

**INVESTIGATION OF FACTORS FOR LOW PARTICIPATION OF WOMEN
IN EDUCATION LEADERSHIP POSITIONS IN PUBLIC SECONDARY
SCHOOLS IN DODOMA CITY, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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2025

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania (OUT) a dissertation titled “*Investigation of Factors for Low Participation of female in Education Leadership Positions in Public Secondary Schools in Dodoma City, Tanzania*” in Partial Fulfilment of the Requirements for the Award of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania (OUT).

.....

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Date

DEDICATION

I dedicate this work to my husband Wilson Gwoma and my lovely children Jansen, Joan and Joel whose patience, psychological and material support encouraged me to complete this work.

ACKNOWLEDGEMENT

I would like to thank our Almighty God for endowing me with life, strength, health and knowledge, his blessings and grace enabled me to reach this pleasant education level. Glory be to him eternally.

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ABSTRACT

The study investigated the factors affecting female participation in educational leadership positions in public secondary schools in Dodoma city. Using a mixed methods approach, 50 respondents were selected using stratified random, systematic, and purposive sampling techniques. Data was collected through questionnaires, interviews, focus group discussions, and documentary reviews. The study found that women's aspirations for leadership positions in public secondary schools vary, with factors like increased remuneration, leadership skills development, and improved performance. Factors affecting women's participation include negative societal perceptions, gender bias, and masculinity culture. To enhance women's participation, respondents suggested addressing socio-cultural perceptions, ensuring gender parity, developing training programs, and implementing strategies. The study suggests prioritizing gender balance in educational leadership, addressing negative perceptions of female teachers, and providing in-service training programs to enhance women's leadership skills and managerial experience. The study reveals that women's underrepresentation in Dodoma city's secondary school leadership positions is largely due to gender stereotypes, devaluation, and discrimination, perpetuating patriarchal systems.

Keywords: Education Leadership, Leadership Positions, Gender, Perceptions, Factors

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LIST OF ABBREVIATIONS AND ACRONYMS

DEOs	District Education Officers
GOSA	Gender Organisation System Approach
HoS	Head of Schools
MCDGC	Ministry of Community Development Gender and Children
MEO	Municipal Education Officer
NSGRP	National Strategy for Growth and Reduction of Poverty
OUT	Open University of Tanzania
PHD	Philosophy Doctor
REO	Regional Education Officer
SFT	Social Feminist Theory
SPSS	Statistical Package for Social Sciences
TAMWA	Tanzania Media Women Association
TGNP	Tanzania Gender Network Programme
UNESCO	United Nations Educational, Science and Cultural Organisation
URT	United Republic of Tanzania
WEOs	Ward Education Officers
WRDP	Women Research and Documentation Project

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

This chapter introduces the study investigating the factors contributing to low female participation in educational leadership within public secondary schools in Dodoma city. The chapter begins with a description of the background information, followed by the statement of the problem. Additionally, the chapter outlines the purpose and specific objectives of the study. Further sections address the research questions, significance, and scope of the study. Finally, the last three sections cover the limitations, definition of terms, and organisation of the study.

1.2 Background of the Study

The need for gender equality has become a major concern in societies worldwide (Denmark & Paludi, 2018). This is because gender equality plays a significant role in societal development (Wilson & Clerkin, 2017). Indeed, progress towards gender equality is a major developmental priority in both developing and developed countries, striving to ensure equal opportunities and access to available resources (Mushi, Massi, Mwema & Mazana, 2021). To achieve gender equality, women and men must enjoy equal rights and opportunities across all sectors of society, including participation in economic activities and power in decision-making (Wilson & Clerkin, 2017; UNESCO, 2009).

Maintaining gender equality in the workplace is crucial, as it encourages improved economic productivity, increased innovation among women, and a stable workforce. Female leaders in any institution, regardless of size, tend to influence the emphasis

placed on gender equality in policy and practice (Smith, 2011). The participation of qualified and capable women in educational leadership positions encourages the creation of leadership opportunities for other women, as female leaders are regarded as mentors and role models, particularly for young girls (Sperandio, 2011). This can increase aspirations among young girls and discourage negative perceptions and stereotyping of female leaders (Bhalalusesa & Mboya, 2003).

Globally, numerous studies document women's educational leadership opportunities and their participation in leadership positions (Faye, 2017; Moyo, 2022). For instance, Coleman (2001) observed that, despite women comprising approximately half of secondary school teachers in Australia, New Zealand, the United States, Central America, Germany, Africa, and India, their representation in leadership positions does not reflect this proportion. Moreover, Kim and Kim's (2005) study reported that only 14% of school heads in Korea were women in 2005, despite a large number of female teachers nationwide. Similarly, Bista and Carney's (2004) studies indicated a very limited number of female school heads (3.7%) in Nepal compared to their male counterparts in 2004.

According to O'Connor (2015), the male to female workforce ratio in United Kingdom schools was 38 to 60 percent, respectively. However, despite the higher number of female school teachers compared to their male counterparts, only 36 percent of female teachers held leadership positions. These findings attribute the low participation of females in school leadership positions to schema and gender stereotypes, which tend to emerge during the hiring process. Eboiyehi, Fayomi, and

Eboiyehi (2016) assert that women face significant discrimination in various opportunities, regardless of their qualifications and experience in educational leadership. They identify patriarchal socialization, cultural practices, and religious beliefs as major causes of women's oppression and marginalization in many societies worldwide. Similarly, in South Africa, it is reported that female teachers constitute 68 percent of the teaching workforce, but only 36 percent of principals are female. Furthermore, it was noted that females' progression into senior educational leadership positions was hindered by problems in the policy implementation process, including organisational challenges in ensuring gender equity in the appointment of school heads (Dlanjwa, 2018).

Like other developing countries, Tanzania has implemented reforms in gender policies since independence to reduce gender inequalities and enhance equal access to opportunities in all aspects of life (Muro, 2003). The government prioritised gender parity due to the need to ensure social justice and recognise women's progress as a human right (Ministry of Community Development, Gender and Children (MCDGC), 2013). Policies were formulated, particularly from the ministerial level down to departmental levels, to support the attainment of sustainable development goals by eliminating gender inequalities in all areas, including: education, leadership, and politics (Sway, 2018)

Additionally, a variety of policies and acts on gender equality in leadership have been enacted in recent years in Tanzania, including: the National Employment Promotion Service Act of 1999 (on non-discrimination), the National Gender Policy of 2000, the Public Service Commission guidelines (on gender equality in all

sectors), and the Millennium Development Goals of 2000. These initiatives aim to promote women's empowerment and gender equality (Muro, 2003; Meena, 2009). Furthermore, the Tanzanian government has adopted the Convention on the Elimination of All Forms of Discrimination against Women and the Beijing Platform for Action, both of which aim to encourage improved women's participation in decision-making (Muro, 2003).

Beyond gender policies, Tanzania has various initiatives and stakeholders, including: the Tanzania Gender Networking Programme (TGNP), the Women's Research and Documentation Project (WRDP), the Tanzania Media Women Association (TAMWA), and the Women's Lawyers' Association, among others. These organisations support the government's efforts to ensure gender parity and create a conducive environment for women, enabling them to access available resources and participate actively in decision-making (Chachage & Mbilinyi, 2003; Mutarubukwa & Mazana, 2017).

However, despite the government's and stakeholders' efforts, both locally and internationally, to reduce gender inequality in all areas, gender inequality persists in Tanzanian workplaces (Adamma, 2017; Mbaliaki & Onyango, 2022). Women's participation in public secondary school educational leadership remains low across many regions of Tanzania (Chachage & Mbilinyi, 2003; Bandiho, 2009). This low participation is largely associated with the dominance of the patriarchal system, coupled with variations in culture and values across the country's diverse tribes (Chabaya, Rembe & Wadesango, 2009). In this context, religion, cultural practices,

and values influence women's participation in educational leadership and decision-making (Omboko & Oyoo, 2011).

With the existence of the patriarchal system, socio-cultural factors, and organisational influences, women are highly marginalised in Tanzania. Many within these societies perceive them as weak and incapable of performing leadership roles at the secondary school level, believing that men are the sole decision-makers and are inherently stronger for leadership positions (Bhalalusesa & Mboya, 2003; Ngonyani, 2017). This situation discourages many women from participating in school leadership positions, as many experience despair and frustration due to male dominance (Oplatka & Beer-Sheeva, 2006). The persistent low participation of females in educational leadership positions in secondary schools, as documented in numerous studies, suggests that other inhibiting factors may exist. Therefore, this study was conducted to critically investigate the factors contributing to low female participation in educational leadership positions, and to identify suitable measures for improving equality and reducing gender stereotypes, marginalisation, and the existing patriarchal system in education.

1.3 Statement of the Problem

Gender reforms in Tanzania have, to some extent, influenced change within many sectors, particularly education (Meena, 2009). The government has made significant strides following the establishment of the Ministry of Community Development, Gender, and Children (MCDGC), which aims to enable women to have equal access to various opportunities, available resources, and participation in decision-making (Muro, 2003). Through the Ministry, numerous gender-based policies have been

formulated to advance sustainable development goals by eliminating gender inequalities in all areas (Sway, 2018). Moreover, initiatives such as the Tanzania Gender Networking Programme (TGNP), the Women's Research and Documentation Project, the Tanzania Media Women Association (TAMWA), and the Women's Lawyers' Association have been launched to support the government's efforts in achieving gender equality, enabling women to access resources and various opportunities (Mutarubukwa & Mazana, 2017). These initiatives are grounded in key policy documents, including: National Strategy for Growth and Reduction of Poverty (NSGRP) and Tanzania Development Vision 2025 (Meena, 2009).

However, despite the government's commitment to ensure gender parity, numerous studies indicate low female participation in educational leadership positions, attributed to gender discrimination and stereotypes (Muro, 2003; Bandiho, 2009; Omboko & Oyoo, 2011). For instance, studies by Bhalalusesa and Mboya (2003) and Ngonyani (2017) revealed that women's participation in educational leadership positions was limited because many societies perceived them as weak and incapable of holding such positions compared to their male counterparts. This situation can lead to despair among women aspiring to senior educational leadership positions, as they experience frustration due to male dominance (Chachage & Mbilinyi, 2003). The consistently low female participation in educational leadership positions in secondary schools, as documented in numerous studies, suggests the persistence of other inhibiting factors. Therefore, this study was conducted to critically investigate the factors contributing to low female participation in educational leadership

positions, aiming to promote gender parity and enable women to access available resources and opportunities.

1.4 Purpose of the Study

The purpose of this study was to investigate the factors for low participation of female in education leadership positions in public secondary schools in Dodoma city.

1.4.1 Specific Objectives

- i) To find out the perceptions of teachers on female aspirations for educational leadership positions in secondary schools in Dodoma city.
- ii) To examine the factors for low participation of female in educational leadership positions in public secondary schools in Dodoma city.
- iii) To explore suitable mechanisms for enhancing female participation in educational leadership positions in public secondary schools in Dodoma city.

1.5 Research Questions

- i) What are the perceptions of teachers on female aspirations for educational leadership positions in secondary schools in Dodoma city?
- ii) What are the factors for low participation of females in educational leadership positions in public secondary schools in Dodoma city?
- iii) What are mechanisms for enhancing female participation in educational leadership positions in public secondary schools in Dodoma city?

1.6 Significance of the Study

The findings of this study will contribute to practical knowledge, particularly in enhancing leadership development programmes. By identifying numerous barriers that hinder female teachers from pursuing leadership roles, this study provides valuable insights for addressing these challenges and promoting greater gender inclusivity in leadership positions. Moreover, the findings of the study are expected to assist various educational stakeholders, including administrators, in the development of training and mentorship programmes aimed at equipping women with necessary leadership knowledge and skills.

Furthermore, the findings of this study are expected to contribute significantly to educational practices in various ways. Specifically, they will aid in enhancing recruitment and retention strategies, fostering leadership aspirations among female teachers, promoting diversity and inclusion, and supporting work-life balance initiatives.

Additionally, the study findings may contribute to the expansion of transformational leadership theories by identifying and highlighting key factors that currently hinder female participation in educational leadership positions. Moreover, the study is expected to contribute to gender and diversity theories, particularly by extending feminist leadership theories. This is because it highlights various gender disparities, particularly in socio-economic status and the representation of minorities in secondary education leadership positions.

1.7 Scope of the Study

This study focused on exploring the factors contributing to the low participation of

females in secondary school leadership positions in five (5) selected public secondary schools out of the thirty-six (36) in Dodoma city. It examined key elements such as personal, institutional, and societal barriers to female participation in secondary education leadership positions.

1.8 Limitations of the Study

The study was confined to ordinary-level public secondary school education in Dodoma City. Therefore, the findings cannot be generalized to other levels of education or different contexts. To address this limitation, this study recommends that further research be conducted in diverse contexts and across different levels of education. This will allow for a more comprehensive examination of the extent to which females participate in educational leadership.

1.9 Operational Definition of Terms

This section provides operational definitions for various terms used in the study, including: educational leadership, participation, public secondary schools, and aspiration.

1.9.1 Educational Leadership:

In the context of this study, educational leadership refers to the influence exerted over colleagues, with a focus on gender balance in planning, organizing, directing, controlling, managing, and reporting, to ensure the attainment of intended goals through the teaching and learning process.

1.9.2 Participation

Refers to the act of equally sharing activities or conditions with others. It can involve individuals or groups.

1.9.3 Public Secondary Schools:

In this study, public secondary schools are defined as those built or renovated in each ward by communities in cooperation with the government. The government is responsible for operating these schools by providing funding, supplying teaching and learning materials, and employing staff.

1.9.3 Aspiration

In this study, aspiration refers to the ambition of an individual or group to achieve a desired goal. In an educational context, aspiration extends beyond academic, social, and occupational goals to encompass performance, prestige, and status.

1.10 Organisation of the Study

This study comprises five (5) chapters, presented in dissertation format. Chapter one provides the background information of the study, while chapter two reviews related literature and identifies the knowledge gap. Chapter three details the methodology used in this study, and chapter four presents, analyses, and discusses the data. The final chapter summarizes the study, draws conclusions, and offers recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature. It begins by conceptualizing leadership, followed by explanations of the theoretical framework, educational leadership, and females in educational leadership. Subsequent sections address factors contributing to low female participation in educational leadership positions and mechanisms for enhancing their participation. The final three sections present empirical studies, the conceptual framework, and the identified knowledge gap.

2.2 The Concept of Leadership

Leadership is defined differently by various authors, as it is a multifaceted concept that varies across cultures and situations. According to Bass and Bass (2008), leadership is the process of interaction and influence over people. They view leadership as an interaction process involving two or more members, often structuring the situation, perceptions, and expectations of those members. Conversely, Bennett, Crawford, and Cartwright (2003) describe leadership as the process of granting a person a particular position within an organisation based on their specialized experience, knowledge, and personal skills. Their definitions emphasize that leaders should possess the ability to stimulate subordinates to work in a prescribed manner. In this study, leadership is considered the ability of a person to mobilise colleagues to work effectively by influencing them, encouraging mutual respect, promoting honesty, and maintaining gender equality in all matters.

2.3 Theoretical Framework of the Study

This section presents Socialist Feminist Theory (SFT) that guided the understanding of issues pertaining to females and their participation in educational leadership positions in public secondary schools in Dodoma city. The theory is explained below:

2.3.1 Socialist Feminist Theory (SFT)

The Socialist Feminist Theory (SFT) emerged in the late 1960s, drawing inspiration from Karl Marx's ideas on exploitation, oppression, and the division of labour. This theory developed from the same social movements and consciousness-raising groups that fostered other forms of feminism. Socialist feminists sought to synthesize the debates within the feminist community during the 1970s concerning the roots of women's oppression. They contend that liberal feminism fails to grasp the depth of women's oppression, primarily addressing the concerns of upper and middle-class women. They also acknowledge that women have been oppressed in nearly all known societies, but the nature of this oppression has varied due to differing economic realities. Socialist feminists argue that women's oppression is not solely based on the economic system, but rather stems from the intertwined systems of patriarchy and capitalism. Thus, Hooks (1989) observes that feminists oppose all forms of women's oppression, largely caused by living in predominantly patriarchal societies. Furthermore, critical feminists argue that social injustices are often linked to the oppressive forces of patriarchy and gender discrimination. Gender stereotypes are formed in patriarchal societies by assigning traditional roles to men and women. The construction of gender, with its associated traditional practices and cultural

expectations, is closely aligned with patriarchal practices in society. Critical feminists contend that these structures, which privilege male dominance and result in the subordination and oppression of women, are determined by gender and are therefore central to the critical feminist perspective.

Additionally, critical feminist Hartsock (1983) offers a distinct perspective on power and materialism, arguing that power and domination are consistently associated with masculinity. For feminists, therefore, an understanding of power is conceived within the context of patriarchy, gender inequality, the oppression of women by men, and the dominant ruling culture. The SFT is applicable to this study because gender inequality, stereotypes, discrimination, and oppression are prevalent even in educational leadership positions within secondary schools, where the majority of heads are men (Baehr, 2008). It is often claimed that females lack the power to make decisions in running secondary schools, hindering their ability to address challenges such as dealing with underperforming teachers (Lorber, 2010). However, these claims are unfounded, as evidenced by schools run by females that often achieve better academic results and experience fewer conflicts than those run by men (Mbepera, 2015).

The SFT asserts that women are capable of holding high positions in educational institutions and making productive decisions (Akpınar-Sposito, 2013). Although this theory has been established for some time, it remains relevant to the current situation where society still holds misconceptions about women's ability to lead and hold high positions in the educational sector (Rowley & Yukongdi, 2009). The SFT was

significant in this study because it emphasized that females' oppression stems from the intertwined forces of patriarchal structures and masculinity culture. This combination leads to devaluation, discrimination, and negative attitudes towards females, which in turn greatly discourages their participation in school leadership positions. Moreover, the theory highlights useful insights on how traditional gender roles assign females a disproportionate burden of domestic responsibilities, regarding them as solely responsible for all activities, including: taking care of children, husbands, and performing other home chores. Furthermore, the Socialist Feminist Theory was applied in this study because it advocates for broader social and economic changes to address gender inequalities, including: policies that promote equal pay, affordable childcare, and shared parental leave, as well as changes in educational systems to promote more equal opportunities for women.

Overall, this theory was useful and suitable in the present study to understand both the manner in which females participate in secondary school educational leadership and the underlying forces that inhibit them from leading secondary schools.

2.4 Educational Leadership

There is no consensus on the common definition of educational leadership because, over time, the concept has been explained differently by authors (Bush, 2008; Northouse 2016). For instance, Mbepera (2015) tried to explain the notion as the vision, skills, and capabilities required to be possessed by leaders/principals in order to build and maintain their schools. Conversely, Yukl (2006) defines leadership as the process whereby employees are influenced to understand and agree on the need

and manner to do school activities, mainly by coordinating them in collective efforts to accomplish intended goals.

Tarnve (2002) explains educational leadership as the continuous mobilisation of employees to believe and share a common vision of achieving high achievement for every child. Furthermore, educational leadership functions to manage pedagogical goals and visions, in addition to coordinating programmes to promote the teaching and learning process for students' improvement (Liyod, 2009).

2.5 Female and Leadership in Education

A number of perspectives regarding female styles in leading educational institutions exist from many studies. For example, in their study, Oplatka and Tamir (2009) revealed that females claimed different attributes of effective head of school such as assertive, determined, aggressive, strong, charismatic, and manipulative. However, this is an indication that female heads of schools should behave and lead like male heads. Consequently, this contradicts feministic leadership behaviours such as emotional expression, teamwork, and closeness to people (Shakeshaft, Brown, Irby, Grogan & Ballenger, 2007).

According to Addi-Raccah (2006), female school leaders tend to create friendly environments at workplaces where most of them are responsive to the requirements of teachers. Furthermore, these views are supported by Ouston (1993), who claimed that female leaders not only care about individual differences but also communicate and motivate staff, and additionally, pay attention to students' needs more than male heads.

Moreover, Grogan and Shakeshaft (2011) disclosed that female heads of schools often stress cooperation by talking with colleagues on how to achieve intended goals. Similarly, these views are in line with Coleman (2005) and Shakeshaft *et al.* (2007), who argue that female heads of schools prioritise communication, collaboration, and the maintenance of teamwork with their subordinates, as well as ensuring good relationships with them. Furthermore, Bhalalusesa and Mboya (2003) in their study, revealed that when taking decisions, women are more careful, hard-working, and committed than their males.

In contrast, Mwilolezi (2012) reported that some female heads of schools cause student riots against them because they use a dictatorial leadership style. Therefore, it is suggested that female heads of schools should use a transformational leadership style, which offers democratic, values-based, and inclusive practices (Judeh, 2010). Indeed, with transformational leadership, females may tend to increase praise for possessing excellent leadership skills, adherence to equality, and many other positive attributes, ultimately leading to the achievement of intended goals (Eagly, 2007).

2.6 Factors for low Participation of Females in Educational Leadership Positions

In recent years, gender disparity in educational leadership positions has raised global awareness that without action to empower women, global development will not be fully realized (Lu, 2020; Eboiyeh *et al.*, 2016). Numerous studies have focused on discussing the reasons for low female participation in educational leadership positions, attributing these to socio-cultural, personal, and organisational influences

(Oplatka & Beer-Sheeva, 2006; Madera, 2017; Dang, 2017). These factors are discussed below:

2.6.1 Societal Negative Perceptions on Female Teachers

According to Omboko and Oyoo (2011), negative religious and cultural practices and values deprive females not only of participation in educational leadership but also in decision-making. Furthermore, Yousaf and Schimiede's (2017) study revealed that women face numerous challenges, including negative societal attitudes, which limit their advancement in educational leadership. Likewise, Ngonyani (2017) found that negative socio-cultural perceptions towards female teachers exist, leading to their marginalization in Tanzania. Additionally, Cubillo and Brown (2003) argue that gender stereotypes, social, and cultural expectations within society contribute to devaluing women, causing them to feel inferior to men, thus resulting in low participation in secondary school leadership positions.

2.6.2 Gender Bias in Appointment and Promotion of Teachers

Gender bias during the appointment and promotion of teachers has been frequently documented in numerous studies as a major cause of female underrepresentation in school leadership positions. Specifically, Kagoda and Sperandio (2009), for instance, maintain that organisational decisions regarding the employment, recommendation, and promotion of women are heavily influenced by the organisation's culture and underlying gender stereotypes. Moreover, Mbepera (2015) argues that male teachers are significantly favoured over females by recruiting and hiring committees when selecting school heads. Likewise, Bronars' (2015) study findings revealed that the

majority of females were dissatisfied with the discrimination they experienced during employment, recommendation, and appointment to secondary school leadership. Indeed, these views align with the findings of Mbaliaki and Onyango (2022), which attribute gender bias during the appointment and promotion of teachers as a cause of gender disparity in secondary school leadership, as men are reportedly favoured over women.

2.6.3 Gender Roles

Traditionally, women's gender roles require them to care for home and family, while men spend most of their time away from home (Mazana & Mutarubukwa, 2017). As a result, gender roles have been identified in numerous studies as a major cause of low female participation in secondary school leadership. Specifically, in her study, Moyo (2022), for example, revealed that family and home responsibilities were significant contributors to females' lack of administrative access and success. Similarly, this aligns with the findings of Wilson and Clerkin (2017), which showed that 48% of employed women in India discontinued their careers to engage in family-based activities, such as childcare, due to cultural pressure and family circumstances. Therefore, gender role imbalance leads most women to devote significant time and effort to family care and household chores, discouraging them from pursuing leadership roles.

2.6.4 Perpetuation of Masculinity Culture and Patriarchal System

Numerous studies indicate that the perpetuation of masculinity culture and the

patriarchal systems are root causes of low female participation in secondary educational leadership positions. Specifically, according to Moyo (2022), patriarchy remains dominant in many societies, particularly in developing regions. Consequently, this contributes to hindering women's access to senior leadership positions (Naidoo, Naidoo, & Muthukrishna, 2016). Furthermore, the persistence of masculinity culture and the patriarchal system strongly instils negative attitudes towards females, diminishing their interest in leading secondary schools (Mbaliaki & Onyango, 2022). In addition, these findings align with previous studies by Qudir (2019), which revealed that women aspired to hold leadership positions in secondary schools but were limited by the prevailing masculinity culture.

2.6.5 Low Academic Qualification Among Female Teachers

The study findings reported by Mbepera (2015) revealed that the majority of female teachers lacked the required qualifications for leadership posts, which led to their underrepresentation in secondary school leadership positions. Furthermore, Mwalwanda and Simuyaba (2023) argue that, apart from organisational influences, a lack of administrative experience due to lower qualifications among female teachers was a reason for their low participation in educational leadership. However, these findings contradicted those reported by Mestry and Schmidt (2012), who uncovered that women held substantial qualifications and experience in Zimbabwe, despite not holding educational leadership positions to the same extent as men.

2.6.6 Rejection of Leadership Posts Among Female Teachers

The study findings by Kagoda and Sperandio (2009) showed that many females were

less interested to lead secondary schools in rural areas where majority of them rejected their leadership posts due to the existence poor working condition, low salary payment, absence of responsibility allowances, and poor social services among many other factors. Similarly, Mbepera (2015) reported that majority of female teachers in different community secondary schools in rural areas in Tanzania were turning down educational leadership offers because most of them had no confidence to lead the schools while others lacked hardship allowances. This implies poor working conditions were the major causes of females' lack of interest to lead schools, hence, low participating in secondary school leadership positions.

2.6.7 Negative Personal Perceptions Among Female Teachers

Kotsenas (2017) identified that the reasons for poor participation of females in secondary school leadership are attributed to females' negative personal attitudes where most of them regard themselves as inferior over men and hence, unable to compete for leadership positions. Similarly, Mbepera (2015) reported other factors for negative personal attitudes among females including: lack of self-confidence, poor preparations and lack of self-esteem, which slowed down their intention to apply for secondary school leadership posts. These findings were consistent with those reported by Mushi, *et al.* (2021), which pointed out several factors for females' negative attitudes toward educational leadership, including: low aspirations, lack of confidence, lack of ambition, lack of role models, and lack of experience.

2.7 Mechanisms for Enhancing Female Participation in Educational Leadership Positions

With regard to mechanisms for enhancing female participation in leadership positions in secondary schools, several studies were reviewed, outlining a number of strategies. Specifically, the study conducted by Mwalwanda and Simuyaba (2023) established that gender parity and females' access to senior leadership positions and decision-making would be realized only if society ceased negative attitudes towards women and negative cultural norms and beliefs. Indeed, cultural practices, negative attitudes towards women, and patriarchal socialization promote the marginalisation and oppression of females by both society and organisations (Govinden, 2008).

Furthermore, Mbaliaki and Onyango (2022) insist on the consideration of gender parity during the employment, appointment, and promotion of teachers as a significant strategy to enhance female participation in educational leadership positions in secondary schools. Similarly, these ideas were supported by Mwalwanda and Simuyaba (2023), who added that governments should establish policies to encourage the education sector to improve career development opportunities for female teachers.

Furthermore, Mbepera (2015) suggests that adequate programmes and financing should be prepared for continuing training to upgrade female leadership and management skills necessary for effective school supervision. Additionally, Hotay, Mokaya, and Ghamunga (2021) added that gender stakeholders, activists, religious institutions, and educational institutions, among others, should provide education to upcoming generations of both girls and boys to consider themselves and treat each

other equally, regardless of gender differences. Consequently, this would certainly reduce gender stereotypes, discrimination, and oppression of women, thus encouraging them to aspire towards holding senior educational leadership positions in secondary schools (Cubillo & Brown, 2003).

2.8 Empirical Studies

This section focuses on explaining empirical literature related to female participation in educational leadership positions in secondary schools. The section is divided into two subsections: empirical studies within Tanzania and those conducted outside Tanzania.

2.8.1 Empirical Studies Outside Tanzania

According to Lukaka (2013), who conducted a study on the influence of culture on females' leadership in managerial positions in Nairobi, Kenya, women were affected by socio-cultural beliefs and conservative views. Specifically, these views encouraged the concept of masculinity and inculcated the attitude that women are to be subjugated and underrepresented in leadership positions and decision-making. Furthermore, gender roles were connected to a set of stereotypical beliefs that influenced every aspect of social life. However, these gender roles and stereotypes were subject to change, with females being more encouraged to actively participate in every sector of society, and many new opportunities opened up to them. Additionally, Amondi (2011) argues that previous constitutions hindered the move to equal opportunity in education management in Kenya, suggesting that improvements in the new constitution could encourage gender equity.

Additionally, Djan and Goldon (2020) investigated the challenges faced by women in educational leadership in the Tano North Municipality, Ahafo Region of Ghana. Specifically, they revealed that some teachers did not respect female heads due to their culture, religious background, and general perceptions about women. Moreover, they disclosed that the heavy workload associated with their new positions posed challenges to women in educational leadership.

Furthermore, another study was carried out by Bali (2009) to identify the factors that affected women's participation in primary school principalships in the Gedeo Zone, Ethiopia. Specifically, he revealed that society held negative perceptions about women and their ability to hold leadership positions in primary schools. Moreover, it was found that although women were competent in most leadership skills, they were still underrepresented at administrative levels. In addition, his study identified that the major causes of this underrepresentation included: fear of harmonizing professional and family lives, societal perceptions regarding women's roles and gender role socialization, and a lack of monitoring and evaluation of policy implementation. Finally, the study pointed out ways to eliminate gender disparity, including: women changing their outlook by believing in their potential, pursuing higher education, and developing strong women's networks and mentoring systems within organisations.

Furthermore, Wakshum's (2014) study on the major challenges resulting in female underrepresentation in educational leadership in the Ilu Aba Bora Zone revealed that females lacked confidence to lead schools due to their social background and the

community's culture, where females were traditionally seen as followers rather than leaders. Consequently, this lack of confidence led to a lack of aspiration for leadership roles. Additionally, females lacked opportunities to gain foundational experience in educational leadership, which would have aided their advancement, because school leadership was traditionally dominated by men. Ultimately, these socio-structural factors were the sources of female underrepresentation in educational leadership positions.

2.8.2 Empirical Studies in Tanzania

The study by Allay (2019) on the contribution of gender factors in enhancing good leadership in selected secondary schools in the Morogoro Municipal Council, Tanzania, indicated that the process of appointing school heads relies on work experience, education levels, favouritism, and other criteria. Specifically, the researcher provided a discussion on these criteria. Firstly, the appointment criteria considered educational levels, work ethic, and work experience as important factors. However, the 2014 education policy does not explicitly state whether gender is a significant factor in the appointment of school heads. Moreover, it was found that appointments were often based on male teachers rather than female teachers due to the male-dominated system within the organisation. Secondly, regarding favouritism criteria, school heads were sometimes selected based on technical knowledge, with instances of corruption involving bribes to Municipal Education Officers (MEOs), Regional Education Officers (REOs), and managers from aspiring candidates.

Mwanache (2019) did a study on factors influencing low participation of female teachers in public primary school leadership in Mtwara, Tanzania. A case study

design was employed with a sample of 45 respondents. In contrast, the study found that participation of teachers in leadership positions in primary schools had no elements of favouritism where gender balance was highly considered, involving appointing of equal number of both female and male teachers to lead primary schools.

Furthermore, Mbepera (2015) explored the influences of female underrepresentation in senior leadership positions in community secondary schools (CSSs) in rural Tanzania. Specifically, her empirical findings revealed a number of problems at individual, organisational, and societal levels, which discouraged females from accessing senior educational leadership positions. These problems included: the engagement of women in family responsibilities, rejection of promotion posts, a lack of transparent procedures for recommending, recruiting, and appointing heads, and existing negative perceptions of females. Ultimately, gender stereotypes contributed to their low access to educational leadership positions.

2.9 Conceptual Framework

To assess female participation in educational leadership positions clearly, it is highly important to examine the factors that motivate or influence them from participating in these roles. Therefore, this study used a comprehensive conceptual framework to guide the investigation of factors contributing to low female participation in leadership positions in public secondary schools in Dodoma city. Specifically, the conceptual framework encourages the researcher to organize their knowledge, thus enabling successful completion of the issues under investigation (Kombo & Tromp,

2006). Consequently, Figure 2.1 below presents a diagrammatical illustration of the interaction and interrelationships among the study variables.

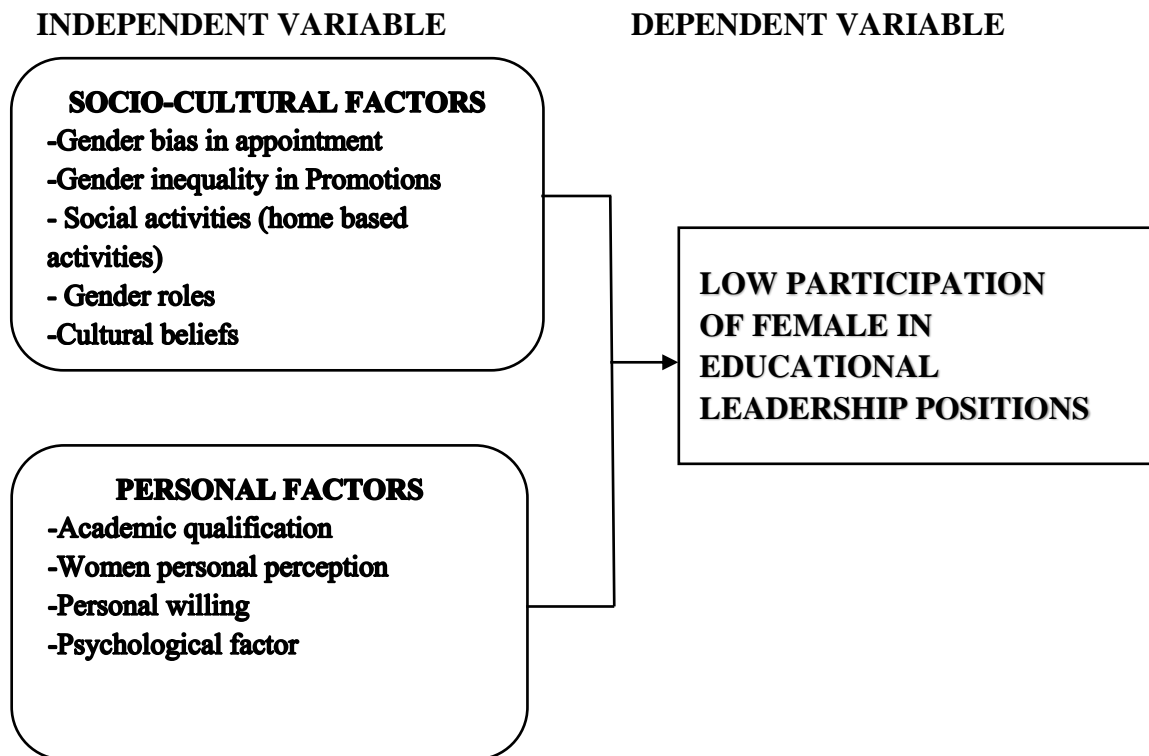


Figure 2.1 Conceptual Framework

Source: Researcher's Own Design

The conceptual framework in Figure 2.1 presents the interaction and interrelatedness of the study variables. Specifically, the independent variables illustrate the socio-cultural factors that influence low participation of females in educational leadership positions in public secondary schools. These factors encompass both societal and cultural elements, including: gender bias in the appointment of teachers to senior educational leadership positions, gender inequality in teacher promotions, social activities, particularly home-based activities, gender roles, and cultural beliefs about

gender within societies. Collectively, these factors are reputed to influence females' participation in educational leadership positions.

Furthermore, the independent variables also indicate personal factors that can be realized from individual females themselves. Specifically, these personal factors may discourage females from fully participating in educational leadership positions in secondary schools. These factors include: the academic qualifications of females, female personal perceptions on leading educational institutions, females' personal willingness to hold senior educational leadership positions, the level of self-commitment of females, and psychological factors.

Furthermore, the conceptual framework indicates a dependent variable, specifically the low participation of females in educational leadership positions. Essentially, this is an outcome of socio-cultural and personal factors that negatively or positively influence females' participation in educational leadership positions in public secondary schools.

2.10 Knowledge Gap

While numerous studies have explored gender inequality in education, a significant gap remains concerning female participation in leadership at the secondary school level. Prior research has predominantly focused on other educational tiers and fields. For example, Mwanache (2019) examined factors influencing female teachers' low participation in primary school leadership in Mtwara district in Tanzania. Similarly, Mazana and Mutarubukwa (2017) investigated challenges faced by women leaders in local and central government authorities, and Mushi, Massi, & Mazana (2021) explored gender disparities in leadership positions within higher learning institutions.

Moreover, Mbaliaki and Onyango (2022) examined factors contributing to the under-representation of female teachers in school leadership in Sumbawanga. Despite these valuable contributions, they do not adequately address the specific issue of low female participation in educational leadership within public secondary schools. This gap is critical, as persistent issues like masculinity culture, female marginalization, gender stereotypes, discrimination, and oppression (Wadesango & Karima, 2016; Moyo, 2022) continue to hinder female leadership in this context. Therefore, this study aims to fill this identified knowledge gap by specifically investigating the critical factors contributing to low female participation in educational leadership positions within public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology employed in this study. It begins with an explanation of the study paradigm, research approach, and research design. Furthermore, the chapter covers the study area, target population, sample, and sampling procedures. Additional sections address data collection methods, instrument validity, and reliability. The final two sections cover the data analysis procedures and ethical considerations of the study.

3.2 The Study Paradigm

This study adopted a pragmatic paradigm to understand the problem clearly. Pragmatism provides a set of assumptions about knowledge and inquiry that underpins the mixed methods approach, as opposed to the use of either a purely quantitative approach based on positivism or a purely qualitative approach based on interpretivism (Denscombe, 2007). According to Creswell (2012), pragmatists philosophically believe in applying procedures that work for a particular research problem and in using multiple methods to understand the problem. The application of a pragmatic paradigm in this study allowed for the combination of both qualitative and quantitative methods for a clear understanding of female participation in educational leadership positions in secondary schools in Dodoma city.

3.3 Research Approach

This study employed a mixed methods approach to investigate the low participation

of females in educational leadership positions in public secondary schools in Dodoma city. Specifically, according to Creswell (2009), the mixed methods approach involves multiple data collection and analysis from both qualitative and quantitative approaches, rather than relying on a single approach. Consequently, this strengthens the study and offsets methodological weaknesses. Therefore, the mixed methods approach was useful in this study because it enabled the integration of both quantitative and qualitative methods. Furthermore, this encouraged the use of multiple data collection methods, such as questionnaires, interviews, focus group discussions, and documentary reviews, thus maximizing the consistency of the findings.

3.4 Research Design

Research design is the investigator's plan that guides the process of collecting, analyzing, and interpreting data (Kumar, 2011). This study employed a convergent parallel mixed methods design. Creswell (2012) states that the purpose of a convergent (parallel or concurrent) mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to clearly understand a research problem. The use of a convergent parallel mixed methods design was significant in this study because it allowed for the integration of both qualitative and quantitative information in the interpretation of overall results, leading to a better understanding of female participation in educational leadership positions in secondary schools.

3.5 The Study Area

This study was conducted in Dodoma city, Dodoma Region. Dodoma city is one of seven districts in Dodoma Region, which also include: Chamwino, Mpwapa, Bahi, Kondoa, Chemba, and Kongwa districts. Dodoma City is situated in the center of Dodoma Region, with a total population of 410,956 households, according to the 2012 Tanzania National Census. The city covers an area of 2,669 square kilometers, of which 645 square kilometers are urbanized (URT, 2012). Several economic activities are carried out within Dodoma city, including: agriculture, industry, commerce, and pastoralism (URT, 2014). The researcher selected Dodoma city as the study area due to the low number of female secondary school heads compared to their male counterparts. Data indicates that the city comprises fifty-nine (59) private secondary schools, with forty-eight (48) male heads and eleven (11) female heads. In public secondary schools, totalling thirty-nine (39), there are thirty-two (32) male heads and only seven (7) female heads (URT, 2014).

Moreover, Dodoma city was selected as the study area due to its varied socio-economic context, which significantly impacts access to education and leadership opportunities. This allowed the researcher to gather rich and varied data, providing a deep understanding of female participation in secondary school leadership positions. Furthermore, the study area was selected due to its accessibility and the cooperation of the participants, ensuring the efficient and effective completion of this study.

3.6 Target Population

Best and Khan (2006) assert that a research sample is drawn from the population. In

this study, the target population included: public secondary school teachers, community members, heads of public secondary schools, ward education officers, and district education officers in Dodoma city council. The involvement of this population was crucial to this study because they served as valuable sources of information regarding female participation in educational leadership positions in public secondary schools.

3.7 Sampling Technique and Procedures

Choosing a sampling strategy is an essential step in the data collection phase and ensures that the data is reliable and reflects the characteristics of the target population (Mukherjee, 2019). This study employed three sampling techniques: stratified random sampling, systematic sampling, and purposive sampling, to select respondents and public secondary schools in Dodoma city. Each sampling technique and its procedures are described below:

Public secondary schools: In this study, public secondary schools were selected using a systematic sampling technique. Systematic sampling is a probability sampling technique where samples from a large population are chosen based on a random starting point and a fixed periodic interval (Kumar, 2011; Cohen, Manion & Morrison, 2007). Using this technique, the total of thirty-nine (39) public secondary schools in Dodoma city was divided by four (4), the planned sample size. This division provided the sampling interval. Then, the names of all public secondary schools were arranged alphabetically and assigned serial numbers, after which simple random sampling was applied to select every 9th school. Through this systematic

sampling technique, every public secondary school had an equal and independent chance of being included in this study.

Teachers and Parents: This study employed stratified random sampling to select teachers and parents. Denscombe (2007) defines a stratified sample as one in which every member of the population has an equal chance of being selected in proportion to their representation within the total population. Using this sampling technique, teachers and parents were divided into two homogeneous strata based on gender. Simple random sampling was then applied to obtain a representative sample, particularly from both male and female teachers.

Heads of schools, Ward and district education officers: In this study, heads of public secondary schools, ward education officers, and district education officers were selected using purposive sampling. Mack, Woodsong, Macqueen, Guest, and Namey (2005) define purposive sampling as a common sampling strategy that involves the selection of participants according to pre-selected criteria relevant to a particular research question. The use of purposive sampling was significant because it allowed the researcher to obtain relevant and detailed data from key informants.

3.7.1 The Sample Size

The sample size for respondents in this study was determined using the formula developed by Yamane (1973), as shown in the equation below:

$$n = \frac{N}{1 + N (e)^2}$$

Whereas:

n = is the sample size,

N = is the population size,

e = acceptable or standard error (is the level of precision)

Hence,

$$n = \frac{57}{1 + 57(0.05)^2}$$

$$n = \frac{57}{1.1425}$$

$$n = 49.890$$

$$n \approx 50$$

Table 3.1 Composition of the Study Sample

Category of Respondents	Actual number		
	Females	Males	Total
Public secondary school teachers	16	16	32
Parents	05	05	10
Heads of schools	02	02	04
Ward education officers	01	01	02
District education officers	01	01	02

Source: Researcher's Plan, May, 2023.

As shown in Table 3.1, the sample for this study consisted of fifty (50) respondents, including: thirty-two (32) teachers, ten (10) parents, four (4) school heads, two (2) ward education officers, and two (2) district education officers from the Dodoma City Council.

3.8 Data Sources

This study utilised both primary and secondary sources of information to clearly understand the factors contributing to low female participation in leadership positions.

3.8.1 Primary Data

Primary data were collected directly from respondents in the field through questionnaires, interviews, and focus group discussions.

3.8.2 Secondary Data

In this study, secondary data were collected from the Open University of Tanzania (OUT) library, the Dodoma City Council documentation room, and online, involving the review of written documents such as published and unpublished books and journal articles.

3.9 Methods of Data Collection

This study involved multiple methods of collecting data including: questionnaire, interview, focus group discussions and documentary review.

3.9.1 Questionnaires

This study used questionnaires to collect information from teachers in Dodoma city. Through this method, a series of both closed-ended and open-ended questions pertaining to female educational leadership positions in public secondary schools were prepared for respondents to answer. The reason for selecting this method was

its cost-effectiveness and time efficiency. The inclusion of open-ended questions was suitable in this study because it allowed respondents to provide detailed views on female participation in educational leadership positions in public secondary schools in Dodoma city. Furthermore, closed-ended questions were used to collect standardised information that was easy to tabulate.

3.9.2 Interview

This study employed unstructured interviews to collect data from key informants, such as parents/guardians, Heads of Schools (HOS), Ward Education Officers (WEOs), and District Education Officers (DEOs). Mack, Macqueen, Guest, and Namey (2005) assert that an unstructured interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic. The use of unstructured interviews was valuable because it provided access to detailed and in-depth information from the participants, which assisted in answering the research questions. Through this technique, the researcher prepared an interview guide containing relevant questions arranged in a systematic order to ensure a clear and organized interview process.

3.9.3 Focus Group Discussion

In this study, focus group discussions (FGDs) were employed to collect information from teachers regarding female participation in educational leadership positions in public secondary schools. According to Mack *et al.* (2005), a focus group is a qualitative data collection method in which one or two researchers and several participants meet as a group to discuss a given research topic. The focus group

discussions comprised eight teachers from each sampled public secondary school, providing the researcher with the opportunity to interact with the participants through questions and answers. Through this method, respondents were given specific prepared questions to discuss issues pertaining to female participation in educational leadership positions in public secondary schools.

3.9.4 Documentary Review

In this study, documentary review was used to access information that might have been difficult to collect through interviews, questionnaires, and focus group discussions, especially in cases where some respondents were unable to participate. This technique involved reviewing both published and unpublished documents, including: journal articles, books, magazines, and reports from the Open University of Tanzania library and the Dodoma City Council documentation room. Additionally, relevant documents relating to female participation in educational leadership positions were retrieved online.

3.10 Validity and Reliability of Instruments

This study used triangulation to ensure the validity and reliability of the instruments. Gay, Mills, and Airasian (2012) define validity in research as the degree to which qualitative or quantitative data accurately measures what it intends to measure. Triangulation is the process of using multiple data collection methods, strategies, and data sources to obtain a more complete understanding of the issues under investigation, thereby cross-checking the information (Gay *et al.*, 2012). Through triangulation, multiple data collection methods were used, including questionnaires,

interviews, focus group discussions, and documentary reviews. This technique was significant in this study because it reduced method bias and assisted in cross-checking the integrity of responses from the study respondents.

Moreover, expert review technique was adopted prior to the actual study in order to ensure the validation of instruments. This technique was preferably used in order to gain research experience and important guidance from various professionals particularly the supervisor and few Ph.D. students from the Open University of Tanzania. Through expert review, the participants were required to provide feedback in order to evaluate the effectiveness and suitability of research instruments.

3.11 Data Analysis Procedures

This study employed both qualitative and quantitative data analysis techniques. All qualitative data, collected through interviews, focus group discussions, documentary reviews, and open-ended questionnaires, were subjected to content analysis. Cohen *et al.* (2007) assert that content analysis involves analysing the contents of documentary materials, including: magazines, newspapers, and all other spoken or written verbal materials. Through content analysis, raw qualitative data collected through interviews and focus group discussions, specifically audio and video recordings, were first transcribed into written texts to align with data gathered through documentary reviews and open-ended questionnaires. The data were then organized for efficient management through editing, correction of entry errors, coding, development of themes, and appropriate arrangement before presentation.

Moreover, all data collected quantitatively through closed-ended questionnaires were analysed using quantitative analysis techniques. This involved identifying and

correcting entry errors, inconsistencies, and missing values in the dataset. The data were then organised into suitable formats for analysis. Subsequently, computer software programmes such as Statistical Package for the Social Sciences (SPSS) version 23 and Microsoft Office Excel were used to code, tabulate, and calculate frequencies and percentages before presentation.

3.12 Ethical Considerations

Ethical considerations were addressed before conducting this study. According to Cohen *et al.* (2007), an awareness of ethical concerns in research is reflected in the growth of relevant literature and the development of regulatory codes of research practice by various agencies and professional bodies. Therefore, the researcher obtained permission from the Open University of Tanzania before commencing fieldwork. Furthermore, the researcher secured permission to conduct this study from the Dodoma City Director and school authorities before proceeding to the data collection sites.

Protecting participants' right to privacy involves ensuring confidentiality (Cohen *et al.*, 2007). In this study, a written consent form was prepared and presented to all respondents to secure their willingness to participate. Moreover, the researcher ensured anonymity and confidentiality for all participants, guaranteeing that the information provided would not reveal their real names or any other identifying details. Furthermore, participant anonymity was prioritised, particularly during interviews and focus group discussions, by conducting them in private settings where participants felt free and comfortable to share valuable information. Additionally, all

data collected in this study were destroyed immediately after the completion of the analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyses, and discusses the findings of the study. The information in this chapter is presented according to the study objectives, with quantitative information summarized in tables and figures. Furthermore, qualitative data were analysed through content analysis before presentation. The data presentation in this chapter is subdivided into three sections: demographic information, findings, and the discussion of findings according to the study objectives.

4.2 Demographic Characteristics of Respondents

This study included diverse participants, such as public secondary school teachers, school heads, parents/guardians, Ward Education Officers (WEOs), and District Education Officers (DEOs), with careful consideration given to gender balance. The study collected demographic data from these participants, including: sex, age, education level, and work experience. The researcher included demographic data to gain valuable insights and understanding of the participants' leadership experience, their perceptions of females, and their level of awareness and attitudes towards female leadership positions. The demographic information significantly influenced the study findings by revealing variations in respondents' perceptions, experiences, attitudes, and awareness regarding females and the key factors that discourage them from participating in educational leadership.

4.2.1 Distribution of Respondents by Sex

In this study, gender balance was carefully considered, ensuring an equal number of male and female participants. The data on respondents' sex is summarised in Table 4.1:

Table 4.1 Distribution of Respondents by Sex (N=50)

Category of respondents	Sex of respondents				Total Percentage
	Female		Male		
	Frequency	%	Frequency	%	
Public school teachers	16	32	16	32	64
Parents/Guardians	05	10	05	10	20
Heads of Schools	02	04	02	04	08
Ward Executive Officers	01	02	01	02	04
District Education Officers	01	02	01	02	04

Source: Field Data: January, 2024.

Table 4.1 shows the distribution of study respondents by sex. A closer look at the data reveals that 16 (32%) public secondary school teachers were female, with an equal number of male teachers, also 16 (32%). Moreover, the number of parents/guardians was evenly split, with 5 (10%) female and 5 (10%) male. In this study, of the four heads of schools, 2 (4%) were female and the remaining 2 (4%) were male. There was an equal number of Ward Education Officers (WEOs), with 1 (2%) female and 1 (2%) male. Furthermore, the two (2) District Education Officers (DEOs) who participated in this study comprised 1 (2%) female and 1 (2%) male. The data presented here indicates that each gender had an equal opportunity to participate in the study.

4.2.2 Distribution of Respondents by Age

The researcher sought to ascertain the ages of participants to better understand their experiences regarding secondary school leadership and management. The data obtained revealed a variation in age among the respondents involved in this study, including: public secondary school teachers, heads of schools, parents/guardians, Ward Education Officers (WEOs), and District Education Officers (DEOs), as shown in Figure 4.1:

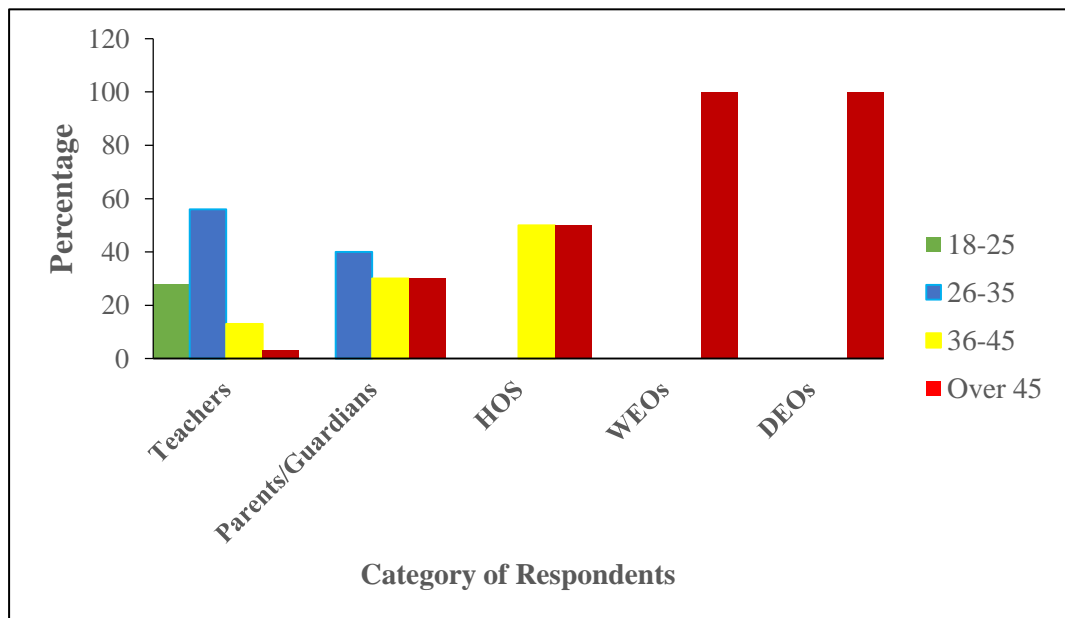


Figure 4.1 Distribution of Respondents by Age

Source: Field Data: January, 2024

Figure 4.1 illustrates the age variation among the study participants. Specifically, among teachers, 9 (28%) were aged between 18 and 25 years, 18 (56%) were aged between 26 and 35 years, 4 (13%) were aged between 36 and 45 years, and only 1 (3%) was over 45 years. The ages of parents/guardians varied: none were aged

between 18 and 25 years, 4 (40%) were aged between 26 and 35 years, 3 (30%) were aged between 36 and 45 years, and the remaining 3 (30%) were over 45 years. Furthermore, of the four heads of schools, 2 (50%) were aged between 36 and 45 years, and the other 2 (50%) were over 45 years. Both Ward Education Officers (WEOs) and District Education Officers (DEOs) reported being over 45 years old.

4.2.3 Education Levels of Respondents

This subsection concerns the educational levels of the study participants. Educational information was gathered to understand the competence and skills they possessed regarding effective secondary school leadership and management. The educational levels among the study participants varied, including Certificate, Diploma, Bachelor's Degree, Master's Degree, and unspecified qualifications, as indicated in Table 4.2.

Table 4.2 Education Level of Respondents (N=50)

Education level	Teachers		Parents		HOs		WEOs		DEOs	
	F	%	F	%	F	%	F	%	F	%
Certificate	00	00	04	40	00	00	00	00	00	00
Diploma	08	25	03	30	00	00	00	00	00	00
Bachelor Degree	18	56	02	20	02	50	00	00	00	00
Master Degree	04	13	00	00	01	25	02	100	02	100
Other Qualification	02	06	01	10	01	25	00	00	00	00

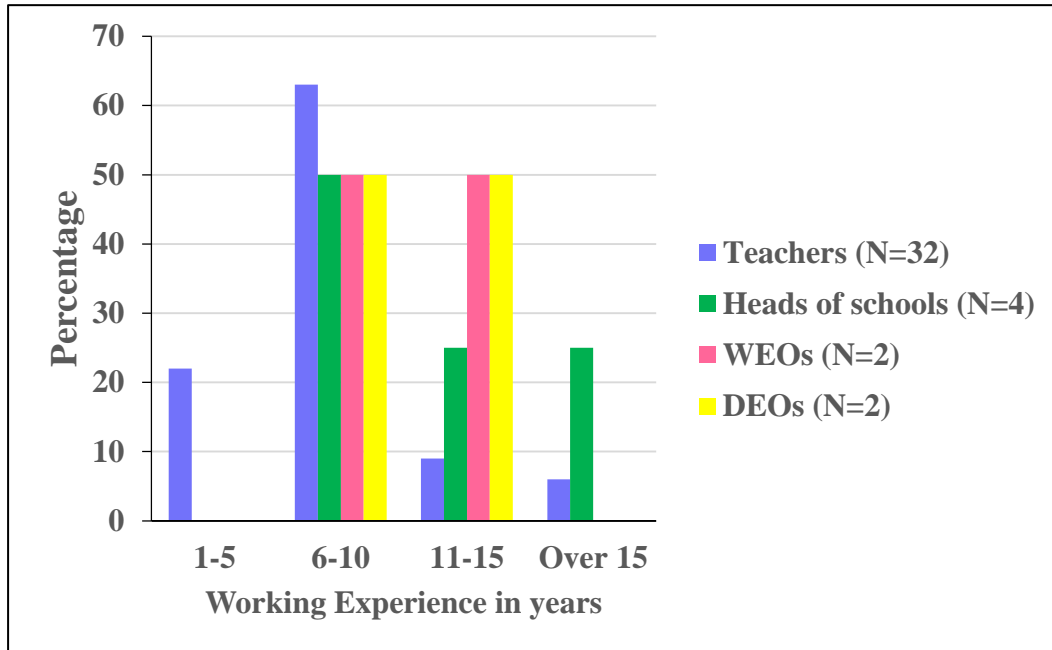
Source: Field Data: January, 2024.

As shown in Table 4.2, the participants in this study exhibited varying educational levels. Specifically, among public secondary school teachers, none held a certificate, 8 (25%) held diplomas, 18 (56%) possessed bachelor's degrees, 4 (13%) held

master's degrees, and 2 (6%) had unspecified qualifications. Among parents/guardians, 4 (40%) held certificates, 3 (30%) held diplomas, 2 (20%) held bachelor's degrees, none held master's degrees, and 1 (10%) had unspecified qualifications. Furthermore, the educational levels of the heads of schools differed: none held certificates or diplomas, 2 (50%) held bachelor's degrees, 1 (25%) held a master's degree, and the remaining 1 (25%) had an unspecified qualification. Notably, the Ward Education Officers (WEOs) and District Education Officers (DEOs) all held master's degrees. None reported possessing certificates, diplomas, bachelor's degrees, or other unspecified qualifications such as postgraduate diplomas or Doctor of Philosophy degrees (PhDs). These findings indicate that the executive officials involved in this study possessed appropriate educational qualifications. Additionally, more than half of the participating teachers held bachelor's degrees. Therefore, the respondents' qualifications suggest they were capable of providing relevant information for this study.

4.2.4 Working Experience of Respondents

This subsection focuses on the working experience of the study respondents, including teachers, heads of schools, Ward Education Officers (WEOs), and District Education Officers (DEOs). Data on working experience was crucial for clearly understanding female teachers' competency and the experiences necessary for them summarised in figure 4.2: to hold senior leadership positions in secondary schools. The information is

Figure 4.2 Teachers' Working Experience

Source: Field Data: January, 2024

As shown in Figure 4.2, there was a disparity in working experience among the study participants. The data revealed that 7 (22%) teachers had 1 to 5 years of working experience, 20 (63%) had 6 to 10 years, 3 (9%) had 11 to 15 years, and 2 (6%) had more than 15 years. Moreover, Figure 4.2 indicates that none of the heads of schools had 1 to 5 years of experience, while 2 (50%) had 6 to 10 years, 1 (25%) had 11 to 15 years, and the remaining 1 (25%) had more than 15 years. The Ward Education Officers (WEOs) and District Education Officers (DEOs) involved in this study had similar working experience: 1 (50%) WEO and 1 (50%) DEO had 6 to 10 years, and the remaining 1 (50%) WEO and 1 (50%) DEO, respectively, had more than 15 years. These findings suggest that the respondents were well-experienced, increasing the likelihood of them providing relevant information for the study.

4.3 Perceptions of Teachers on Females' Aspiration to Leadership Positions in Public Secondary Schools.

Aligned with the study objectives, the first research objective was to explore teachers' perceptions of women's aspirations for leadership positions in public secondary schools in Dodoma city. The information gathered from teachers revealed varying perceptions regarding women's aspirations for leadership positions, as summarised in table 4.3:

Table 4.3 Perceptions of Teachers on Females' Aspiration to Educational Leadership

Variables	Teachers' Responses (N=32)					
	Agree		Disagree		Neutral	
	F	%	F	%	F	%
To obtain rewards along with increasing amount of salary	26	81	02	06	04	13
To grow with better leadership skills and good performance	20	63	10	31	02	06
To achieve good students' academic results	25	78	05	16	02	06
To develop high confidence and courage	16	50	12	38	04	12
To create networking with DEOs and other officials	21	66	06	19	05	15
To obtain status, recognition and appreciation in the society	28	88	04	12	00	00

Source: Field Data: January, 2024

4.3.1 Obtaining Rewards Along with Increasing Amount of Salary

As shown in Table 4.3, the study revealed that 26 (81%) teachers agreed that women aspired to lead secondary schools to obtain rewards and increased salaries. Conversely, 2 (6%) teachers disagreed, and 4 (13%) teachers neither agreed nor disagreed.

Furthermore, the FGD sessions with teachers revealed largely consistent views, as illustrated by the following comment:

“.....I think it is a dream for every teacher to fulfil his/her career interests especially through good payment and rewards. So, majority of women are aspiring to hold leadership positions in secondary schools simply because they expect to get incentives, hardship allowances and other rewards.” (FGD4 with teachers: January, 2024).

Another teacher added that:

“.....leading large educational institution is a challenging task, most of us aspire to lead secondary schools with the aim of obtaining salary increments, work rewards, extra duty allowances and other gifts to enable us to improve living standard.” (FGD2 with Teachers: January, 2024).

The quoted information above confirms that many female teachers in Dodoma city receive low salaries. Consequently, the majority reported aspiring to hold secondary school leadership positions to obtain higher salaries and other incentives, including: work rewards, hardship allowances, administrative allowances, and other benefits.

These findings align with Mbepera (2015), who argues that increasing salaries and providing incentives to teachers are effective ways to improve their morale and aspirations for school leadership. Like any other worker, female teachers expect a return on their teaching efforts; however, poor pay and a lack of incentives can discourage them from both working diligently and participating in leadership (Mbepera, 2017). Experiences from other developing countries demonstrate that teachers and head teachers working in challenging rural environments are supported with incentives such as hardship, travel, and housing allowances (Mulkeen, 2005).

These findings suggest that a lack of incentives for female teachers can significantly impact their work morale, commitment, and interest in participating in secondary school leadership.

4.3.2 Growing with Better Leadership Skills and Good Performance

As shown in Table 4.3, the findings revealed that 20 (63%) teachers agreed that women aspired to lead secondary schools to develop better leadership skills and improve performance. Conversely, 10 (31%) teachers disagreed, and 2 (6%) teachers neither agreed nor disagreed that women aspired to lead secondary schools for these reasons.

Teachers in this study further noted that females' desire to improve leadership skills and enhance work performance was a significant aspiration for leading secondary school institutions. During the FGD, one teacher stated:

“....females mostly prefer to be appointed as secondary school leaders because they are aspired to get exposed to managerial and leadership experience along with improving performance in the institutions they are entrusted to lead.”
(FGD1 with teachers: January, 2024).

The quotation above suggests that many female teachers were not leading secondary schools due to a perceived lack of managerial and leadership skills. Consequently, most of them reported aspiring to lead secondary schools with the expectation of gaining the necessary experience and skills to improve academic performance within their institutions.

These findings suggest that teachers in public secondary schools largely shared the perception that female teachers aspired to hold secondary school leadership positions

to acquire better leadership skills and improve performance. In line with these findings, Mbepera (2015) highlighted the importance of supporting women's growth in leadership skills through mentorship programmes. This would allow female teachers to gain valuable leadership skills and experiences. Furthermore, female teachers should be provided with regular in-service training to enhance and develop the competencies required for senior secondary school leadership (Mwalwanda & Simuyaba, 2023).

4.3.3 Achieving Good Students' Academic Results

As shown in Table 4.3, the study revealed that 25 (78%) teachers perceived that women in educational leadership aspired to achieve good student academic results in the institutions they lead. Conversely, 5 (16%) teachers disagreed, and 2 (6%) teachers neither agreed nor disagreed.

Further information collected during the FGD sessions corroborated these perceptions, revealing a similar understanding among teachers regarding the relationship between student academic achievement and female teachers' aspirations for leadership positions. One teacher in the FGD sessions stated:

“.....in my experience, female teachers are aspired to hold leadership positions in secondary schools because they intend to encourage their students to perform better academically as well as maintaining cooperation with colleagues for smooth operation of school-based activities.” (FGD3 with teachers: January, 2024).

The quoted data suggests that teachers recognised female teachers' leadership styles and behaviours, perceiving them as aspiring to lead secondary schools to facilitate

student academic achievement, maintain teamwork, and foster cooperation among colleagues. Secondary school settings consist of young learners with high expectations, including: care, affection, mentorship, and support. Such environments benefit from a feminist leadership style (Dawa & Ugyen, 2022). This aligns with the views of Banerji and Krishnan (2000), who argued that women possess unique characteristics essential for addressing current challenges in school environments, which necessitate effective communication, discussion, innovation, and networking. Recognising the importance of female school leaders, teachers in this study reported that the majority of female teachers aspired to hold secondary school leadership positions to promote the achievement of school goals and enhance student academic performance.

4.3.4 Developing High Confidence and Courage

As shown in Table 4.3, the study revealed that 16 (50%) teachers agreed that women aspiring to educational leadership in public secondary schools aimed to develop greater confidence and courage. Conversely, 12 (38%) teachers disagreed, and 4 (12%) teachers neither agreed nor disagreed.

Furthermore, data gathered during the FGD sessions also revealed largely consistent perceptions among teachers regarding women's aspirations for educational leadership, as one teacher stated:

“.....you know females live in the society with full dominance of men as leaders, so many of them are aspired to lead the schools because they try to show off their bravery, develop courage and confidence around the patriarchal society.”
(FGD4 with teachers: January, 2024).

Another teacher added that:

“.....to lead secondary school institution is blessings as most of us are aspired to generate high confidence and courage like men, we do so in order to justify to the people that we are neither incapable nor weak to lead the organisation.” (FGD1 with teachers, January: 2024).

The above quotations suggest that the disproportionate representation of male teachers in leadership positions within secondary school institutions, compared to female teachers, was a primary motivator for female teachers' aspirations to educational leadership

The study findings revealed that the majority of teachers reported women's interest in leading secondary schools stemmed from their aspiration to develop high confidence and courage. They aimed to prove their capability and strength in achieving expected institutional goals, demonstrating their equality with men. Nevertheless, Kotsenas (2017) attributed women's under-representation in educational leadership positions to a lack of confidence and commitment, which hindered their ability to compete with male counterparts. However, the findings of the present study contradict those reported by Wakshum (2014), which revealed that women did not aspire to become secondary school leaders due to a lack of self-confidence stemming from the community's socio-cultural background. Mwalwanda and Simuyaba (2023) argue that a lack of confidence may not only discourage women from participating in educational leadership but also instil inferiority complexes within them.

4.3.5 Creating Networking with DEOs and other Officials

As shown in Table 4.3, the study revealed that 21 (66%) teachers perceived that

women in leadership positions within public secondary schools aspired to network with DEOs and other officials. Conversely, 6 (19%) teachers disagreed, and 5 (15%) teachers neither agreed nor disagreed.

Consistent perceptions were reported by teachers during the FGD sessions, with one teacher stating:

“.....there is large number of female teachers in many schools in Dodoma city council, but majority of them are not in leadership due to lack of experience. This is because they have no connections with school heads, WEO, DEOs and other top officials where they would gain leadership experience.” (FGD2 with Teachers: January, 2024).

The quoted information suggests that despite the high number of female teachers in Dodoma city, the majority were not leaders of secondary school institutions due to a lack of exposure to top educational leadership networks and experience.

The findings revealed that the majority of teachers shared a similar perception, reporting that female teachers in educational leadership aspired to create networks with top officials, such as DEOs, to gain leadership experience, build confidence, and improve managerial skills. According to Phakathi (2016), creating networks, particularly mentoring networks, among female teachers is fundamental in preparing them for leadership positions in education. Paulsen (2009) argues that women must learn self-confidence and interpersonal skills from successful women through mentoring and modeling. Similarly, Moorosi (2010) maintains that creating informal networks and securing support from sponsors are significant mechanisms for ensuring the attainment of leadership skills and management experience among women. These findings suggest that leadership support is crucial for building strong

mentoring networks for female teachers. Mentoring is essential for preparing female teachers for leadership positions in secondary schools.

4.3.6 Obtain Status Recognition and Appreciation in the Society

Furthermore, as shown in Table 4.3, the study revealed that 28 (88%) teachers agreed that women in leadership positions within public secondary schools aspired to gain status, recognition, and appreciation in society. Conversely, 4 (12%) teachers disagreed, and none remained neutral.

Furthermore, FGD sessions with teachers revealed consistent perceptions, as one teacher explained:

“.....as you know, there is responsibility imbalance between females and males where females perform almost all household chores including taking care of children, cooking, cleaning environment surrounding household and many other tasks compared to male counterparts, therefore, many of them are aspired to lead secondary schools in order for their contributions to be recognised and appreciated in the society.” (FGD3 with Teachers: January, 2024).

Another teacher added the same views by stating:

“..... education leadership in Dodoma is mostly dominated by men, this makes many female teachers to feel inferior over males. So, majority of them want to hold secondary school leadership positions because they need to be recognized in the society along with building strong status.” (FGD1 with teachers: January, 2024).

The above quotation indicates that many female teachers faced challenges related to gender role imbalances and a lack of societal recognition, which discouraged them from participating in secondary school leadership positions. During the FGD, female

teachers reported aspiring to lead secondary schools to gain recognition, establish status, and receive appreciation for their contributions from the society.

Numerous previously consulted studies have indicated that women's limited participation in secondary school leadership is due to a combination of factors stemming from socialisation, cultural norms, and organisational influences (Govinden, 2008; Mbepera, 2015; Moyo, 2022). These factors contribute to negative societal perceptions of women, leading to discrimination, disrespect, devaluation, and stereotyping (Shields, 2014; Sperandio, 2011). The findings of this study concur with those reported by Mwalwanda and Simuyaba (2023), which revealed that women in the Solwezi district of Zambia sought school leadership positions to demonstrate their capabilities and contributions to society.

The findings related to specific objective number one revealed that the majority of teachers held varying perceptions regarding women's aspirations for secondary school leadership. These included the desire to obtain rewards and increased salaries, as well as the ambition to develop better leadership skills and improve performance. Furthermore, other aspirations reported in this study included the need to achieve positive student academic outcomes, build confidence, establish networks with educational officials, and gain status and recognition.

These findings revealed that women were not adequately considered for secondary school leadership due to the persistence of a patriarchal system. Therefore, the majority of teachers indicated that women were interested in leading secondary schools because they aspired to gain leadership experience, improve work performance, and achieve recognition and appreciation in society. Generally, the

findings of objective number one imply that the persistence of challenges among female teachers, particularly a lack of incentives, leadership skills, adequate salaries, confidence, and status, were some of the driving forces hindering their perceived leadership aspirations.

4.4 Factors for Low Participation of Females in Leadership Positions in Public Secondary Schools

The second objective of this study was to examine the factors contributing to the low participation of women in leadership positions within public secondary schools in Dodoma city. The study findings revealed several factors reported to affect women's participation in leadership positions within these schools. The information gathered regarding the second objective is summarised in Table 4.4:"

Table 4.4 Factors for Low Participation of Females in Leadership Position in Public Secondary Schools.

Variables	Teachers' Responses (N=32)					
	Agree		Disagree		Neutral	
	F	%	F	%	F	%
Societal negative perceptions on female teachers	22	69	06	19	04	12
Gender bias in appointment and promotion of teachers	17	53	09	28	06	19
Gender roles (Family care and home activities)	24	75	05	16	03	09
Perpetuation of masculinity culture and patriarchal system	26	81	02	06	04	13
Low academic qualification among female teachers	06	19	23	72	03	09
Rejection of leadership posts among female teachers	24	75	06	19	02	06
Negative personal perceptions among female teachers	20	63	10	31	02	06

Source: Field Data: January, 2024.

4.4.1 Societal Negative Perceptions on Female Teachers

As presented in Table 4.4, the study findings revealed a variation in teachers' responses. Specifically, 22 (69%) teachers agreed that negative societal perceptions of female teachers contributed to their low participation in leadership positions within public secondary schools. Conversely, 6 (19%) teachers disagreed, and 4 (12%) teachers remained neutral.

Furthermore, interview data in this study revealed consistent information regarding negative societal perceptions of women's leadership, as one HOS stated:

“.... For me, I think female teachers can lead the school but they cannot manage and organize it as clear as men do, because most of them are busy to take care of families along with doing home chores, so they have limited time for leadership duties” (Interview with HOS1, January: 2024).

The quoted information from HOS1 affirms that female teachers are capable of leading secondary schools, but they are hindered by prevailing negative socio-cultural attitudes within their surrounding communities.

Furthermore, interview data gathered from parents indicated that society held negative perceptions of female teachers and their leadership, viewing women as weak and less capable of leading organisations compared to men. During an interview, one parent stated:

“I know that leading large organisation like secondary school is not easy, so it is a responsibility of men who are strong because females are weak where they cannot handle management tasks of the whole school, may be they can run a school section or department only” (Interview with Parent1, January: 2024).

The quoted data signifies the persistence of negative social attitudes towards women in Dodoma city, where the majority perceive them as weak and incapable of holding leadership positions in secondary schools. These perceptions not only discourage women from seeking leadership roles in secondary schools but also create inferiority complexes and despair among those who aspire to lead educational organisations.

These findings align with the views of Omboko and Oyoo (2011), who pointed out that negative religious and cultural practices and values hinder women's participation not only in educational leadership but also in decision-making. These views are also supported by the study findings of Ngonyani (2017), which maintained that the existence of negative socio-cultural attitudes towards female teachers significantly contributes to their marginalisation in Tanzania. Similarly, Cubillo and Brown (2003) argue that gender stereotypes, social, and cultural expectations within society contribute to devaluing women, leading them to feel inferior to men, thus resulting in low participation in secondary school leadership positions.

These findings imply that the persistence of negative societal attitudes towards female teachers leads many people to perceive women as weak, incapable of leadership, and dependent on men. This situation has been reported to negatively affect many female teachers, resulting in low participation in secondary school leadership positions.

4.4.2 Gender Bias in Appointment and Promotion of Teachers

As shown in Table 4.4, the study revealed that 17 (53%) teachers reported gender bias during the appointment and promotion of teachers as a major factor contributing to the low participation of women in leadership positions within public secondary

schools in Dodoma city. Conversely, 9 (28%) teachers disagreed, and 6 (19%) teachers remained neutral.

Furthermore, interview findings revealed that gender bias was a significant inhibiting factor for women's participation in secondary school leadership, as one heads of schools stated:

“I think there is a great favour of men in recommendation and appointment of teachers to lead secondary schools where men are mainly considered to have skills and experience in leadership as compared to their counterparts” (Interview with HOS2: January, 2024).

Furthermore, interview data from DEOs corroborated the views reported by heads of schools with one DEO stating:

“.... the decisions to recommend and appoint heads of secondary schools are made at school and district level by involving various committees, however the district committees for appointing school heads have large number of male members than females, so there is no doubt that gender balance can somehow not be clear” (Interview with DEO1: January, 2024).

The above quotations from HOS2 and DEO1 demonstrate the persistence of favouritism and gender bias during the recommendation and appointment of secondary school head teachers, where men are reportedly more frequently considered than their female counterparts.

The study findings also indicated that gender bias during the appointment and promotion of teachers was reported as a major factor contributing to the low participation of women in leadership. This bias manifested as a preference for male teachers over their female counterparts. Kagoda and Sperandio (2009) maintain that

organisational decisions regarding the employment, recommendation, and promotion of women are significantly influenced by the organisation's culture and underlying gender stereotypes. In her study, Mbepera (2015) argues that recruitment and hiring committees on selection panels act as gatekeepers to leadership. This implies that such committees may favour men over women for leadership positions due to the persistence of a masculine culture.

The findings of this study were consistent with those reported by Bronars (2015), which revealed that the majority of women were dissatisfied with the discrimination they experienced during employment, recommendation, and appointment to secondary school leadership positions. These findings imply that the persistence of gender bias during teachers' recommendation and promotion is a major outcome of the prevailing masculine culture, which significantly discourages women from accessing secondary school leadership positions

Moreover, the study findings implied the persistence of favouritism, lack of transparency, corruption and gender bias during the recommendation and appointment of secondary school head teachers, with men reportedly being more frequently considered than their female counterparts. This study noted that males were given priority during appointment and promotion because they were perceived as having greater leadership experience and skills compared to female teachers.

4.4.3 Gender Roles

As shown in Table 4.4, the study revealed that gender roles were reported by the majority of teachers as affecting women's participation in leadership positions within

public secondary schools. Specifically, 24 (75%) teachers agreed with the statement, 5 (15%) teachers disagreed, and 3 (9%) teachers remained neutral.

Additionally, the FGD findings showed that gender roles discouraged women from participating in secondary school leadership. Female teachers were reported to have limited time for leadership roles because they devoted their efforts to social roles like caring for children, elders, and their husbands, in addition to doing many home chores. In an FGD with teachers, one of them said:

“.... for females to lead the school, it is so tough because females are responsible for other social roles such as taking care of children, husbands and elders along with doing many home activities. That is why many heads of schools are men as they are believed to have less or no time to do social activities” (FGD2 with Teachers: January, 2024).

Furthermore, interview findings from WEOs revealed that gender roles posed a significant challenge to women's participation in secondary school leadership, as one WEO stated:

“In my opinion, I can say that gender roles negatively affect the participation of female in school leadership because all family responsibilities are left as a burden for females than males where females use much time to do home activities parallel with looking after children. In such condition females have limited time to do the leadership duties” (Interview with WEO1: January, 2024).

The quoted information from FGD2 and WEO1 highlights the persistent imbalance in gender roles, which negatively impacts women's participation in secondary school leadership positions. Women tend to dedicate more time to family care and household activities, limiting their ability to fulfil leadership duties.

Furthermore, the findings indicated that gender roles were major factors contributing to the low participation of women in leadership positions within public secondary schools. The majority of female teachers reported dedicating significant effort to family care and household chores, rather than fulfilling leadership roles. Moyo (2022) argues that family and home responsibilities, relocation due to spouses' careers, and misalignment of personal and organisational goals are key contributors to women's limited access and success in administrative positions.

Traditionally, gender roles dictate that women are primarily responsible for home and family care, while men spend the majority of their time away from home (Mazana & Mutarubukwa, 2017). This leads many women to dedicate significant effort and time to family care and household chores, which limits their availability for leadership roles. These findings align with those reported by Wilson and Clerkin (2017), who found that 48% of employed women in India discontinued their careers to engage in family-based activities, such as childcare, due to cultural pressures and individual family circumstances.

The findings implied that there was gender role imbalance where females performed almost all home activities compared to males including: caring children, elders, husbands and doing home chores, hence less committed for school leadership roles.

4.4.4 Perpetuation of Masculinity Culture and Patriarchal System

As shown in Table 4.4, the study revealed that the majority of teachers reported the perpetuation of a masculine culture and patriarchal system as a major factor contributing to the low participation of women in leadership positions within public

secondary schools. Specifically, 26 (81%) teachers agreed with the statement, 2 (6%) teachers disagreed, and 4 (13%) teachers remained neutral.

Furthermore, information gathered from parents corroborated these findings, revealing that the perpetuation of masculinity and patriarchy hindered the aspirations of many women seeking leadership positions in secondary schools. During an interview, one parent stated:

“.... I have lived for many years now but I did not see such changes in education, for males were leaders in all arenas and education in particular. That is our tradition so giving women to lead the school like they do now is to break our traditions”
(Interview with Parent2: January, 2024).

Similar information was reported during interviews with WEOs, where some expressed negative attitudes towards female teachers due to the dominance of masculine culture and the patriarchal system, as one WEO stated:

“.... Women can lead the school but not in the same way as men because they are not strong, so it would be difficult for them to punish naught students and teachers with poor discipline”
(Interview with WEO2: January, 2024).

The above quoted data from Parent2 and WEO2 signifies that a majority of people in Dodoma city consider women unsuitable to lead secondary schools, with men being given priority for leadership positions. The primary reasons cited by respondents for this exclusion of women from secondary school leadership positions were the dominance of masculine culture, patriarchy, and negative attitudes towards women.

Furthermore, the study findings revealed that the perpetuation of a masculine culture and patriarchal system discouraged women from participating in leadership positions within secondary schools. According to Moyo (2022), patriarchy remains dominant

in many societies, particularly in developing regions. This contributes to hindering women's access to senior leadership positions (Naidoo, Naidoo, & Muthukrishna, 2016). The persistence of a masculine culture and patriarchal system fosters negative attitudes towards women, making them less inclined to lead secondary schools (Mbaliaki & Onyango, 2022). These findings were consistent with previous studies by Qudir (2019), which revealed that women aspired to hold leadership positions in secondary schools but were limited by the prevailing masculine culture. These findings imply that the existing masculine culture presents significant challenges for women seeking leadership positions, as they may become discouraged by the perception that men are the sole rightful leaders.

The findings also implied that the persistence of a masculine culture and patriarchal system significantly contributed to the low participation of female teachers in secondary school leadership positions. This was largely due to males being more frequently considered than females, thereby discouraging women from participating in leadership roles. This study further reported that a masculine culture and patriarchal system tended to significantly influence women's participation in school leadership by instilling inferiority complexes and despair among many women.

4.4.5 Low Academic Qualification Among Female Teachers

As presented in Table 4.4, the study findings revealed that 6 (19%) teachers agreed that lower academic qualifications among female teachers contributed to their low participation in leadership positions within public secondary schools. Conversely, 23 (72%) teachers disagreed, and 3 (9%) teachers remained neutral.

Additionally, this study found that academic qualifications were not commonly cited as an obstacle to women's participation in secondary school leadership. The data showed that most women were as qualified as men to hold school leadership positions. In an interview with heads of schools, one of them said:

“.....I think that small number of females are in education leadership while majority of them are not although they hold high academic qualification just like men, this disparity may be caused by dominance of patriarchy where gender balance are somehow not considered at the time of appointment” (Interview with HOS2: January, 2024)

Furthermore, findings from FGD sessions with teachers revealed similar views regarding academic qualifications and women's participation in secondary school leadership, as one teacher stated:

“..... Nowadays majority of female teachers possess Bachelor Degree, Postgraduate Diploma, Master Degree and even PHD. But it is very wonderful to see few females holding senior leadership position while most of them remain as normal teachers” (FGD3 with Teachers: January, 2024).

The quoted information from HOS2 and FGD3 confirms that many female teachers in Dodoma city were well-qualified to hold senior leadership positions in secondary schools. However, most were not even considered for appointments, and a significant number opted to remain in regular teaching roles due to a strong preference for male candidates.

Moreover, the study findings revealed that lower academic qualifications among female teachers were not widely considered by the majority of respondents as a significant factor for their low participation in leadership positions. This is because respondents in this study indicated that female teachers were adequately qualified to

hold leadership positions but were underrepresented in those roles. These findings were consistent with those reported by Mestry and Schmidt (2012), who found that despite women holding substantial qualifications and experience in Zimbabwe, men dominated a large proportion of educational leadership positions. However, the findings of this study contradicted those reported by Mbepera (2015), which revealed that the majority of female teachers lacked the required qualifications for leadership posts, hence their underrepresentation in secondary school leadership positions.

The study findings implied that academic qualifications among female teachers were not considered a significant factor contributing to their low participation in secondary school leadership positions. This was because the majority of respondents reported that female teachers were qualified enough to be considered for appointments, just like their male counterparts. This study further revealed that female teachers held Bachelor's degrees, Master's degrees, and other unspecified qualifications, yet they still experienced low participation in secondary school leadership positions due to the persistence of a patriarchal system.

4.4.6 Rejection of Leadership Posts Among Female Teachers

As presented in Table 4.4, the study findings revealed that 24 (75%) teachers agreed that the rejection of leadership posts by female teachers was a contributing factor to their low participation in secondary school leadership positions. Conversely, 6 (19%) teachers disagreed, and 2 (6%) teachers remained neutral.

Furthermore, interview findings from heads of schools revealed that the majority of female teachers declined leadership posts due to a lack of interest in working in

disadvantaged rural environments, while others lacked leadership confidence and experience. During an interview, one female HOS stated:

“....in my experience as female school leader, I think that many females reject secondary school leadership posts simply because they lack confidence while some of them dislike new working conditions in rural areas where good housing, water supply services and electricity are not easily accessible” (Interview with HOS3: January, 2024).

Additionally, findings from FGD sessions revealed consistent views, with teachers reporting that the primary reason for the rejection of leadership posts was the perpetuation of masculine cultural norms, which positioned women as inferior to men. During an FGD session, one female teacher complained:

“....as you see most of us are not holding senior leadership position, it is not because we are not interested but we are trying to comply and accept the present cultural norms which require men to be heads with females as assistants” (FGD4 with Teachers: January, 2024).

The quoted data from HOS3 and FGD4 demonstrates that both a lack of confidence and the existence of masculine cultural norms in Dodoma city negatively impacted women's participation in secondary school leadership. These factors instilled inferiority complexes among women, reducing their interest in holding school leadership positions.

The findings implied that persistent poor working conditions and negative societal attitudes towards women significantly contributed to the rejection of leadership posts among female teachers, thus leading to low participation in educational leadership. Furthermore, the study findings suggested that gender socialisation, stereotypes, and a masculine culture greatly influenced female teachers' personal negative attitudes

towards leading secondary schools, as many women perceived themselves as weak and unsuitable for leadership.

4.4.7 Negative Personal Perceptions Among Female Teachers

As presented in Table 4.4, the study findings revealed that 20 (63%) teachers reported that negative personal perceptions among female teachers discouraged them from participating in leadership positions within public secondary schools. Conversely, 10 (31%) teachers disagreed, and 2 (6%) teachers remained neutral.

Findings from FGD sessions revealed that although women were interested in leading secondary schools, the majority were not leaders due to negative perceptions. Teachers in this study also reported that women disliked leadership positions in secondary schools because they felt incapable of leading, due to the need to balance gender roles. During an FGD session, one teacher complained:

“... actually, I dislike leading a secondary school as it is a hard task for females. We have many issues to do like taking care of our families and doing some petty business activities.” (FGD1 with Teachers: January, 2024).

Furthermore, interview data revealed nearly identical views, with a lack of exposure to leadership experiences, a lack of confidence, and negative attitudes among women reported as major factors affecting women's participation in secondary school leadership. During interviews, one DEO stated:

“...few females are leaders in secondary schools but majority of them who are not holding leadership position lack exposure to top official educational networks. This is because some of them have no confidence while others perceive themselves as inferior due to the dominant of masculinity culture.” (Interview with DEO2: January, 2024).

The quoted information from FGD1 and DEO2 indicated that negative personal attitudes among female teachers, largely associated with the persistence of a masculine culture and patriarchal system, were reported in this study to instil inferiority complexes and a lack of confidence. This, in turn, reduced their interest in leading secondary schools.

According to Kotsenas (2017), the reasons for low participation of women in secondary school leadership are attributed to women's negative personal attitudes, where many perceive themselves as inferior to men and, therefore, unable to compete for leadership positions. Similarly, Mbepera (2015) reported other factors contributing to negative personal attitudes among women, including: a lack of self-confidence, inadequate preparation, and low self-esteem, which hindered their intention to apply for secondary school leadership posts. The findings of this study were also supported by Mushi *et al.* (2021), whose findings identified several factors for women's negative attitudes toward educational leadership, including low aspirations, lack of confidence, lack of ambition, lack of role models, and lack of experience.

The study findings revealed that negative personal perceptions among female teachers were a factor in their low participation in leadership positions within many public secondary schools. The findings imply that female teachers were often overlooked for leadership posts for various reasons, including: negative societal perceptions regarding their suitability for such roles. Furthermore, the findings revealed that female teachers faced numerous challenges, including: a lack of leadership skills, managerial experience, and self-confidence.

4.5 Suitable Mechanisms for Enhancing Female Participation in Leadership Position in Public Secondary Schools

The third research objective was to explore suitable mechanisms for enhancing women's participation in leadership positions within public secondary schools. The study revealed that respondents offered various suggestions as useful mechanisms to enhance women's participation in secondary school leadership positions. The information gathered from teacher questionnaires regarding objective three is summarised in Table 4.5:

Table 4.5 Suitable Mechanisms for Enhancing Female Participation in Leadership Position in Public Secondary Schools

Variables	Teachers' Responses (N=32)					
	Agree		Disagree		Neutral	
	F	%	F	%	F	%
Stopping negative socio-cultural perceptions towards female teachers.	30	94	01	03	01	03
Ensuring gender parity during appointment and promoting of teachers.	32	100	00	00	00	00
Preparation and updating training programmes for upgrading female leadership and management skills.	28	87	04	13	00	00
Improving working conditions and providing social support to female teachers.	24	75	03	09	05	16
Improving policies to support career development for female teachers.	27	84	04	13	01	03

Source: Field Data: January, 2024

As shown in Table 4.5, the study findings revealed that 30 (94%) teachers suggested eliminating negative socio-cultural perceptions towards female teachers as a significant mechanism to enhance women's participation in educational leadership

positions. Conversely, 1 (3%) teacher disagreed, and 1 (3%) teacher remained neutral.

Furthermore, the study findings revealed that heads of schools held similar views regarding significant mechanisms for improving women's participation in secondary school leadership, as one HOS stated:

....in my experience as female school leader, I can suggest the society to stop negative attitudes towards women. Thus, women would be considered as productive where they should be trusted and empowered to lead any educational institution just like men (Interview with HOS3: January, 2024).

The above quoted information from HOS3 indicated that the primary cause of low participation of women in secondary school leadership positions was the widespread prevalence of negative attitudes towards female teachers. Therefore, respondents in this study strongly recommended that society cease its negative perceptions of female teachers and their capabilities to lead secondary schools.

The findings revealed that study participants suggested several mechanisms to enhance female teachers' participation in secondary school leadership, including eliminating negative socio-cultural perceptions towards female teachers. Omboko and Oyoo (2011) found that negative societal perceptions and attitudes towards women were major barriers to their participation, not only in educational leadership positions but also in decision-making. These findings were consistent with Ngonyani's (2017) account, which indicated the existence of negative socio-cultural attitudes towards female teachers in Tanzania, the main causes of marginalisation and the perception of women as weak and inferior.

As shown in Table 4.5, all 32 (100%) public secondary school teachers participated in this study suggested ensuring gender parity during the appointment and promotion of teachers as a crucial mechanism to enhance women's participation in leadership positions within secondary schools. There were no teachers who disagreed or remained neutral on this point.

Furthermore, findings from focus group discussions (FGDs) with teachers revealed similar information, with the majority recommending adherence to gender equality during initial teacher appointments and promotions as a useful coping strategy.

During an FGD, one female teacher remarked:

“.....on my side as female secondary school teacher, I would like to suggest the consideration of gender equality at the time of employment, recommendation as well as promotion of teachers. This will certainly bridge leadership gap between females and males.” (FGD2 with Teachers: January, 2024).

The quoted information from FGD2 above indicated that ensuring gender parity during teacher appointments and promotions was considered an appropriate measure to enhance women's participation in secondary school leadership positions.

The study findings revealed that gender bias during the appointment and promotion of teachers was reported as a major cause of women's low participation in secondary educational leadership. Hallinger (2018) maintains that organisational culture significantly influences decisions regarding the employment, recommendation, and promotion of teachers, consequently contributing to gender bias and stereotypes. Other studies by Moyo, Perumal, and Hallinger (2020) and Oplatka and Tamir (2009) reported similar findings, indicating gender inequality in teacher employment and promotion, largely attributed to inappropriate organisational promotion

procedures and the persistence of a masculine culture. Recognizing this challenge, the majority of teachers suggested ensuring gender parity during teacher appointments and promotions as a coping mechanism to improve women's participation in secondary school leadership.

As shown in Table 4.5, the study findings revealed that 28 (87%) teachers suggested the development and regular updating of training programmes to enhance female leadership and management skills as a crucial method for improving women's participation in leadership positions within public secondary schools. Conversely, 4 (13%) teachers disagreed, and none remained neutral.

The interview findings of this study also revealed almost the same views where DEOs pointed out the establishment of training programmes for teachers as an important mechanism to improve female participation in secondary school leadership where one of them suggested that:

“.....in my view, provision of leadership education to female teachers would be of massive advantage, I recommend in service training programmes to be given regularly to female teachers so as to update knowledge, skills and leadership experience.” (Interview with DEO2: January, 2024).

The above quoted information from DEO2 indicated that many secondary school teachers in Dodoma city lacked leadership and managerial experience due to the infrequent provision of in-service training programmes.

The study findings revealed that a lack of leadership and managerial experience prevented many female teachers from participating in leadership positions in Dodoma city. Study participants reported that this challenge was associated with the infrequent provision of in-service training programmes. According to Voicila,

Ghinea, and Filculescu (2018), it is crucial to understand the types of barriers within an organisation and their resulting impact to inform appropriate strategies for discouraging gender bias in the workplace. Recognizing this problem, the majority of respondents in this study suggested the development and regular updating of training programmes to enhance women's leadership and management skills as an appropriate strategy to improve their participation in secondary school leadership positions.

As shown in Table 4.5, the study findings revealed that 24 (75%) teachers suggested improving working conditions and providing social support to female teachers as an appropriate mechanism for enhancing women's participation in leadership positions within secondary schools. Conversely, 3 (9%) teachers disagreed, and 5 (16%) teachers remained neutral.

Similarly, information gathered through interviews with parents revealed the importance of improving working conditions for teachers to raise their morale and confidence. One parent commented:

‘.....one of the major reasons for females to decline leadership appointment posts is poor working condition like poor transport and housing. I would like to recommend to the government to improve these services in order to attract females who are aspired to lead secondary schools.’ (Interview with Parent4: January, 2024).

The above quoted data from Parent4 confirms that female teachers were disinclined towards secondary school leadership due to poor working conditions. These conditions, including the absence of housing, unreliable transportation, and a shortage of teaching and learning resources, were reported as major factors discouraging them from assuming leadership roles.

The findings revealed that poor working conditions and a lack of confidence were reported as major causes of female teachers' rejection of leadership posts, leading to low participation in leadership positions. These findings were consistent with those reported by Mbepera (2015), which disclosed that many female teachers were declining leadership posts because they were unwilling to work in challenging rural environments. Other factors reported to inhibit women from leading secondary schools in Dodoma city included a lack of social support to encourage them, due to the perpetuation of a patriarchal system. This was consistent with Kagoda and Sperandio (2009), whose findings indicated that female teachers lacked support and encouragement from their surrounding society due to the existence of a masculine culture and patriarchal system. Therefore, the majority of respondents in this study suggested improving working conditions and providing social support to female teachers as useful mechanisms for enhancing their participation in leadership.

As presented in Table 4.5, the study findings revealed that 27 (84%) teachers agreed that improving policies to support career development for female teachers was a useful mechanism for enhancing women's participation in leadership positions within public secondary schools. Conversely, 4 (13%) teachers disagreed, and 1 (3%) teacher remained neutral.

Furthermore, interview findings from WEOs revealed that the improvement of gender-related policies was suggested as an important coping strategy for enhancing women's participation in secondary school leadership positions. One WEO suggested:

*“....I think the weaknesses in our current gender policy may be the major factor for gender discrimination and stereotype, so I suggest that the government should improve its gender related policies to allow females to enjoy leadership opportunities as well as inclusion decision making.”
(Interview with WEO1: January, 2024).*

The quoted information from WEO1 indicated a weakness in gender policy, which was reported to hinder women's participation in educational leadership positions.

Moreover, the findings revealed that informants in this study attributed the current persistence of gender stereotypes and discrimination to weaknesses in gender policies. Therefore, study participants suggested the need to improve gender development policies to support career development for female teachers. These findings aligned with those reported by Shava and Ndebele (2014), who recommended the establishment and rigorous monitoring of affirmative action policies, along with strengthening mentorship systems to prepare female teachers for leadership. The respondents' views were also consistent with Mwalwanda and Simuyaba (2023), who emphasized the need for the government to implement policies that encourage the education sector to ensure improved career development for female teachers, alongside ensuring fairness during teacher appointments, recommendations, and promotions.

The findings related to the third objective revealed several mechanisms to enhance female teachers' participation in secondary school leadership, including eliminating negative socio-cultural perceptions towards female teachers and ensuring gender parity during teacher appointments and promotions as a coping mechanism. Furthermore, the study findings indicated that insufficient in-service training

programmes hindered the development of leadership and management skills, particularly among female teachers. Therefore, the findings imply that launching and regularly updating in-service training programmes to enhance female leadership and management skills is necessary. The findings also suggested a need to improve policies to support the career development of female teachers as an appropriate coping mechanism for their participation in school leadership.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, conclusions, and recommendations, organised according to the study objectives. The chapter begins with a summary of the study, followed by the final two sections: conclusions and recommendations. The information presented in this chapter offers important themes that supplement the findings and the previously discussed chapters.

5.2 Summary of the Study

This study aimed to investigate the factors contributing to the low participation of women in educational leadership positions within public secondary schools in Dodoma city. The study involved fifty (50) participants, including public/government secondary school teachers, head teachers, parents/guardians, ward education officers, and district education officers.

The findings of this study revealed that many respondents perceived various aspirations of women seeking leadership positions in public secondary schools. Specifically, these aspirations included: the desire to obtain rewards and an increased salary, to develop better leadership skills and improve performance, to achieve better student academic results in their institutions, to build higher confidence and courage, to network with DEOs and other officials, and to gain status, recognition, and appreciation in society. Furthermore, these diverse motivations highlight the complex factors influencing women's pursuit of leadership roles.

Furthermore, the study revealed that several factors affected women's participation in leadership positions within public secondary schools in Dodoma city. Firstly, societal negative perceptions of female teachers created significant barriers. Secondly, gender bias in the appointment and promotion of teachers were the further limited opportunities. Additionally, traditional gender roles, such as family care and home activities, placed disproportionate burdens on women. Moreover, the perpetuation of a masculine culture and patriarchal system reinforced these inequalities. In some cases, low academic qualifications among female teachers were also cited as a factor. Additionally, both the rejection of leadership posts and negative personal perceptions among female teachers themselves contributed to their underrepresentation.

Furthermore, the study findings revealed various respondents' suggestions regarding significant mechanisms to enhance women's participation in leadership positions within secondary schools. Firstly, stopping negative socio-cultural perceptions towards female teachers was deemed crucial. Secondly, ensuring gender parity during the appointment and promotion of teachers was strongly recommended. Additionally, the preparation and regular updating of training programmes to upgrade women's leadership and management skills was considered essential. Moreover, improving working conditions and providing social support to female teachers were highlighted as vital factors. Finally, establishing policies to support career development for female teachers was also suggested as a key mechanism.

5.3 Conclusion

Based on the study findings and discussions presented in chapter four, the following conclusions can be drawn:

- i. Female teachers in Dodoma city shared common perceptions that they aspired to lead secondary schools for various reasons. However, the majority expressed views reflecting numerous challenges they faced at work, including: a lack of confidence, motivation, recognition, and mentorship, among others. Therefore, there is a need to consider improving female teachers' working conditions and addressing other significant challenges that prevent them from participating in leadership positions.
- ii. Many factors reported to discourage female teachers from participating in secondary school leadership were largely associated with the existing masculine culture, patriarchal system, and negative perceptions towards female leadership. Therefore, society should cease negative perceptions of female teachers and discourage the masculine culture and patriarchal system, which perpetuate gender stereotypes and discrimination against women.
- iii. This study noted that female teachers lacked leadership and management skills due to insufficient in-service training. This implies that launching in-service training programmes would likely enhance the development of female leadership and management skills, thereby motivating them to participate in secondary education leadership positions.

5.4 Recommendations

- i. The study recommends prioritizing gender balance in educational leadership. This would likely enable and provide access for more women aspiring to hold leadership positions in secondary schools.

- ii. Societies should cease negative perceptions of female teachers and discourage the masculine culture and patriarchal system, which significantly deprive female teachers of access to educational leadership positions.
- iii. Current career development policies should be revised to support gender balance. This would likely improve female teachers' willingness to participate in secondary school leadership positions.
- iv. In-service training programmes should be launched and provided to teachers to upgrade their skills. This will enable female teachers to acquire the required leadership and managerial experience.

5.4.1 Recommendations for Further Studies

This study was conducted in Dodoma city, covering only four public secondary schools. It focused primarily on investigating the factors contributing to the low participation of women in educational leadership positions. Therefore, it is strongly recommended that further studies be carried out in other areas, such as a comparison of gender leadership effectiveness, styles, and other related issues. This, in turn, may improve gender balance and enable women to enjoy leadership opportunities similar to men.

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APPENDICES

APPENDIX I: A WRITTEN CONSENT TO RESPONDENTS

Greetings

My name is Glory E. Makere, I am a student from the Open University of Tanzania (OUT) pursuing Master degree programme. Currently, I am carrying out a research on *“Investigation of factors for low participation of female in educational leadership positions in public secondary schools in Dodoma city, Tanzania.”*

This study aims at assessing the factors for low participation of female in education leadership positions in public secondary schools in Dodoma city and suitable mechanisms for solving the problem.

Feel free to participate in this study by providing useful information to facilitate its completion. You can choose to participate, not to participate or withdraw yourself from participation willingly. Remember that all information which will be provided in this study will be handled confidentially where no names will be revealed publicly. After completing analysis of data, all questionnaires will be destroyed.

Your participation in this study will be useful because it will encourage in obtaining necessary information that will be used in addressing the problem facing many women in public secondary schools.

Thanks in advance

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

Name of school: Date: Sex.....

Kindly respond to the following questions by circling the one you think is the correct option.

1. What is your Age?

A. 18 – 25 years

B. 26 – 35 years

C. 36 – 45 years

D. More than 45 years

2. What is your level of education?

A. Certificate

B. Diploma

C. Bachelor Degree

D. Master Degree

E. Other Levels

3. Do you agree that many female teachers in public secondary schools tend to reject the post when they are appointed to hold leadership position?

A. Agree

B. Disagree

C. Neutral

4. Societal negative perceptions on female teachers discourage them from participating in leadership positions in public secondary schools?
 - A. Agree
 - B. Disagree
 - C. Neutral
5. Gender bias discourage female teachers from participating in leadership positions in this school
 - A. Agree
 - B. Disagree
 - C. Neutral
6. Poor cultural norms which are practiced among the societies discourage women from leading public secondary schools in Dodoma city.
 - A. Agree
 - B. Disagree
 - C. Neutral
7. There is gender bias in recommending and appointing teachers to lead public secondary schools in Dodoma city.
 - A. Agree
 - B. Disagree
 - C. Neutral

8. Female teachers get support from their families when they are appointed to hold leadership positions in public secondary schools.

- A. Agree
- B. Disagree
- C. Neutral

9. Female teachers are always functioning when they are in teams only.

- A. Agree
- B. Disagree
- C. Neutral

10. To the large extent male teachers do not support female teachers in case they are appointed to lead public secondary schools.

- A. Agree
- B. Disagree
- C. Neutral

11. Gender roles such as family care and home activities are barriers to female teachers' participation in leading public secondary schools.

- A. Agree
- B. Disagree
- C. Neutral

12. There are negative perceptions on female leaders among male teachers in this school

- A. Agree
- B. Disagree
- C. Neutral

13. There is encouragement and support of female teachers from top leadership to participate in leading public secondary schools and other career development.

- A. Agree
- B. Disagree
- C. Neutral

14. There is perpetuation of masculine culture and patriarch in Dodoma city which discourage female teachers from climbing secondary school leadership ladder.

- A. Agree
- B. Disagree
- C. Neutral

15. There are many challenges facing female leaders in public secondary schools.

- A. Agree
- B. Disagree
- C. Neutral

16. From societal, family and organisational level females are actively involved in all decision making.

- A. Agree
- B. Disagree
- C. Neutral

17. In your views, what are the aspirations of females to hold leadership positions in public secondary schools?

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18. In your experience, what are the factors for low participation of females in leadership positions in public secondary schools?

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19. What mechanism should be used to enable females to participate in leadership positions in public secondary schools in Dodoma city?

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Thank you for your cooperation

APPENDIX III: FGD GUIDING QUESTIONS FOR TEACHERS

1. What are the aspirations of female teachers to hold leadership positions in public secondary schools?
2. In your experience, do you think that female teachers are aspired to hold leadership positions in public secondary schools? If yes how? If no why?
3. What are benefits of involving female teachers in leadership position in public secondary schools?
4. Do you think that female teachers are encouraged to participate in leadership positions in public secondary schools in Dodoma city? If yes how? If no why?
5. What are the factors for low participation of female teachers in education leadership positions in public secondary schools in Dodoma city?
6. How does society perceive female heads of public secondary schools? How does it affect females who want to participate educational leadership position?
7. Do you think that socio-cultural practiced within the societies discourage female from participating in leadership positions in public secondary schools? Why?
8. What are the suitable mechanisms for enhancing female participation in leadership positions in public secondary schools in Dodoma city?

Thank you for your cooperation

**APPENDIX IV: GUIDING QUESTIONS FOR INTERVIEW WITH
PARENTS**

1. How do female heads of public secondary schools solve your problems?
2. Statistically, there are many male heads of public secondary schools than female in Dodoma city council. Is it so? What is your opinion on this?
3. What are the factors for low participation of female teachers in education leadership positions in public secondary schools in Dodoma city?
4. What is your opinion on aspiration of female teachers to leadership positions in public secondary schools in Dodoma city?
5. How does society perceive female heads of public secondary schools? How does it affect females who want to participate educational leadership position?
6. Do you think that socio-cultural practiced within the societies discourage female from participating in leadership positions in public secondary schools? Why?
7. What are the suitable mechanisms for enhancing female participation in leadership positions in public secondary schools in Dodoma city?

Thank you for your cooperation

APPENDIX V: INTERVIEW GUIDES FOR HEADS OF SCHOOLS

Your designation..... Sex: Female ☐ **Male:** ☐ **Date.....**

1. What is your level of education?
2. What is your working experience in years?
3. What is the number of teachers by gender in your school?
4. Why female teachers are aspired to hold leadership position in public secondary schools?
5. . In your experience, do you think female teachers have aspirations to hold senior leadership in public secondary schools? If yes, how? If no, why?
6. What are the factors for low participation of female teachers in leadership positions in public secondary schools?
7. Are female teachers encouraged to hold leadership positions in public secondary schools? If yes how? If no why?
8. What are benefits of involving female teachers in leadership position in public secondary schools?
9. How does society perceive female heads of public secondary schools? How does it affect females who want to participate educational leadership position?
10. Statistically, there are many male heads of public secondary schools than female; Is it so? What is your opinion on this?
11. In your experience, can you tell me the commitment of female teachers in their daily school activities?

12. Do you think that female teachers are more capable of leading educational institution than male teachers? Why?
13. What are suitable mechanism for enhancing female participation in leadership positions in public secondary schools?
14. Do you think that socio-cultural practiced within the societies discourage female from participating in leadership positions in public secondary schools? Why?
15. From your experience, what do you think to be personal factors which prevent female teachers from advancing to top leadership position in public secondary school? How?

Thank you for your cooperation

APPENDIX VI: INTERVIEW GUIDES FOR WEO AND DEO

Your designation..... Sex: Female ☐ **Male:** ☐

Date.....

1. What is your level of education?
2. What is your working experience in years?
3. What are the aspirations of female teachers to hold leadership positions in public secondary schools?
4. In your opinion, do you think that female teachers are aspired to hold leadership positions in public secondary schools? If yes how? If no why?
5. Statistically, there are many male heads of public secondary schools than female in Dodoma city council. Is it so? What is your opinion on this?
6. From your experience, what do you think to be personal factors among females which prevent them from advancing to top leadership position in public secondary school? How?
7. What are the factors for low participation of female teachers in leadership positions in public secondary schools in Dodoma city?
8. Do you think that socio-cultural practiced within the societies discourage female from participating in leadership positions in public secondary schools? Why?
9. How does society perceive female heads of public secondary schools? How does it affect females who want to participate educational leadership position?

10. From your experience, what are the suitable mechanisms for enhancing female participation in leadership positions in public secondary schools in Dodoma city?
11. Do you have any additional information or explanations?

Thank you for your cooperation

APPENDIX VII: RESEARCH CLEARANCE LETTERS

A: CLEARANCE LETTER FROM THE OPEN UNIVERSITY OF
TANZANIA

Ref. No OUT/PG201802533

8th December, 2023

City Director (DED),
Dodoma City Council,
P.O.Box 1249
DODOMA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS. GRORY EKONEA REG NO: PG201802533

2. 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 Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. 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 Ms. Grory Ekonea Makere Reg. No: PG201802533), pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research

titled "Investigation of Factors for Low Participation of Female in Education Leadership Positions in Public Secondary Schools in Dodoma City, Tanzania". She will collect her data at your area from 11th December 2023 to 30th January 2024.

4. 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,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

B: A PERMIT LETTER FROM DODOMA CITY AUTHORITY



**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA JIJI LA DODOMA**



Unapojibu tafadhali taja:

Kumb. Na. HJD/F. 10/589

21 Disemba, 2023

Mkuu wa Divisheni ya Elimu Sekondari,
Halmashauri ya Jiji,
S.L.P 1249,
DODOMA.

YAH: KIBALI CHA UTAFTI/KUKUSANYA TAARIFA

Husika na somo tajwa hapo juu.

2. Namtambulisha kwako **NDG. GRORY EKONEA** kutoka **Chuo Kikuu huria Tanzania** kuja kufanya utafiti katika Halmashauri ya Jiji la Dodoma. Utafiti huo unahusu **"INVESTIGATION OF FACTORS FOR LOW PARTICIPATION OF FEMALE IN EDUCATION LEADERSHIP POSITIONS IN PUBLIC SECONDARY SCHOOLS IN DODOMA CITY, TANZANIA"** Utafiti huo kuanzia tarehe **11 Disemba, 2023** hadi tarehe **30 January, 2023**.

3. Kwa barua hii, naomba apokelewe na kupatiwa ushirikiano ili aweze kufanikisha utafiti wake kama ilivyoielezwa hapo juu.


4. Ahsante

Yassin Said
**Kny: MKURUGENZI WA JIJI
DODOMA.**


Mkuu wa Chuo,
Chuo Kikuu Huria Tanzania
S.L.P 23409,
DAR ES SALAAM.

kwa taarifa

C: A LETTER INTRODUCING RESEARCHER TO STUDY AREAS



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA JIJI LA DODOMA
Unapojibu tafadhali taja




Kumb.Na. HJD/ED/0033/VOL. III/205 **Tarehe:** 08/01/2024

Wakuu wa Shule,
 Shule za Sekondari Kiwanja cha Ndege, Makole, Viwandani, Dodoma,
DODOMA.

YAH: KUMTAMBULISHA NDG. GRORY EKONEA

Tafadhari husika na mada tajwa hapo juu

2. Namtambulisha kwako Ndugu Grory Ekonea kutoka Chuo Kikuu huria Tanzania kuja kufanya utafiti katika Halmashauri ya Jiji la Dodoma Utafiti huo unahusu **"INVESTIGATION OF FACTORS FOR LOW PARTICIPATION OF FEMALE IN EDUCATION LEADERSHIP POSITIONS IN PUBLIC SECONDARY SCHOOLS IN DODOMA CITY, TANZANIA".**
3. Kwa barua hili unaelekezwa umpokee na kumpa ushirikiano ili aweze kufanikisha zoezi hilo ambalo litafanyilika kwa muda wa mwezi mmoja (1) kuanzia tarehe **08 Januari, 2024** hadi tarehe **30 Januari, 2024.**
4. Nakutakia utekelezaji mwema.


Mwl. Zainabu M. Abdallah
Kny: MKURUGENZI WA JIJI
DODOMA.

Nakala: Mkurugenzi wa Jiji
DODOMA.