to the same high standards of performance as non-relatives.

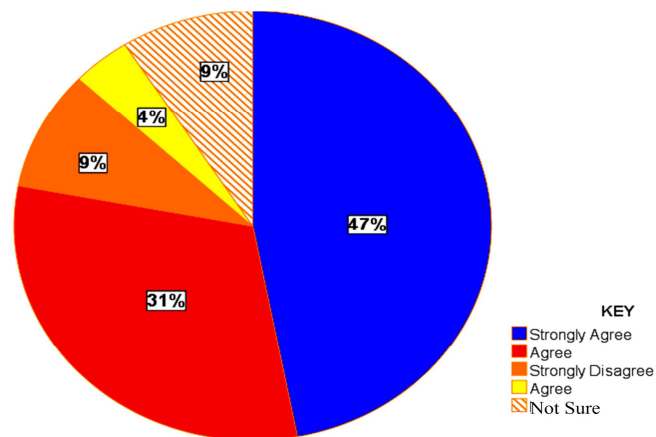


Figure 4.3: Bias in Selection and Qualification

Source: Field Data, 2018

Qualitative Findings: The findings from interview revealed that few female teachers who were identified to fit positions were appointed to head primary schools. However, claimed that there was a gender bias in appointing.

Officer “A”:

“..... Appointment of head teachers is more qualification in nature.....rather than gender consideration... males head most of schools.”

On the other hand it was claimed that Females had ability to head primary schools, therefore when it came to the appointment of head teachers, women who were identified to qualify the position were appointed to head primary schools.

Officer “C”:

“.....women who were identified to qualify the position were appointed to head primary schools.”

Head teacher “E”:

“Administration knew challenges faced female that associated with social and psychological factors, as matter of raising female in heading primary school during appointment women who were considered before men, although during appointment, females were given freedom on whether they were willing to take such posts.”

This result indicate that there is divergence in ideas on appointing females to head school. It indicate that those who have female head teachers in their schools there is no gender bias than those who are headed by the males teachers in their schools. Education officers at district level knew biases that tended to appear in appointment of a teacher to head teacher, therefore mechanisms had been established that no chance of favouritism was practiced. However the number of female head teacher is still low compared to that of male head teachers.

In connection to Samira (2004) on a study titled “Female Teachers in Primary Schools: Distribution Pattern Training and Transfer”. Samira, (op. cit) reported that priorities were given during appointment of female teachers to increase female in education department. Since then a specific programme was implemented by providing scholarships for girls of remote areas. Girls who had completed grade 8 got the 10 months training to become primary teachers in the local areas. Later were trained to become primary teachers in their own areas.

4.3.2 Females Teachers Inferiority Complex

Field result from described in Figure 4.4 show that 29 participants strongly agreed

that females' inferiority complex hindered them to be considered in heading primary schools in Mtwara district council, again 24 % agreed, 20 % strongly disagreed and 11 % disagreed while 16 % were not sure. This result indicated that there was inferior complex among female teachers themselves. Most of them are not confident to head available top positions. This led them lacking behind male leadership in Mtwara district council.

Findings were supported by Krumm and Gates (2000) who conducted a descriptive analysis to determine gender differences and leadership styles between female and male head teachers. The result of the findings revealed that the majority of male and female head teachers were found to "possess high-task behaviour and high relationship behaviour as their primary leadership styles". In addition, female head teachers selected more appropriate leadership behaviours as representative of their behaviors than did male head teachers. The major conclusion of that study was that female administrators appeared to be superior to male principals in leadership adaptability.

Findings in figure 4.9 were supported by Cubillo and Brown (2003) who claimed that one valuable resource which tends to be underutilized in schools and educational offices are female teachers. Female teachers had both a right and an obligation to active participation in leadership. Researchers from different parts of the world have given attention to the topic of females in educational leadership positions at various levels of the education ladder. Studies had concluded that women were under-represented in educational leadership and that they faced various challenges in their aspirations to attain and maintain such positions.

Studies have noted that women brought a special kind of leadership to learning institutions. Teaching profession internationally and nationally dominated by female, but despite the large numbers of female in the profession, they were under-represented in positions of management Cubillo and Brown, (*op. cit*). Reported on gender equity of the American Association of University Professors, (2006), indicated that among twelve universities with the largest share of female tenured professors, only two had above 50 % of females, the rest ranged from 37.5 to 48 %. In Kenya, only two females had been appointed to head public universities by 2011.

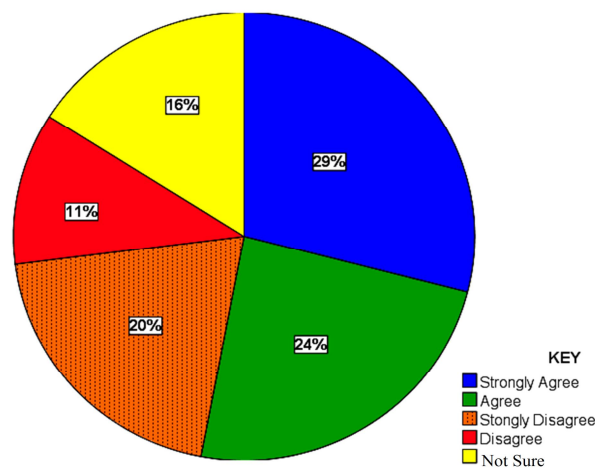


Figure 4.4: Inferiority Complex among Female Teachers

Source: Field Data, 2018

Both successful candidates and chairpersons should complete to relevant applications and forward the same to the Primary Payments Section of the Department of Education & Science. If the post was warranted and the chairperson of the board certified that a teacher had met criteria as outlined in that circular and appointment had been made in accordance with procedures outlined in leadership guideline (Schwartz, *op. cit*).

Qualitative Findings: Responses from interviewee revealed that fearing of administrative challenges is the result of inferiority complex among female teachers. Challenges which were experienced by head teachers, developed inferiority complex to female teachers that made them fear to be appointed to head teachers in primary schools.

Officer “B”:

“There is a lot of challenges that.....male head teachers facing in administrative task....i think..... a female cannot be able to tackle. Female teachers with experience in teaching professions are firstly considered for administrative activities; Personal confidence of a female teacher gave a better chance of being appointed to either head teacher or any other leadership role in education department.”

On the other hand, wrong attitudes perceived through social interactions made females feel that were not capable to head primary schools due to different challenges observed from head teachers who had been appointed to the same position. However females feared to take position of heading primary schools because of home responsibilities like parenting, which had made them reject appointments, thus limiting them to other parental activities.

Head teacher “C”:

“..... females feared to take position of heading primary schools because of they claim that are overwhelming by home responsibilities like parenting.....this make them reject to appointments”

Head teacher “E”:

“Experiences in appointment of teachers to head primary school, females were observed to isolate themselves through their practices, however special appointment was done to female teachers who were capable to take positions of leading primary schools.”

Therefore if female teachers would have been serious and confident would have been heading various positions in Mtwara, but their inferiority complex minimizes chance of being heads in large number. Krumm and Gates (op.cit), female head teachers appear to possess superiority in leadership adaptability, thereby allowing them to use their transformational leadership styles to prioritize relationship with all stakeholders. Servais (2003) also emphasized the power of female head teachers, noting that those women "were in a position to impact school reform, school culture, and school partnerships. Because female head teachers were still concerned with many problems related to their gender, female aspired to the leadership ship and those who served as head teachers should benefit.

4.4 Administrative Strategies Used to Enhance Female Teachers Participation in Leadership Position

4.4.1 Gender Balance to Leadership Positions

The result from the field is described in Figure 4.5 which show that 42 % strongly agreed on gender balance to leadership positions in Tanzania acted as a blessing to female teachers to be appointed to head primary schools in Mtwara, 22 % agreed, 7 % strongly disagreed, and 11 % disagreed while 18 % were not sure. This result indicates that the equality in leadership positions is inevitable so as to avoid quarrel. Females are supposed to be given titles as males as.

The findings corresponded to (Electoral Commission, 2015). In that findings; the electoral commission for the elections done in 2015, Tanzania made some efforts to promote women in leadership, yet process was at a low pace for top leadership positions. A curriculum built on praxis model could contribute towards achieving

that objective by exposing and reinforcing such values as gender equality, empowerment of the socially vulnerable and emancipation of females.

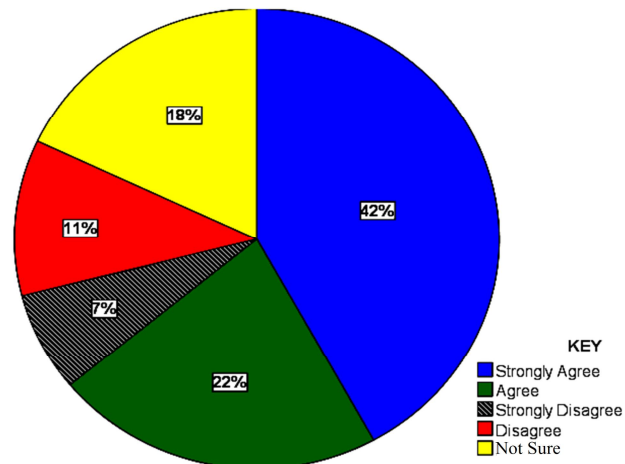


Figure 4.3: Gender balance to Leadership

Source: Field Data, 2018

Administrators, head teachers and classroom teachers should be expected to practice and portray such values in their day-to-day practices of running schools. Similarly, reporting on a UK youth project, Ozga (1990) traced change, convergence and divergence in UK education and its impact on youth transitions, and how the interaction of global agenda had driven the country's education policies. Ozga, (*op.cit*) argued that those policies have been impacted on the labour market, structure as well as on family structures and gender identities. Ozga (*op. cit*) further argued that it was due to that impact that there had been considerable changes in education policies to address modernization and other gender global problems. Such changes seemed to be connected to considerable global education policy in focus to gender issues.

Qualitative Findings: The findings from interview show that, the position of females in holding different administrative positions were recommended to be as

equal to men as were other functions in the society. Therefore, as a country, Tanzania considered females as strong enough in heading schools as did their counter parts men.

Head teacher “D”:

“Administrative positions in Tanzania are recommended to be as equal to male and females in the society.....females are equal like male in heading.”

On the other hand, gender balance to leadership position in Tanzania had been observed from central government, to that no doubt during appointment of school teachers to head primary schools females were given equal chances which could encourage other females to accept heading primary schools.

Officer “B”:

“ In appointing school teachers to head primary schools females were given equal chancesi think....this could encourage other females..... to accept heading primary schools.”

Therefore position of females in holding different administrative positions were recommended to be as equal to men as were other functions in the society. The important thing is to make sure no one is violating the rules, goals and regulations. Findings were supported by Batchler (1981) on study titled, “Affirmative action policies, while being hailed as a milestone towards female’s emancipation”. Batchler (*op. cit*) reported that females were appointed to administrative positions when they least expected it. Studies conducted on the position of females in education management in most countries reveal that females still occupied junior ranks in spite of their increased participation in higher education. (UNESCO, 1993).

Without equal access and opportunities for females, a major section of the workforce could be underutilized and achievement of the next generation could be underdeveloped. Some females who managed to climb positions of leadership suffered great tensions in their attempt to reconcile their professional and traditional roles. (Mwaniki, 2004). Also finding were supported by Kirk (2006) in a study titled "Impact of females teachers on girls' education in Bangkok". Kirk (*op. cit*) reported that beyond recruitment strategies, there were other issues which were to be addressed if female were going to be empowered in their roles as teachers. Such roles included lived experiences of female teachers in schools, accessibility and relevance of teachers training, and both professional and career development opportunities for females.

From gender equality perspective, empowering females as teachers were critical to ensuring that the experiences of being a teacher were a positive one for them, and that their work had a sustained impact on gender relations in the community and in society, at large. In some contexts, feminization of teaching profession had negative implications. There were needed to support and encourage female to be effective and inspiring teachers' girls and boys for leadership positions. That meant addressing policy and practice to ensure that a feminized education sector could be a high status, respected one in which adequate resources were allocated to ensure highest professional performance of all teachers whether they would be females or men (Kirk, *op. cit*).

4.4.2 Chances in Selection to Leadership Positions

The result from Figure 4.9 show that 24 % of participants strongly agreed that for

females who excel in teaching and manners stood a better chance of being appointed to head primary school in Mtwara district council, again 29 % agreed, while 20 % strongly disagreed, 11 % disagreed, and 16 % were not sure. This result indicates that, there are good administrative strategies used to enhance female teachers' participation in leadership position. Females who excel in teaching and manners stood a better chance of being appointed to head primary schools.

During appointment of females to head primary schools, ward educational officers considered ability of females that was similar to men, not all female teachers had ability to be head teachers. The procedure was only instrument when a female who was capable was noted. Also during appointment of a female teacher to be a head teacher, her performance in teaching was used to facilitate appointment, no head teacher who was appointed without meeting minimum qualifications. Findings were supported by Omondi (2013) who reported the role performance of female head teachers in primary schools in Bondo district of the republic of Kenya.

Female head teachers' performance was generally good. It was expected that the results of that study could help to shed light on how female head teachers performed their roles as administrators and provide some indication of direction that could change the perception of the role of female head teachers from negative to positive. Findings provided an indication of what additional steps could be taken to address elevations of more female teachers to leadership roles. Based on the findings of this current study, the government of Tanzania should come up with mentors among female head teachers, thoroughly train some of them who would in turn be in a positions to offer assistance and more guidance to their counter parts. That was to

help motivated female teachers to pursue leadership roles.

Funk (1993) noted specific advantages for female school leaders; 74 % of participants in that study were head teachers. When asked to respond to the advantages that school leaders had because they were female, such females note that their gender roles made them more effective and affective leaders. Specific characteristics noted by such female teachers in administration were: being nurturing, giving, adaptive, collaborative, intuitive, flexible, peace-making, empathic, able to compromise, sensitive, humanistic, responsive to others' needs, strong communicators, active listeners, and collaborative.

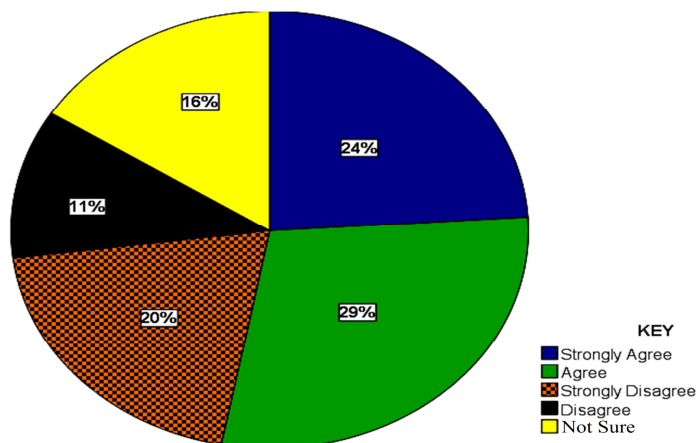


Figure 4.6 Better Chance to be Appointed

Source: Field Data, 2018.

Qualitative Findings

The information gathered from interviewee revealed that, appointment of females to head primary schools did not only consider a matter of priority with regards to gender rather than ability to perform duties as recommended by head of primary schools, for females who identified to perform better were in good position of being appointed among others.

Officer “A”:

“ Most of females who identified to perform better were in good position of being appointed among others”

On the other hand, hard workers females were in the list as such they should be ones appointed to head primary schools, since their abilities determined efforts to head primary schools. For that case, females who acquired better and unique characters should be identified for appointments.

Officer “B”:

“hard workers females were listed so as..... to be appointed to head primary schools, since their abilities determined..... efforts to head primary schools”

Therefore this result indicates that Females who excel in teaching and manners stood a better chance of being appointed to head primary schools, including hard working and good performance. Mugambi (2005) on a study titled, “Performance of Head a teacher as perceived by head teachers, deputy head teachers, heads of departments and teachers in secondary schools in Mwimbi divisions, Meru-South district, Kenya”. Reported that most head teachers irrespective of their formal training encounter administrative constraints in performing their roles effectively. It was generally perceived that schools administered by females experienced problems due to their inefficiency, incompetence, poor human relations and gender. That was why there were low numbers of female head teachers in primary schools. Did that mean that female head teachers were not competent in performing their roles as administrators.

Normally a head teacher had to ensure that an organizational atmosphere existed in a school, satisfying and relevant to job distribution and to encourage teachers to be more productive all the time. A head teacher needed to have the knowledge and dynamics of managing human personnel. Such dynamics included motivation of teachers, knowledge in leadership styles, delegation of duties and responsibilities to teachers and styles of communication (Onyango, 2001). In educational management, female teachers had been noted to exhibit characteristics such as empathy, compassion, supporting, patience, attention to detail and ability to integrate people to listen to them and to motivate them through non-monetary incentives Funk, (*op.cit*). Based on the above knowledge, female head teachers performed very well in motivating teachers, maintaining good staff relations and participated in the staff welfare decisions making.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents summary, conclusions and recommendations of the study.

5.2 Summary

The study was about factors influencing low participation of females in public primary schools leadership in Tanzania. A case of Mtwara district council. The study had the following objectives: To identify procedures and qualifications used in promoting normal primary school teachers to leadership positions in Mtwara district council, to identify major challenges which caused female teachers not being selected to head primary schools in Mtwara district council, and to examine administrative strategies to enhance female teachers participation in leadership of public primary schools in Mtwara District.

The study adopted case study design with a sample of 45 participants. Data was collected through questionnaires, interviews and documentary reviews. In analysis of data questionnaires were analyzed through Statistical Package for Social Science SPSS, whereas interviews were presented in a form of narrations. Findings of the study were; appointment of a teachers to head primary schools followed all ethical procedures required, qualified teachers were the ones who were appointed to head primary schools, appointment of teachers to head primary schools did not depend on favouritism, appointments of female teachers to head primary schools received uppermost priority, gender balance to leadership positions in Tanzania acted as a blessing to female teachers to be appointed to head primary schools in Mtwara

district council. Based on personal factors; female as well as qualified for being appointed to head primary schools, females teacher who were appointed to head primary schools were capable of being head teachers, females inferiority complex hindered them to be considered in heading primary schools and females who excelled in teaching and manners stood a better chance of being appointed to head primary school in Mtwara district council.

5.3 Conclusions

5.3.1 Procedures and Qualifications in Appointing Teachers to head Primary Schools

Basing on the findings it can be concluded that District education office followed required procedures and qualifications in appointing teachers to head primary schools in Mtwara district council. Also that the procedures that guiding to appoint teachers to the high rank position are not having favoritism element. On the other hand it can be concluded that appointment of teachers to head primary schools follows all ethics required including verifying requirements and receiving a list of proposed names by Ward Educational Officers. Also there is an evaluation of working performance before appointing any head of school. There is open performance review and appraisal system.

5.3.2 Challenges facing Female Teachers Selection

Basing on the findings concerning challenges it can be concluded that Female inferiority complex among female teachers hindered them to be considered in heading primary schools. They are not appointed because they fear what they think as administrative challenges experienced by most of head teachers. On the other

hand, it can be concluded that most of female teachers fear to take positions of heading schools due to home responsibilities. They are hindered by parenting issues which limit them and made them rejecting any appointment.

5.3.3 Administrative Strategies in Promoting Female Teachers

Basing on the findings it can be concluded that female teachers who excel in teaching had a better chance of being selected or appointed to higher rank position. On the other hand, female teachers with experience in teaching professions are first considered for administrative activities. Female teachers with self confidence are given chances to higher level of leadership role in education department.

5.4 Recommendations

Based on the conclusions the study had the following recommendations.

(i) As far as administration adhering to required ethical procedures and qualifications in appointing teachers to head primary schools in Mtwara district council; the study recommended that:

- a. District education officers should ensure that, procedures and qualification in appointing female teachers were binding in such appointment; and
- b. District education officers should ensure that, favouritism and other unethical actions/ practices were banned in such sensitive government decisions.

(ii) Regarding female inferiority complex being a reason that undermined appointment of female teacher to head primary schools in Mtwara District Council.

The study had recommended that:

- a. District educational officers should make sure female teachers were not

considered in the process of appointing primary school head teachers, a processes which would encourage female teachers that they were valued as male teachers in leadership; and

- b. District education officers should consider working environment during appointment of female teachers (especially singles) to head primary schools in Mtwara district council, since working environment made female fear of different challenges.

(iii) As far as based on administration influences in prioritizing appointing female to head primary schools in Mtwara district council, the study recommended that:

- a. District education officers should ensure that priority given to female teachers to up-grade themselves in different teaching and professional knowledge.

5.4.1 Recommendation for Further Research

The study concentrated on factors influencing low participation of females in heading primary school leadership in Mtwara district council. However information obtained so far cannot be generalized unless another study of the same modality is done in a wider area say a study covering several district both urban and rural in Tanzania,

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APPENDICES

Appendix I: Questionnaire Guide

QUESTIONNAIRE GUIDE FOR PRIMARY SCHOOL TEACHERS IN MTWARA DISTRICT COUNCIL

The purpose of this Questionnaire is to collect data for the academic purpose. Kindly respond to the following questionnaire in regard to influencing low participation of female teachers in public primary school leadership in Tanzania. I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

Instruction

i) Put a tick in appropriate section

Male [] Female []

ii) In tables to follow put ticks in appropriate responses

SA=Strongly Agree A= Agree SD=Strongly Disagree D=Disagree NS =Not Sure

1. Procedures and qualifications used in promoting normal primary school teachers to leadership positions in Mtwara District Council.

	PROPOSITION	RESPONSES				
		SA	A	SD	D	NS
i)	Appointment of a normal teacher to head primary follow all ethics required?					
ii)	Qualified teachers are the ones who are appointed to head primary schools?					
iii)	Does a woman qualify for appointment to head primary school?					

2 Major challenges which cause female teachers from not being selected to head primary schools in Mtwara District Council

	PROPOSITION	RESPONSES				
		SA	A	SD	D	NS
iv)	Appointment of teachers to head primary schools is done on favoritism;					
v)	Females teachers who are appointed to head primary schools under- perform their responsibilities normally;					
vi)	Females inferiority complex hinder them to be considered in heading primary schools in Mtwara district council;					

3 Administrative strategies to enhance female teachers' participation in leadership of public primary schools in Mtwara District council

	PROPOSITION	RESPONSES				
		SA	A	SD	D	NS
vii)	Nowadays female teachers are given first priority when it comes to being appointed to head primary schools in Mtwara district council					
Viii)	Females who excel in teaching and manners stand a better chance of being appointed to head primary school in Mtwara district council					
ix)	Gender balance to leadership positions in Tanzania acts as a blessing to female teachers to be appointed to head primary schools in Mtwara.					

Appendix II: Interview Guide

INTERVIEW GUIDE FOR HEAD TEACHERS, DISTRICT EDUCATION OFFICERS, DISTRICT ACADEMIC OFFICER AND DISTRICT EXECUTIVE DIRECTOR IN MTWARA DISTRICT COUNCIL

- 1) Is it true that appointment of normal teacher to head primary school follow all ethics required?
- 2) Is it true that qualified teachers are the ones who appointed to head primary schools?
- 3) Is it true that, women qualify for appointment to head primary schools?
- 4) Is it true that appointment of teachers to head primary schools is done on favouritism?
- 5) Are there any claims that female teachers who are appointed to head primary schools under-perform their duties?
- 6) Is it true that, female teachers' inferiority complex hinder them to be considered in heading primary schools in Mtwara district council?
- 7) Is it founded that nowadays female teachers are given first priority when it comes to being appointed to head primary schools in Mtwara district?
- 8) Is there any truth that females who excel in teaching and manners stand a better chance of being appointed to head primary school in Mtwara district?
- 9) According to your experience could gender balance to leadership positions in Tanzania act as a blessing to female teachers to be appointed to head primary schools in Mtwara?