ASSESSMENT OF GENDER DISPARITIES IN LEADERSHIP POSITIONS IN SECONDARY SCHOOLS IN KASULU DISTRICT COUNCIL, TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES DEPARTMENT OF POLICY, PLANNING AND ADMINISTRATION THE OPEN UNVERSITY OF TANZANIA

2021

CERTFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: "*Assessment of Gender Disparities in Leadership Positions in Secondary Schools in Kasulu District Council, Tanzania*" in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (Med-Apps) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Kelvin Fulgence Mamiro,** do hereby declare that this Dissertation is my own original work and has never been submitted to any University of the higher learning institution and has not been presented to any other higher learning Institution for any other academic award.

………………..……………
Signature

………………..……………
Date

DEDICATION

This dissertation is dedicated to my son, Alvyn Kelvin Mamiro her mother, Miss Philipina Pius, my parents Mr. Fulgence Mamiro Mrs, Basilisa, Andrew, together with my brothers and sisters for praying and encouraging me to keep on pursuing my dream, without losing hope plus keeping me into a right path. They stood with me from the beginning to the end. May God bless you all.

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ABTRACT

The study investigated gender disparities in leadership positions in the context of Kasulu District Council secondary schools. Three objectives guided the study including, to examine the status of gender disparities in education leadership positions in KDC, explore the common factors for underrepresentation of female teachers in education leadership positions and to examine the challenges facingeducation leaders in their efforts to promote female leadership positions. The study based on Liberal Feminism theory by Marxist bin 1880s while employing mixed design alongside mixed approach. It used 196 subjects comprising of 176 teachers, 18 schools heads and two 2 education officials. Questionnaires, interviews, and documentary reviews were mainly used for data collection. Questionnaires-Quantitative data were subjected to statistical package for social science (SPSS) 20 versions whereas qualitative data were thematically analyzed. The findings were only one female school head in 18 public-private schools to stand for the under represented KDC females. The reasons were mixed; patriarchal factors, gender disparity by 165(93.8%), individual barriers 152(86.4%), sexual corruption 167 (94.9%). Leadership at KDC contributed up 90(51.1%). Some reasons included cultural background and lack of confidence. The study concludes that the spirit of equal responsibilities cannot be achieved unless the sources are well examined. The study recommended for effective implementation of equal participation in policy planning and administration.

Keyword: Gender Disparities, Leadership Positions, Secondary Schools, KDC.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO   District Education Officer

OECD   Organization for Economic Cooperation and Development

REO   Regional Education Officer

SPSS   Statistical Package for Social Science

TAMWA   Tanzania Women Media Association

TAWLA   Tanzania Women Lawyers Association

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1   Background of the Study

Gender disparity in leadership positions is a serious problem across all countries whereby women are still underrepresented in administration (Julius, 2018). They do not fill administrative positions as compared to men. According to the Organisation for Economic Co-operation and Development (OECD), 71% of men graduates are in the administration of schools, whereas only 43% of women work as professionals. Gender disparities in leadership positions have been dominated by men and such domination has been observed in various organizations, including schools (Stelter, 2002). This gap is assumed to be caused by stereotypes and a difference in encouragement in secondary education. Historically, in developed countries it started over decades ago Chin (2007 p. 156). This spread worldwide until 1920 when it was introduced in Africa and in the 1960s; the movement was also introduced in Tanzania after independence. Julius, (2018) argues that gender inequality in education leadership positions existed in Tanzania since independence in 1961.

1.1.1   Gender Disparities Worldwide

Chin, (2007) in the United States found that women were not proportionally considered as men. The representation of women in administrative positions were twice as much as men to hold a doctorate in education but still men are more than five times likely to lead schools and districts. Throughout the world leadership posts have been held by males rather than females. Traditionally, the vast majority of top leadership positions must be held by males (Stelter, 2002). Studies in Israel

showed that a gender disparity in leadership position is caused by under confidence among women teachers (Borbara, 2005).

In England, it was witnessed that women in secondary schools did not possess equal leadership opportunities because men are more favoured in powers than women, men dominate administration while women remain in providing teaching and students' counselling (Rudolf, et al., 2019).

In Australia it was found that women were less likely than men to apply for principals hip positions and certainly much less likely to be appointed because even when a woman applied (McGrath, 2019). According to this author, in the late 1990s approximately 69 percent of teachers in Australia were women but they constituted only one-third of the school leaders (Oplatka & Heart, 2006). This is similar to the study by Rudolf, et al., (2019) who argued that women are almost segregated because of their gender, schools might have many women but still, the school leadership was rendered in the hands of men showing that the patriarchal system was significantly exercised.

In Canada, Reynold (2012) indicates that women were underrepresented in the school leadership despite their big number in the working force. According to this study, Canadian women, educators have consistently been underrepresented in all types of administrative roles, despite their high proportions in the teaching workforce (Reynold (2019) reports that, women's rate of participation at the level of chief executive officer ranged from 0 percent to 6 percent across the province.

Furthermore, Leithwood & Hallinga(2012) argued that females are few in senior leadership positions (Jacobs, 1996) due to the Glass ceiling. It is a term that describes varieties of barriers that limit women efforts from advancing and participating in leadership, managerial and administrative positions only because they are females.

The question of the glass ceiling could be described in three factors; work and family conflict, network access, and family support. Thus, the glass ceiling may perhaps give a description for reasons for the majority of female with similar qualifications as their colleague's male do not get and enjoy leadership and administrative positions over years of experiences as their male counterpart. Colman (2003) indicates that patriarchy and the dualism underpins our thinking about men and women, labels and influences our perceptions of the worth of both. Sobehart, (2009) adds that women are typed as the group that experienced unequal representation than their men counterparts in different organizations including secondary schools leadership positions.

1.1.2   Gender Disparities in Africa

A study was done by Kiamba, (2008) presents that female participation in secondary school leadership in Africa is not smooth. According to Kiamba, (2008) every society is determined by its culture and norms, in African societies it was believed that men lead and women follow in addition women did not apply to be principals, even when they were qualified as male applicants, at least in part because they had negative self-perception and lacked confidence in their qualifications and experiences. Israel et al. (2018) found thatSouth African women, senior positions in education leadership were achieved by colour bars the black Africans white South Africans being the most

determined after the men, black women tend to experience the inferiority in the ways they think of holding top school administrative chances. The study adds that there were fewer women senior positions consistent with apartheid patterns that favour men over women particularly black women still oppressed by both race and gender (Sobehart, 2009). According to Sobehart (2009), half of the women in the secondary sector experienced sexual discrimination while in their posts.

Moreover, Israel, et al. (2018) found that the perception of the school community is distorted that leadership is attached with maleness notwithstanding their ability and skills are. This is due to the fact that a male leader may be viewed as goal-oriented, a woman as overly ambitious, a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative.

According to Migiro (2001), the disparity in an education leadership position is due to society perception: more of her findings showed that the society believes that women tend to experience inferiority in the ways they think that holding top school administrative changes is difficult and therefore fails to lead schools, in connection to that the society does not trust women and their power in school leadership, it is agreed by most of the societies that women should be underrepresented in the school leadership despite being many in the working force.

The study by Meena, (1996) confirmed that gender roles were also seen to be the factors that made women fail and withdraw from thinking of opting double roles; to work for domestic cores and at the same time functioning for the government responsibilities. Furthermore, the cultural factors to which the males experienced

social domination. Ibun & Lucy (2012) agree with Migiro (2005) that patriarchy system in the society began at the family level to the national. When a young boy exercised authority to his sister and next to the other sisters the experiences continued and leading to the same tradition of many men competing to the societal leadership while women experienced a sort of hesitating even to apply the chance on the fear that men would win the contest (Israel & Meena, 2018). Throughout there have been many studies done little are known about leadership what factors the extent female participation in the leadership of secondary schools in Kasulu. This is because currently there is no research done to show the level of female participation in a leadership position in Kasulu District Council.

1.2   Statement of the Problem

There is a raise of concern in the study by Julius (2018) that if there are gender disparities in secondary school education leadership it is imperative to coin that there is no equal participation in the distribution of positions. These disparities (Julius, 2018) have persisted in both governments and private secondary schools in the country for long-time to date; whereby 70% of positions are dominated by males and 30% by females (Sob, 2009). Bishop, (2011) acknowledges that the gap of leadership opportunities between males and female teachers is higher in schools. For instance although women are 75% of all teachers they are only 44% of all school headmistress and 18% of all superintendents (Julius, 2018).

It is argued that approximate to 74% of leadership in Tanzania secondary schools is occupied by male teachers while 26% is the women teachers despite the good qualification level and their abilities (Kambuga & Omollo, 2017). In an efforts to

solve the problem through parliamentary meetings TAMWA and TAWL, which put Act and polices for GBV have left the problem expanding   due to little attention to implementation. This implies that the problem is chronic and calls for a profound study.

1.3   Main Objectives

The study mainly investigated gender disparities in leadership positions in Kasulu District Council secondary schools in Tanzania.

1.3.1   Specific Objectives

(i)   To examine the status of gender disparities in education leadership positions at   Kasulu District Council.

(ii)   To identify factors for underrepresentation of female teachers in education leadership positions at   Kasulu District Council.

(iii)   To examine the challenges faced byeducation leaders in their efforts to promote female leadership positions in schools.

1.4   Research Questions

(i)   What are the statuses of gender disparities in education leadership positions at Kasulu District?

(ii)   What are the factors for underrepresentation of female teachers in education leadership positions at   Kasulu District Council?

(iii)   What are the challenges faced by education leaders in their efforts to promote female leadership positions in schools?

1.5   Significances of the Study

This study justifies the empowerment of females in holding various leadership positions in secondary schools. The study is valuable to the government in Tanzania to identify the reasons for the present gender disparities in secondary school leadership. It is constructive to executive directors and educational officials to impose some measures to mitigate the persisting disparities between men and women teachers in their secondary schools. However, the study is important in terms of knowledge building and dependable reference to other researchers in related topic and useful in assessing the way in which the barriers of women could be addressed so that more women hold leadership positions in secondary schools.

1.6   Scope of the Study

This research was conducted in Kasulu District Council specifically focusing on gender disparities in leadership positions in eighteen (18) private and public secondary schools. It was also be limited to teachers' males and females, school heads and education officials who both experience of the school leadership positions. The investigation was bound to three study objectives which intended to examine the status of gender disparities in education leadership positions in Kasulu District Council, identify the common factors for underrepresentation of female teachers in education leadership positions and examine the challenges that face education leaders in their efforts to promote female leadership positions.

1.7   Limitation and Delimitations of the Study

The major limitations that were encountered by a researcher in the course of conducting this study were: research budget, which was enough to cover the study.

The researcher used an extra amount of money to cover the research activities. Secondly, the timetable of teachers was unfriendly thus could not be able to fill questionnaires timely, but the researcher was forced to meet them according to their convenient time.

1.8   Definition of the Key Terms

In the context of this study, the following key terms have been used;

Gender Disparity: In this study gender disparities mean differences between male teachers and women on the bases of leadership representation in secondary school administration.

Leadership: In the current study, leadership refers to a social influence process in which Women School heads exert influence over other teachers and non-teaching staff who cooperate strongly to structure activities and relationship in achieving the intended school goals.

Public secondary schools: Are institutions in which students receive the second stage of secondary education that is of two levels; ordinary and advanced levels.

Female Heads of School/Headmistresses: In the context of this study they are taken to refer to the female school heads that lead various leadership roles and activities in public secondary schools as administrators, particularly in Kasulu District Council.

1.9   Conceptual Framework Model

According to Jabareen (2009), conceptual framework is a plane of interlinked concepts that together provide a comprehensive understanding of a phenomenon. This conceptual framework is based on the independent, dependent, and moderating

variable. However, independent variable is measured with the status of leadership positions and female Representation in leadership positions. The dependent variable is gender parity, which is measured through equal representation of female teachers in educational leadership and society belies (moderating variables). However, independent variables are the inputs to be measured. Dependent variables are the outputs that are being measured. For example in this study, gender parity and equal participation are dependent variables as reflected in Figure 1.1.

Independent Variable	Moderating	Dependent Variable

	Society Beliefs	
- Leadership positions - Representation		**Gender Parity** -women participation
	Equal Appointment	
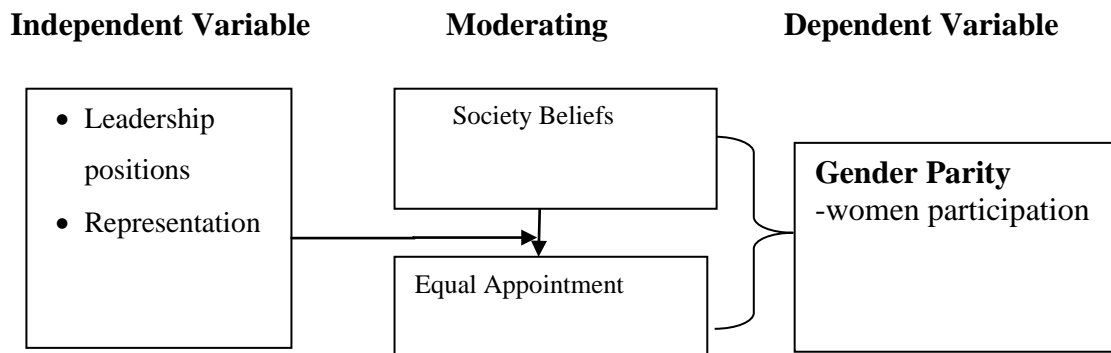
Figure 1.1: Conceptual Framework

Source: Researcher, 2021

1.9.1   Conceptualization of Variables

For a long time, despite a large number of female teachers compared to that of males, leadership in schools has been dominated by males leading to limited opportunity to women to occupy leadership positions (Nzeli, 2013). In KDC findings indicate 94.4% were male's heads and 5.6% were female in eighteen (18) schools. This means there was only one female head at Manyonga secondary. In Figue1 it is obvious that Society Beliefs (moderating variable) affect women participation (dependent variable). This might be because of patriarchal system of most of traditions in Tanzania. According to WGDP (2000) in Tanzania, currently there are struggles to bring about gender

equality in leadership by equipping women to possess leadership positions at least by 30% of leadership positions let alone the target for 50% frequently discussed by women activists (URT, 2000). It has been shown in researches (Sob, 2009) that there is a growing shortage of school female teacher leadership, but little evidence, of a declining quality of candidates for school leadership positions leading to gender inequality in school leadership. Little positions in leadership position are indicator of the existence of gender inequality in leadership position among school female teachers. This is the reflection of KDC where only one female teacher is a school head.

The reasons for this shortage can be grouped under societal system, leadership challenges and school influences including unrelenting change, increasing and sometimes conflicting expectations, mandates and accountability, bureaucracy (especially excessive paper work, the increase in intermediately bodies and new approaches such as whole-of government (Bishop, 2011). These influences result in the job of school female teacher leaders being seen by potential candidates as too demanding, stressful, lonely, lacking support, and only for particular groups in society due to unequal appointment during vetting. One result of these (Julius, 2018) influences and perceptions of the role of school leader is a shortage of school female leadership in school administration as well as a possible declining candidate quality, except perhaps for those schools in 'non-challenging circumstances (Kambuga & Omollo 2017). Therefore we need to be very careful by not 'eating the seed corn' consuming our own future by frightening off the brightest and best from leadership of our schools.

1.10   Organization of the Study

The study was organized into five chapters. Chapter one involved the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope, limitations of the study and delimitations of the study, definition of terms, conceptual framework. Chapter two reviewed related studies on gender disparities in educational leadership in and outside the African context with attention to Kasulu secondary schools leadership. Chapter three presented the research methodology while chapter four was concerned with data analysis, results and discussion in line with research objectives. In chapter five conclusions and recommendations raised from discussion and findings.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter shows the researched related literature and studies to magnify the conceptual background of the study. The studies reviewed were conducted in different areas by using different approaches but were deemed to have insight to guide this particular study to come up with the new knowledge. Any meaningful research activity according to Rwegoshora, 2006; and Nyatta, 2013) should be able to produce knowledge. This chapter presents theoreticalliterature, the review of the empirical studies related to the objectives and the research gap.

2.2   Theoretical Literature Review

2.2.1 Liberal Feminism

Theory means is an explanation of particular phenomena in terms of a set-underlying construct and set of principles that relate the constructs (Gall, et al., 2003). In this study, liberal feminism guides the understanding of gender disparities in education leadership despite theories of gender equality. The theory is used because its assumptions support the researcher's objectives that undertake this study. Liberal Feminism theory or egalitarian theory was first described in by Marxist bin 1880s and later was advanced by other liberal feminists. The main purpose of the theory is to espouse a wide array of views and support to fight limited, gender equality, racial equality, equality to opportunities.

Likewise, liberal feminist theory's main assumptions focus on women's ability to maintain their equality through their own actions and choices. It holds that the society

holds the false belief that women are, by nature, less intellectually and physically capable than men; thus it tends to discriminate against women in the academy, the forum, and the marketplace. Liberal feminists believe that "female subordination is rooted in a set of customary and legal constraints that blocks women's entrance to and success in the so-called public world". They strive for sexual equality via political and legal reform. It also considers that all people are created equal and should not be denied equality of opportunities because of gender.

This theory assumes freedom and equality that do not exist among the contracting parties. In a private contract between the sexes, women lose their ability to contract as autonomous individuals with others in public. Thus, women are not equal parties to the original political contract on which classical liberal social contract theorists base liberal democracy. For women, the 'sexual contract' is not an exercise of freedom. Rather than wanting to rewrite the sexual contract and the political contract as some feminist theorists have argued, and as some political theorists have done by sanitizing their texts of sex-specific language. This theory assumptions and objectives of the study are related to equal allocation of male and female in education leadership in the secondary education sub-sector, which this study aims to investigate.

2.3   Empirical Literature Review

2.3.1   Status of Gender Disparities in School Leadership

The study done by ESDP, Dec. (2006) in Ethiopia concerning the underrepresentation of women found constraints on women being multi-faceted. It observed that is not only of Ethiopian concern but rather an international problem. In view of this study

gender-linked inequalities within an organization are products of historically constituted practices within society at-large. Beyond the factors mentioned above, there are also deep-seated cultural factors and associated male attitudinal issues, leading to/reinforcing female lack of confidence and self-esteem (ESDP, Dec. 2006). Moreover, a study by MoE, (2007) found women's under-representation in leadership positions may also be attributed to women's own decision not to apply for promotion in education for a variety of reasons lack of necessary aspirations, lack of awareness of the promotion system and a lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness.

Also, Chobaya (2009) did a study to investigate the Persistence of gender inequality in Zimbabwe-factors that impede the advancement of women into leadership in primary schools in Pretoria. The study used a sample of 84 teachers who were randomly selected from various schools. Interview and questionnaire were applied to collect data. Findings indicated that Men dominate almost all positions of the main principal.

According to this data, female principals occupy only 3.17% and men occupy the remaining 97.9%. Like other areas of the country, in Addis Ababa City Administration found that under representation of women at educational sectors especially at secondary schools is quite worrisome. Men dominate almost all positions of the main principal; in 2006 E.C, only two female principals are represented from the whole city where 63 government secondary schools are available.

According to Acker, 1989; Coffey and Delmont, (2000) found that the Mother's support was found to help successful women principals overcome these kinds of barriers in England.

Compared to men, women in Ethiopia are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in all economic, political, social, and cultural affairs. For example, recent statistics show the existence of more illiterate women than men (51 per cent men and 66 per cent women) and women are less represented at all levels of education, especially in higher education (MoE, 2007, Cited in Emebet, 2006). The same to other countries, the Ethiopian context also shows that the under-representation of women in educational leadership at different levels especially at secondary schools is highly seen.

Moreover, this result comes due to different similar factors like other countries. The situation in the education sector is not encouraging either. As indicated in some studies (i.e. Abebayehu, 1995) the number of female principals in schools is declining from time to time. Recent data, compiled after 19 years, in which the number of secondary schools increased in more than double (63 secondary schools), the participation of women as principals has not improved at all. Among the 63 secondary schools found in Addis Ababa in the 10 sub-cities, we only find two main principals and 14 vice principals. That number is very low by any standard.

2.3.2   Underrepresentation of Female Teachers in Schools

A study by Menahac (2010) concerning traditional beliefs and cultural attitudes in the African context that used qualitative design found that traditional beliefs and cultural attitudes regarding the role and status of women in society are still prevalent and many

women are part of this system finding it difficult to dislocate from this culture and tradition lest they be ostracized. This is true that women are disproportionately represented in lower-level corporate jobs and may feel less comfortable in work and training settings because of their token status (Menaha, 2010). The reason might be because of their qualification as Shakeshaft pledged on her research lower female education leads to fewer women teachers and role models and eventually fewer female administrators (Jacobish, 2012). According to Migiro (2005) the disparity in an education leadership position is due to society perception: more of her findings showed that society believes that women tend to experience inferiority in the ways they think that holding top school administrative changes is difficult and therefore fails to lead schools, in connection to that the society does not trust women and their power in school leadership, it is agreed by most of the societies that women should be underrepresented in the school leadership despite being many in the working force.

In addition to the factors, there are also deep-seated cultural factors and associated male attitudinal issues, leading to/reinforcing female lack of confidence and self-esteem (ESDP, 2006). The perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Jennifer, 2011).

Moreover, Reinarz asserts that; gender labeling is only one of many problems encountered by women in administrative ranks. Other challenges for women include a negative institutional climate, patriarchal leadership, an absence of peer mentoring and

networking, a lack of understanding of the unwritten rules of campus culture, and the need to develop a professional communication style (Jennifer, 2011). Women receive little or no encouragement to seek leadership positions, while men were encouraged to enter administration to a greater degree than women do, despite the positive perceptions of principals toward female capabilities. This lack of encouragement exists even though women who get doctorates are more likely than men to desire an academic career, but are not being hired at equal rates (Growe & Montegomery, 2000). The other reasons for under-representation of women are due to different barriers, which are visible and invisible. Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline older students, particularly males; females are too emotional; too weak physically; and males resent working with females (MOE, 2007).

Compared to men, women in Ethiopia are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in all economic, political, social, and cultural affairs. For example, statistics show the existence of more illiterate women than men (51% men and 66% women) and women are less represented at all levels of education, especially in higher education (MOE, 2007). In terms of their population, the number of literate women is higher than that of men. Hence, it is a nightmare to expect balanced number of male and female leaders particularly at secondary schools where few female teachers are found.

Regarding disparities women hold 71 per cent of clerical and fiscal jobs and 51 per cent of the custodial and manual Jobs (Emebet, 2013). This is true that even in Addis Ababa weigh against other cities of the country, which the seat of different world and

African institutions is; still the community's attitude towards women capability and skill is low. Moreover, the community is expected that are civilized than other town of the country because of the exposure the contemplation is yet not changed.

According to the census of Central Statistics Agency population of Ethiopia holds that Sexual harassment against women limit a large number of girls to access leadership in education administration Robison (2005) states that sexual harassment involves any physical, visual or sexual act experienced by a person from another person who makes them feel embarrassed, uncomfortable and humiliated which further reduces a women self-confidence when gets appointment from officer who sex her.

The study done by World Bank (2009) in Mozambique found that female teachers were concerned with sexual harassment and female teachers who refuse to accept sex are generally transmitted to another posts far from their original workplaces. Similarly study by Scharff (2007) in Malawi found that female teachers were more vulnerable than men to abuse, while the study in Ghana reveals that there is abusive behavior by male officials in leadership (Clarke & Oduro, 2007). In order female teachers to gain access to education leadership and exercise their basic right to education leadership sexual harassment to women should be addressed as a hindrance.

2.3.3   Challenges of Leaders in Promoting Female Teachers Leadership

According to Colman, (2002) a study done in England on gender disparities in education using descriptive design and mixed approaches found that Women's underrepresentation in leadership positions may also be attributed to their own decision not to apply for promotion in education for created difficulties for educational leaders to appoint them in leadership pistons of the school. Variety of

reasons were as: lack of necessary aspirations, lack of awareness of the promotion system and a lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness (Coffey & Delamont, 2000). Colman, (2002) noted that women tend to experience inferiority in the ways they think of holding top school administrative chances when they are to be proposed. However, studies conducted in Israel (2012) showed that the factors for gender disparities in education leadership being that leaders seen of under confidence to take decisions to apply and other reasons are connected to family responsibilities among women teachers, which on the oral they speak of being important than being school heads.

According to the study men in most cases reported women are therefore regarding g themselves too weak to vie for managerial leadership positions thus this being the case the chances of having them appointed remain slim. Many tended to say that women were after thoughts from men as they run an organization; making decision by emotions while men decides by action (Leithwood & Hallinga, 2012). Therefore, it is apparent that all over the world women secondary school teachers face similar difficulties in their work places specifically in administrative sectors. On the bases of women in educational leadership in England, it was witnessed that they did not possess equal leadership opportunities secondary schools because men are more favoured in the way they enter the powers.

2.4   Research Gap

In spite of this, there was recent study that attempted to investigate the reasons/ factors responsible for this widening gap between women and men in leadership positions as

school principals. The literature on school leadership and gender disparities is scattered in the context of Kasulu District Council (Julius, 2018). Therefore little is known concerning gender disparities. This study intends to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents the study area, research design, research approaches, sample size and sampling techniques, data collection methods, validity and reliability of the instruments, data analysis as well as ethical clearance.

3.2   Research Approaches

This study used mixed research approaches. Mixed research approaches help to get more in-depth information and knowledge of the problem as well as providing rich datasets. The main reason for using mixed approaches was to get mixed data, which increases the overall reliability and credibility of findings. Data collection was concurrent whereby both methods were used simultaneously. Creswell (2009) supports the researcher that, when the two approaches are used in tandem, the overall strength of a study becomes greater than either quantitative or qualitative research.

3.3   Research Design

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research (Rahi, 2017). This study was based on mixed design in order to capture mixture of data based on description and those based on statistics. Mixed research design involves data

obtained by asking respondents questions on paper (questionnaire) and interviewing respondents (Creswell, et al., 2007) to get deep information about the study. This design was useful to provide detailed data on the disparities in leadership positions among female teachers in Kasulu District Council. This fact is agreed by researchers for example Yvonne (2010) support that using a survey questionnaire and interview is appropriate because it makes it possible to get a mixture of huge information regarding the study.

3.4   Study Area

This study was conducted in Kasulu District Council using selected secondary schools. The location of the district lies between 4° 25' 00" S altitude and 30° 20' 00" Longitude in degrees (NBS, 2014). The area is unique to Kibondo District Council in such a way that it has a long history of cultural beliefs those favorer's men than women. This convinced the researcher to search for the status of representation of women teachers in the leadership positions especially in schools.

3.5   Target Population

Target population contains many individuals often restricted to more samples to be drawn from it (Boddy, 2016). The study targeted 400 people, comprising of school heads, teachers and education officers from which the sample was drawn. The total population of the study is according to human resource department data obtained during the pilot study. They helped to draw a sample of the study. Using this population, the sample size was drawn and calculated through Guadagnoli & Velicer's (1988) formulae as indicated under sample size.

3.6 Sample Size and Sampling Techniques

The sample size is the number (n) of observations taken from a population through which statistical inferences for the whole population are made (Boddy, 2016). Therefore the sample size for the study was 196 respondents. This comprised of one hundred seventy six (176) teachers in public private, eighteen (18) heads and two (2) educational officers.

In this compositions government schools were 16 and private schools were 2 representing private schools. Morgan (1970) Sample size was determined by using Krejcie and Morgan table was used.

Table 3.1: Sample Size and Sampling Techniques

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.   S is sample size.

Source: Krejcie & Morgan, 1970

3.6.1 Random Sampling

This study used simple random sampling to select two education officers representing Kasulu District Council Administration for secondary schools. Simple random sampling according to Puy et al. (2018) is a sampling technique where every item in the population has an even chance of being selected for the study. The method was also applied to select 176 teachers from 18 schools randomly by each having equal chance to participate. The technique was used to avoid bias. The researcher created a simple random sample in random draws.

3.6.2   Purposive Sampling

The purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study domain with knowledgeable experts within (Ames & Lewin, 2019). This study used purposive sampling the technique to select heads of schools to participate in giving their opinions regarding gender issues in Kasulu District Council. This technique was used in order to enable the researcher to get key unique information, as female heads are the ones facing this challenge. Gall et al., (2003) acknowledge that specific information is obtained by employing purposive sampling in any study.

3.7   Data Collection

3.7.1   Questionnaire Instrument

According to Brace (2018) a questionnaire is devised for securing answers to questions by using a form, which the respondent fills himself. In this study, both closed questionnaires were administered to 176 teachers. They were randomly selected from 18 schools and filled the questionnaires on various questions. The researcher questions examined the status of gender disparities in education leadership positions at Kasulu District Council and also identified the common factors for under representation of female teachers in education leadership positions at Kasulu District Council.

3.7.2   Documentary Review Instrument

Documentary research is the use of outside sources, documents to support the argument of academic work (Muhanga & Malungo, 2017). The researcher asked for

list of schools heads from education officer and their gender. To enrich this work the researcher also reviewed written resources including dissertations, journals, internet, and books from OUT library. In those documents researcher was able to discover gender issues in education leadership.

3.7.3   Interview Method

An interview is a structured conversation where a researcher asks questions, and the respondent provides answers (Mann, 2016). In common the word "interview" refers to a one-on-one conversation between interviewers on how society perceives the female teacher when exercising authority as the school headmistress. Also, two educational officials responded on the question regarding factors leading gender inequality in school leadership based on their experiences in the district.

The interview method was essential as it enabled the researcher to collect qualitative data that helped to explain quantitative data. The method was used in order to get mixed information with aim to increases validity of the findings.

3.8   Validity and Reliability

According to Babbie, (2004) validity refers to the extent to which the concept one wishes to measure is actually being measured by a particular scale and produces accurate results. Whereby reliability refers to the measure of the degree to which a research instrument yields consistent results after repeated trials (Golafshani, 2003).

In order to establish the reliability and liability of the instrument, the researcher re test-retested reliability through administering the same instrument twice to the same

subjects after a carefully considered time lapse between the first and second tests. The second test was administered after two weeks. The study also employed multiple methods of data collection such as questionnaires; interview and documentary review. Triangulating the subjects according to Golafshani (2003) increases the validity of collected data thus enriching authenticity of the study findings the method helped the researcher to avoid errors.

3.9   Data Analysis and Procedures

Data analysis according to Mihas (2019) is the process of evaluating data using analytical and statistical tools to discover useful information for decision making. In this study, the statistical package for social science tool (SPSS) 16 version was used to create, edit, code, and analyse quantitative data (closed questionnaire) using descriptive statistical technique. Descriptive statistics according to Mugenda and Mugenda (2003) includes the statistical procedures that produce indices that summarize data and describes the sample. For qualitative data the analysis was done thematically. The presentation for quantitative data was done in percentages, statistical tables, graphs, charts for easy interpretations of findings. Qualitative data through interview and documentary review were translated into text and presented in meaningful description.

3.10   Ethical Considerations

Resnik (2011) defines ethical consideration as the norms of conduct that distinguishes between acceptable and unacceptable behaviours in research. In the process of data collection, the researcher ensured honesty, openness, respect for intellectual property and confidentiality and respect for colleagues and non-discrimination, competence, legality, and human rights protection during and after the study. The research further got permission from the postgraduate studies office that allowed him to collect data. Also, respondents were left free to decide willingly about their participation or withdrawal. Mugenda & Mugenda (2003) describes that the researcher must confirm the principle of voluntary consent, confidentially, and anonymity where the respondents willingly participate in research. Ensuring participants' confidentiality was important to ensure the study meets its objectives.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1   Introduction

This chapter presents data analysis, results and discussion of those findings in line with research objectives. This chapter presents data analysis, results and discussion of those findings in line with research objectives.

4.1.1 Demographic Characteristics of Respondents N=196

Table 4.1: Demographic Characteristics

Teachers	Gender			Education Level					Experience(years)				
	Male	Female	Total	Certificate	Diploma	Degree	Masters	Total	2-10yrs	11-15	16-18	19-above	Total
	105	41	176	0	15	159	2	176	43	91	27	15	176
Percents %	59.6	23.3	100	0	8.5	90.3	1.1	100	24.4	51.7	15.3	8.5	100

Heads	Gender			Education level				
	Male	Female	Total	certificate	Diploma	Degree	Masters – above	Total
	17	1	18	0	0	16	2	18
Percents %	94.4	5.6	100	0	0	88.9	11.1	100

Education Officers	2	0	2	0	0	2	0	2

Source: Researcher, 2021

According to Table 4.1 on the demographic characteristics of respondents study involved total of 196 respondents among them, 176 were teachers and 18 were school heads, 17(94.4%) of were male majority, 1(5.6%) were minority female indicating high inequality in leadership position at KDC. The teachers were also categorized according to their level of education and work experiences. Their educational level involved certificated 0%; diploma 8.5%, 90.3% degree and masters level 1.1%. Moreover, their experiences were in terms of years whereby year 2-10 were

43(24.4%), year 11-15were 91(51.7%) were 16-18 were 27 (15.3%), and year 19 and above were 15(8.5%). The findings imply that participants involved in the study were more educated implying that they had knowledge on the leadership inequalities in secondary school administration. Most of them had worked for more than 19 years at KDC.

Further, the study involved two education officers whereby among them 2(100%) were male, 0(0%) were female. This includes those who filled questionnaire (176) and 18 heads interviewed. The composition in this study was 196(100%) respondents indicating that gender balance was observed in the study.

4.2   Results and Discussions

4.2.1   Theme one: Gender Disparities in KDC School Leadership

The present study was conducted to assess the status of gender disparities in education leadership positions. Questionnaire was not only used to obtain data for this objective but also was also devised to balance the data reliability. The responses from each the school in regards to the status of gender disparities in education leadership positions at KDC is presented in a table and responses are put in percentages (see Table 2Below). Multiple response analysis was employed.

From the results above in Table 4.2, KDC had less than two female school headmistresses. It has 99.4% response percentage among school heads through employment of multiple response analysis technique. This justifies the existence of the issue of participation in Tanzania secondary school administration.

Table 4.2: Indicating the Status of Gender Disparities in Leadership Positions at
KDC

Status of gender disparities	Percentage
Less than two female school headmistress	99.4%
Between two and five female school headmistress	0.1%
More than two female school headmistress	0%

Source: Field, Research, 2021

Also, through referral visit in 18 schools in KDC it was found that only one female (1) head of school at Mayonga secondary school was a headmistress. Others were males (17) this implies that to most of school administration posts in public and private are occupied by male heads, which justify high gender disparities practices across years. There is a still lower headmistress representation in many secondary schools across years than their male counterparts (Colman, 2003). Two education officers participated in the interview provided that there are few headmistresses in secondary schools administration. Our council has only one headmistress at Manyonga secondary school who representing other female teachers" Said the education officer.

This is the indication that women representation is not observed in Council.In Canada, Reynold (2012) indicates that women were underrepresented in the school leadership despite their big number in the working force. According to this study, Canadian women, educators have consistently been underrepresented in all types of administrative roles, despite their high proportions in the teaching workforce (Reynold (2019) reports that, women's rate of participation at the level of chief executive officer ranged from 0 percent to 6 percent across the province. In documentary review when a

researcher viewed the list of heads from the district education officer found similar facts.

According to Julius (2018) the gap of leadership opportunities between males and female teachers is higher in secondary schools. Like other countries in the world the issue of equal participation of men and women in leadership for many years has been a debate (Bishop, 2011). For example in Addis Ababa, the AA bureau of Education in 2005 E.C (2012/2013) report that only 3.17% school mistress and 11.11% were heads of secondary schools.

4.2.2 Theme Two: Under Representation of Female Teachers in KDC

The present study was conducted to find out common factors for underrepresentation of female teachers in Kasulu District Council. Findings through questionnaire were distributed to 176 teaching staffs in Kasulu District Council secondary schools; the results were later on tabulated and interpreted. The tabulation and percentages of variables were rated in Table 4.3.

Table 4.3: Indicating the Common Factors for Underrepresentation of Female Teachers

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
i. Society Believes	0(0%)	0(0%)	1(0.5%)	10(5.7%)	165(93.8%)
ii. Individual Barriers	0(0%)	0(0%)	2(1.1%)	22(12.5%)	152(86.4%)
iii. Sexual Corruption	0(0%)	0(0%)	0(0%)	9(5.1%)	167(94.9%)
iv. Leadership	0(0%)	0(0%)	0(0%)	86(48.9%)	90(51.1%)

Source: Field Research, 2021

Item i-iv reveals that nearly, majorities strongly agreed that there are dominant factors for underrepresentation of female teachers in Kasulu District Council. The results were as follows; Patriarchal factors are believed to be the causes of gender disparity in

the way that people live in the society by 165(93.8%)individual barriers 152(86.4%), sexual corruption 167 (94.9%), and leadership 90(51.1%).

In these findings sexual corruption was one of the dominant factors for females not participating in leadership positions. Females who protest against sexual corruption were far from grabbing plum jobs. Waha community believes that women are supposed to remain as second class against their men counterparts. Kiamba (2008) marked that every society in African traditions women positions is determined by its culture and norms, as it is commonly believed that men lead and women follow. The education officers interviewed concerning the position of female teachers in school administration said that women teachers did not apply to be heads of schools even when they were qualified as the male applicants because they had negative self-perception with lacked of confidence in their qualifications as well as experiences.

Of the education officers said,

> "*Although female teachers have good grades and good management skills, as male teachers, they lack self-confidence and do not ask for leadership changes in school management positions ... They often feel inferior in the way they think they are.*

Female head at Mayonga secondary school confirmed that in most cases"

> *Women ourselves we always trust that men are strongly embodied in strength and capabilities to solve difficulties in schools than women that is why we cannot get there".*

Liberal feminist theory focuses on women's ability to maintain their equality through their own actions and choices. It avers that society holds the false belief that women are, by nature, less intellectual and physically incapable compared to men; thus it

tends to discriminate against women in the academy, the forum, and the marketplace. The same facts were found in most African literature as in Nigeria the culture, family, and religion were the factors that appear as barriers to incorporate women in upper school leadership.

According to Salfi et al., (2014) ttraditionally, muslin families and Catholics did not allow girls and women to hold authorities in their religions, this being the case the families prepare their children to receive directions from men at both home and religious institutions. This means that paternalistic ideologies on gender roles, particularly among traditionalist and conservative communities, had prejudiced toward female leaders in public schools. Israel et al., (2018) found that South African women senior positions in education leadership were achieved by colour bars the black Africans white South Africans being the most determined after men, black women tend to experience inferiority complex when asked to hold top school administrative chances. The study adds that there were fewer women holding senior positions consistently during the apartheid period favoured men over women particularly black women who were oppressed by both race and gender (Sobehart, 2009). According to Sobehart (2009), half of the women in secondary schools experienced sexual discrimination.

4.2.3   Theme Three: Promotion of Female Teachers in Leadership

The present study was conducted to examine the challenges that face education leaders in their efforts to promote female leadership positions. Findings were tabulated and interpreted. The Tabulation and percentages were rated in Table 4.4.

Table 4.4: Indicating the Challenges that Face Education Leaders in their Efforts to Promote Female Leadership Positions

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
i. Fear unknown	19(10.8%)	3(1.7%)	0(0%)	70(39.8%)	84(47.7%)
ii. women responsibilities	2(1.1%)	0(%)	1(0.6%)	0(0%)	173(98.3%)
iii. Women participation in application	0(0%)	0(0%)	1(0.6%)	18(10.2%)	157(89.2%)

Source: Field Research, 2021

Items; indicates different perception but majority strongly agreed 84 (47.7%) concerning fear of education leaders have on women. It implies that education leader' efforts to promote female leadership positions leave a lot to be desired. By being narrow it is also difficult to solve gender inequalities. Some findings confirmed about leaders thinking about women responsibilities as obstacle to school leadership 173 (98.3 %) where by women participation in application was limited. This limited chances to decisions to select 157 (89.2%) respondents.

In the interview the School Heads and Education Officerssaid the factors leading many secondary schools being led by men than women teachers they are not sure of women effectiveness due to their responsibilities after all they never apply for the posts and hence difficult to consider them. Men applications are more than required when they hear about it. In Australia it was found that women were less likely than men to apply for school-ship positions and certainly much less likely to be appointed because even when a woman applied (McGrath, 2019).

According to the study, approximately 69 percent of teachers in Australia were women but constituted only one-third of the school leaders (Oplatka & Heart, 2006).

This is similar to the study by Rudolf, et al., (2019) who found that women were segregated because of their responsibilities and lack of confidence which limits them to apply for plum jobs, showing that not only the patriarchal system was significantly exercised but also did not apply for good jobs advertised thus obscuring their opportunities for recruitment. A similar study was done by Kiamba, (2008) presents that female participation in secondary school leadership in Africa is not smooth.

In Nigeria the culture, family, and religion were the factors that appear as the barrier to incorporate women in upper school leadership. Salfi et al., (2014) support that traditionally Muslim families and Catholics did not allow girls and women to hold authorities in their religions, this being the case the families' father and mothers prepare their children to receive directions from men at both home and religion bodies. This means that paternalistic ideologies on gender roles, particularly among traditionalist and conservative communities had prejudiced toward female leaders in public schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the conclusion and recommendations. The conclusionrose from the discussion and the recommendations root from findings. These recommendations are in line with research objectives.

5.2   Summary of the Study

The target populations of this study was400 people, where the sample of 196 subjects comprised 176 teachers, 18 schools heads and two 2 education officials was used as reflected in Table 4.1. Three objectives guided the study; the first objective to examined the status of gender disparities in education leadership positions in Kasulu District Council and its findings indicated that there was only a single female school head in both 18 public and private schools in the District.

The second objective explored the common factors for underrepresentation of female teachers in education leadership positions in Kasulu District Council. The reasons were mixed; patriarchal factors, gender disparity by 165 (93.8%), individual barriers 152 (86.4%), sexual corruption 167 (94.9%). Leadership at KDC contributed up 90 (51.1%). Using Liberal Feminism theory or egalitarian theory by Marxist bin 1880 the study in objective three,examined the challenges to education leaders in their efforts to promote female leadership positions, whereby some of the notable challenges identified; female teachers' reluctance for application, cultural background and lack of confidence among them which limited their positions to leadership of schools.

The study concludes that the spirit of equal responsibilities cannot be achieved as it is emphasized unless the sources of underrepresentation are well examined. The study recommends for the implementation of equal participation policy in school administration.

5.3   Conclusion

5.3.1   Disparities in Leadership Positions

Female teachers are considered vulnerable because of their lower social status and discrimination in the education leadership positions in secondary schools management. This study concludes that narrowing the gender gap in school administration is profoundly important for economic and social development. The need to reduce the gap is even more important when one considers the benefit of mothers' education leadership and other aspects of social development of a school girl who in the future aspires to be a school leader.

5.3.2   Under Representation of Female Teachers in Schools

Female teachers whether more educated and trained in leadership traditionally are weaker than men. They do so on relying on the presence of men to perform and make decisions better due to lack of confidence, a situation that leads many leadership posts to be held by men.

The leadership positions for female teachers are also affected by verbal violence, beliefs, sexual corruption harassment by officials, and poor enforcement of policies and laws regarding issues gender in school leadership. A hostile home and school environment also serves to discourage female teachers from applying to school

leadership whereby it becomes importantly to review of Africans traditions ways of life to reconcile female participation in leadership. Indeed, the spirit of equal responsibilities cannot be achieved as it is emphasized.

5.3.3   The Challenges Faced by Education Leaders

Women tend to experience inferiority complex in the ways they think of holding top school administrative chances when they are to be proposed. Due to this situation there is greater demand for Kasulu District council secondary schools leaders at district and regional level to provide capacity building for female teachers that may facilitate change in attitudes.

5.4   Recommendations

In order to achieve gender equality to education leadership the current study suggests the following:

(i)   The ministry of education through regional administrative secretary should support female teachers to hold leadership posts through capacity building notwithstanding African traditional barriers.

(ii)   In order to promote educational female leaders participation the government needs to improve the management of policies that create chances for female teachers so as to eliminate the long existing gender inequalities.

(iii) It has been palpable that female teachers lose interest to seek school leadership posts because of sexual corruption. Therefore effective guidance and counseling programmes need to be adopted for female teachers in secondary schools.

(iv) Seeing that gender equality was found to be higher that is why there was only a single Mayonga secondary headmistress out of 18 schools. This study calls for the establishment of "gender based leadership board" for secondary schools teachers so that to enhance gender equity.

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APPENDICES

Appendix: I: Questionnaire for Teachers

I am KELVIN FULGENCE MAMIRO, a student at the Open University of Tanzania.

I kindly ask you to answer the questions following hereunder. The title is "*Assessment of Gender Disparities in Leadership Positions in Secondary Schools in Kasulu District Council, Tanzania*". The answers you provide will be confidentially handled. Information you provide will be used for academic purposes.

SECTION A: Demographic information: (Please, Put a Tick Where Applicable)

1. Gender (1) Male   (2) Female

2. Level of education (1) Certificated (2) Diploma   (3) Degree (4) Masters

3. Experience (1) 2-10   (2) 11-15   (3) 16-18 (4) and 19 above

Section A; Status of gender disparities in education leadership

Status of gender disparities	Strongly Agree	Agree	Disagree	strongly Disagree
Less than two female heads				
Between two female heads				
More than two female heads				

Section B: Factors for Underrepresentation of Female Teachers

Societal Beliefs	Strongly Agree	Agree	Disagree	strongly Disagree
i. Society Believes				
ii. Individual Barriers				
iii. Sexual Corruption				
iv. Leadership				

Section C: Leaders challenges in efforts to promote female leadership

Obstacles to leaders	Strongly Agree	Agree	Disagree	strongly Disagree
Fear unknown				
women responsibilities				
Women participation in application				

Thank you for your cooperation

Appendix: II: Interview Schedule to School Heads and Education Officers

1. Using your experience in the district explain the factors leading gender inequality in school leadership

2. How does society perceive the female teacher when exercising authority as the school headmistress?

3. Using your experiences explain the challenges that face education leaders in their efforts to promote female leadership positions

Appendix: III: Documents Asked For Review

S/No	Documents asked	Issue to be investigated
1	List of school heads by gender	Gender disparity
2	Positions held by female women in schools	Gender disparity

Appendix IV: Research Clearance Letter

<p style="text-align:center;">**THE OPEN UNIVERSITY OF TANZANIA**
DIRECTORATE OF POSTGRADUATE STUDIES</p>

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Our Ref: PG201802204

Date: 11ᵗʰ June 2019

To Whom it May Concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Kelvin Fulgence Mamiro**, **Reg No: PG 201802204** pursuing **Master Degree of Education in Administration and Policy Studies.** We hereby grant this clearance to conduct a research titled: **"Assessment of Gender Disparities in Leadership Positions in Secondary Schools in Kasulu District Council, Tanzania"**, he will collect his data in Arusha Region Tanzania from 11ᵗʰ February 2020 to 7ᵗʰ June 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.
Yours sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA