IMPACTS OF MODERN FEMINISM ON PROFESSIONAL DEVELOPMENT: A CASE OF TANZANIA POLICE FORCE IN ARUSHA CITY

EDITH MSAFIRI

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN GENDER STUDIES

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

THE OPEN UNIVERSITY OF TANZANIA

2024

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: *"Impacts of Modern Feminism on Professional Development, A Case of Tanzania Police Force in Arusha City",* in partial fulfilment of the requirements for the award of the Degree of Master of gender studies of the Open University of Tanzania for acceptance.

…………………………………

Dr. Mariana Makuu

(Supervisor)

…………………………………...

Date

………………………………….

Dr. Johnas Buhori

(Supervisor)

…………………………………

Date

COPYRIGHT

DECLARATION

I, **Edith Msafiri**, declare that, the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in Partial fulfilment of the Requirements for the Degree of Master of Gender Studies of the Open University of Tanzania.

…………………………………

Signature

…………………………………

Date

DEDICATION

I dedicate my dissertation work to my family. A special feeling of gratitude to my children, Rahma Juma Shaban and Reward Frank Mgaya, whose words of encouragement and push for tenacity ring in my ears.

ACKNOWLEDGEMENTS

I begin by expressing my gratitude and appreciation to God, the Highest, for His constant guidance and mercy throughout my research work. I owe everything to God. I am particularly indebted to my supervisors, Dr. Mariana Makuu (PhD) and Dr. Johnas Buhori (PhD), who supported and guided me throughout this research study journey. Their professional advice, patience, encouragement, tireless efforts, and concern for accuracy have done a lot to shape this study into its present form.

I extend my appreciation to my family for their love, prayers, care, sacrifices, and continuous support in completing this research work. Their noticeable contribution is worth a lot.

Finally, my thanks go to all my colleagues who have supported me in completing this research work directly or indirectly.

ABSTRACT

This study investigates the impacts of modern feminism on professional development within the Tanzania Police Force, focusing on the gender gap in career progression, the roles of modern feminism in promoting gender equity, and the challenges faced by female police officers. The study is built upon liberal feminism theory and contemporary theory on African feminism, which advocate for equal opportunities, critique traditional gender roles, and emphasize women's empowerment, leadership, and the interconnectedness of different forms of oppression. Those theories support policies for gender equality and equal pay, breaking down career barriers, addressing discrimination, encouraging women to pursue non-traditional career paths, and challenging societal expectations. Utilizing a sample of 236 respondents from 13 police posts in Arusha City, a combination of questionnaires and interviews was employed to collect data. Descriptive statistics, Pearson's correlation, and ordinal regression analysis were used to analyze the information. The findings reveal a significant gender gap, indicating the underrepresentation of women in different positions. Also, findings underpinned the role played by modern feminism in raising awareness, improving policies, and encouraging support for society by employing multifaceted strategies to challenge stereotypes, advocate for gender equity, and establish support networks. The study concludes that concerted efforts are needed to address challenges and promote gender-sensitive policies, equal opportunities in training, and systemic changes to support women's professional development. Recommendations include the implementation of affirmative action, fostering mentorship, addressing discrimination, and creating an inclusive environment to ensure gender equity in law enforcement.

Keywords: Feminism, Feminist, Modern Feminism, Professional Development

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

A/INSP	Assistant Inspector of Police
ACP	Assistant Commissioner of Police
ASP	Assistant Superintendent of Police
CPL	Corporal of Police
EAC	East Africa Community
INSP	Inspector of Police
NBS	National Bureau of Statistics
NGOs	Non-government Organizations
PC	Police constable
S/SGT	Station Sergeant
SGT	Sergeant
SM	Sergeant Major
SP	Superintendent of Police
SSP	Senior Superintendent of Police
TGNP	Tanzania Gender Network Programme
TPF	Tanzania Police Force
URT	United Republic of Tanzania
US	United States
WHO	World Health Organization
WiLDAF	Women in Law and Development in Africa
WLAC	Women Legal Aid Centre

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Modern feminism refers to contemporary movements that aim to bring about gender equality in all areas of life, including areas of education and professional development (Day and Wray, 2018; Jain, 2020). This has been achieved through advocacy for equal access to education and job opportunities for women, as well as challenging societal expectations and stereotypes that may limit women's career advancement. Modern feminists believe that all individuals, regardless of their gender, should have equal opportunities to pursue their dreams in different aspects and career paths of their choice (Cole & Symes, 2020). This encompasses equal access to quality education, equal pay for equal work, and the elimination of barriers and biases that disproportionately affect certain genders.

Based on history, Pujari and Sengupta, (2022) categorized feminism into two major strands, classical and modern feminism, which refer to different movements and ideologies within the broader feminist movements. Classical feminism, which emerged in the late 19th century and flourished in the early 20th century, focused primarily on achieving legal rights and equality for women, such as the right to vote, own property, and work outside of the home. Middle-class white women largely led this movement, and its main goal was to attain political and legal rights for women (Freedman, 2015). Modern feminism, which is built upon the work of classical feminists, expanded its focus to include issues such as reproductive rights, work and

domestic violence, as well as sexual abuse and harassment. This movement is more inclusive of women of colour and working-class women and aims to challenge societal norms and expectations that limit women's opportunities and choices (Gurrieri & Drenten, 2021).

Furthermore, modern feminism focuses on intersectionality, recognizing that gender inequality is not the only form of oppression and that all forms of oppression are interconnected. It also embraces diversity and individualism (Day & Wray, 2018). Overall, modern feminism aims to create a world where everyone, regardless of gender, has the opportunity to reach their full potential and lead fulfilling lives. Feminists argue that the historical and ongoing discrimination and marginalization of women in their workplace have held back not just individual women but society as a whole (Kemp, Madlala, Moodley & Salo, 2018).

In the United States (US), the feminist movement has a rich history, marked by significant milestones and ongoing activism. The US has witnessed a range of feminist movements advocating for women's rights, reproductive rights, workplace equality, and ending gender-based violence. Prominent events such as the women's suffrage movement and the emergence of second-wave feminism in the 1960s and 1970s have shaped the feminist landscape in the US (Lebovic, 2019). While progress has been made in terms of legal reforms and increased representation of women in politics and leadership positions, challenges persist, including the gender pay gap, reproductive healthcare access, and combating systemic sexism and misogyny (Davis, 2020).

On the other hand, Europe has a diverse feminist landscape, with variations in feminist movements across different countries. Scandinavian countries, such as Sweden, Norway, and Iceland, are known for their strong commitment to gender equality. They have implemented progressive policies in areas like childcare, parental leave, and gender quotas (Dean & Aune, 2015). Other European countries have also seen significant feminist movements addressing various issues, including domestic violence, reproductive rights, and gender-based discrimination. The European Union has played a crucial role in promoting gender equality through legislation and initiatives, such as the Gender Equality Strategy (European Commission, 2020). However, challenges remain, such as addressing gender-based violence, combating stereotypes, and achieving equal representation in decision-making positions.

Feminism in Asia is diverse and complex, encompassing a range of cultural, social, and political contexts. In countries like Japan, South Korea, and China, feminist movements have emerged to challenge patriarchal norms, address workplace discrimination, and advocate for gender equality (Lee-Koo, 2018). In India, feminist activism has focused on issues such as gender-based violence, dowry-related deaths, and women's representation in politics. However, feminist movements in Asia often face challenges, including cultural conservatism, societal expectations, and resistance to feminist ideas (Sahu, 2023). Nonetheless, feminist activism continues to make strides in raising awareness, promoting women's rights, and pushing for legal reforms.

African feminism is characterized by diverse experiences shaped by colonial legacies, cultural traditions, and socioeconomic factors. African feminist movements have been instrumental in addressing issues such as female genital mutilation, child marriage, gender-based violence, and women's political empowerment (Ouguir et al., 2018). Organizations like the African Women's Development and Communication Network (FEMNET) have played a crucial role in advocating for gender equality and amplifying African women's voices. However, challenges persist, including deeply entrenched patriarchal norms, limited access to education and economic opportunities, and systemic gender inequalities (Hassim, 2017). African feminism emphasizes intersectionality and the importance of addressing multiple forms of oppression, including those based on race, class, and colonial legacies.

In Tanzania, feminism is a complex and multifaceted movement that has evolved. Recently, modern feminism has gained momentum, particularly due to globalization, the rise of social media and increased access to technology as well as the influence of international feminist movements (Haji, 2017). One of the key issues that feminism in Tanzania addresses is the persistence of gender-based violence and discrimination, particularly in the areas of education, employment and politics. Tanzania has one of the highest rates of violence against women in the world, with up to 44% of women experiencing physical or sexual violence in their lifetime (Vyas & Jansen, 2018). Despite these challenges, feminist organizations have continued to grow in Tanzania, with organizations such as the Tanzania Gender Networking Programme (TGNP), which was founded in 1993 and the Women's Legal Aid Centre (WLAC) working to promote women's rights and empowerment. Other feminist organizations in Tanzania

include the Tanzania Women Lawyers Association (TAWLA) and the Women in Law and Development in Africa (WiLDAF). These organizations have played a critical role in raising awareness about gender-based violence and discrimination, as well as advocating for policy and legal reforms that address these issues.

In the professional world, modern feminists work to address the gender pay gap, which is the difference in median pay between men and women. They also advocate for policies that support work-life balance, such as equal promotion and paid family leave, which can be especially beneficial to women who are often the primary caregivers in a household (American Association of University Women, 2021). Furthermore, in professional development, modern feminism strives to ensure equal opportunities for women in the workforce by challenging discriminatory practices and advocating for fair hiring practices. This creates an environment where women have the same access to professional opportunities as their male counterparts, which leads to increased job prospects and improved professional development. Also, modern feminism has played a significant role in shaping workplace policies and practices that support women's professional development. For instance, paid parental leave policy, flexible working arrangements, and promoting work-life balance are examples of how modern feminism strives for professional development. These policies can facilitate women's career progression and provide opportunities for skill development and advancement.

Additionally, modern feminism aims to increase women's representation in leadership positions by challenging the underrepresentation of women in top-level

roles. Having women in leadership positions can serve as role models and mentors for other women, thereby fostering their professional development and encouraging them to aspire to leadership roles. Also, modern feminism emphasizes the creation of spaces and networks where women can connect, share experiences, and support each other in their career journeys. These networks and support systems can provide valuable opportunities for mentoring, knowledge sharing, and career guidance.

Although measuring the impacts of modern feminism on professional development is a challenging task due to complex social and cultural factors, various indicators can be used to provide insight into the progress made. For instance, an analysis of workforce demographics can help determine the representation of women in leadership positions and traditionally male-dominated industries. Additionally, surveys and interviews with women in the workforce can gauge their experiences, perceptions, and the influence of feminism on their career trajectories. Furthermore, statistical data on wage gaps and career progression can be analyzed to measure changes over time. Comparing data before and after the rise of modern feminism can shed light on whether advancements in gender equality have translated into improved professional development opportunities for women.

According to Choudhary (2022), modern feminism has undoubtedly had a significant impact on professional development by challenging gender norms, influencing workplace dynamics, and promoting inclusive policies. The advancements achieved in gender equality, the changing workplace landscape, and the emergence of inclusive policies are indicative of the positive influence of feminism on women's

career opportunities and progression. Measuring these impacts requires a comprehensive analysis of workforce demographics, statistical data, and the lived experiences of women in the workforce. By continuing to advocate for gender equality and inclusivity, society can build on these positive changes and create a future where professional development is truly accessible to all, regardless of gender. Currently, Tanzania has made significant strides in promoting gender equality in the security and defence sector. In 2021, Tanzania's President, Dr Samia Suluhu Hasani, appointed Dr Stergomena Tax as Tanzania's Minister of Defence and National Service, and she became the first-ever woman to hold the position in the country's history (BBC, 2021). Despite these achievements, women remain underrepresented in the security and defence sector in Tanzania, especially in the Tanzanian Police Force, and have limited opportunities for career advancement.

The Tanzania Police Force Gender Unit Annual Report for 2020 show that, women constitute only 33.3% of the total police force in Tanzania, with a total of 13,640 female police officers out of 40,960 police officers in the country. Additionally, the report highlights the need to increase the recruitment of women into the police force and to provide them with equal opportunities for career development and advancement. There have been efforts in recent years to address gender disparities in the police force, such as the establishment of gender desks in police stations in 2009 and the implementation of gender-sensitive training programs for police officers. However, there are still challenges and barriers faced by women in the police force in Tanzania, including unequal promotion opportunities, representation in leadership

positions and a lack of support for women who experience discrimination or harassment on the job.

The interest in this research stemmed from the modern debate on the impacts of feminism on professional advancement in different fields of work, especially in the security and defence agencies. According to Shiree (2012), media and non-government organizations (NGOs) forcefully promote feminists calling for equal treatment of women in the workplace, claiming that there are no differences between women and men. In this study, we are curious how diminishing the differences between men and women impacts or affects professional development in the workplace. Is the feminist version of equality beneficial or harmful to women in the workplace? Is it possible to ignore the recognized gender differences for the sake of equality? The purpose of this research is to explore these kinds of questions.

1.2   Statement of the Problem

Studies by Din (2019), Haque (2019), and Butt (2020), to mention a few, reveal remarkable and significant achievements gained by feminism around the globe which resulted in increased freedom and productivity due to the development of modern, inclusive culture in employment opportunities, politics, social and economic environment. The results are observed in women's roles and positions in society, employment, education, politics, and economics.

Despite the achievements still, there are challenges in the area of labour division, which is propelled by adverse perspectives like masculine behaviour, which highly favours men over women. Also, prejudiced culture negatively symbolizes what types

of jobs are suitable for men or women (Chodhary, 2022). This situation limits the potential benefits of gender equality and results in missed opportunities for skilled individuals, diversity, and inclusion, which consequently impacts the security and defence sector's effectiveness and performance and could negatively harm the sector's operations and mission.

Additionally, the impact of feminism in security and defence agencies, especially in the Tanzania Police Force, is not plentifully known. This is because of limited research on how modern feminism impacts security and defence agencies. Therefore, this study sought to investigate how modern feminism has influenced the professional development of women in the Tanzania Police Force in Arusha city and how it can be leveraged to bridge the gender gap in the entity, identifying the challenges and opportunities it presents for gender equality and diversity in the workplace in Arusha city.

1.3   Research Objectives

This section presents research objectives in both general and specific ways.

1.3.1 General Research Objective

The general objective of this research study was to investigate the impacts of modern feminism on professional development in the Tanzania Police Force in Arusha City.

1.3.2 Specific Research Objectives

Specifically, the study sought;

i. To examine the gender gap in career progression in the Tanzania Police Force in Arusha City.

ii. To assess the roles of modern feminism in promoting gender equity in professional development in the workplace in the Tanzania Police Force in Arusha City.

iii. To identify challenges faced by female police officers in pursuing professional development opportunities within the Tanzania Police Force in Arusha City.

1.4   Research Questions

This section presents research questions in both general and specific ways.

1.4.1 General Research Questions

What are the impacts of modern feminism on professional development in the Tanzania Police Force in Arusha City?

1.4.2 Specific Research Questions

i. What is the magnitude of the gender gap in career progression in the Tanzania Police Force in Arusha City?

ii. What are the roles of modern feminism in promoting gender equity in professional development in the workplace in the Tanzania Police Force in Arusha City?

iii. What are the challenges faced by female police officers in pursuing professional development opportunities in the Tanzania Police Force in Arusha City?

1.5   Significance of the Study

The findings from this study provide insights that help policymakers and stakeholders in Arusha City and the country at large to create more inclusive and equitable policies, laws and programs in the Tanzania Police Force aimed at promoting gender equality. This results in significant changes in the lives of women by improving their welfare by defining harm, identifying women's disadvantages, and implementing constructive solutions. Moreover, the study opens up new horizons for women by highlighting opportunities for professional development.

Furthermore, this research study sheds light on the transformative power of modern feminism. By exploring its multifaceted impact, this research unravels how feminism has become a catalyst for change, propelling organizations towards a more harmonious and equitable work environment. The insightful findings of this study serve as a compelling call to action for employers, urging them to reevaluate their current strategies and embrace proactive measures to rectify gender disparities. Additionally, the research underscores the immense value of fostering an inclusive workplace where the unique talents and perspectives of women are acknowledged and celebrated. As organizations begin to recognize the untapped potential of their female workforce, they have now been inspired to invest in programs and initiatives that foster the professional growth and advancement of women. Ultimately, this study empowers both organizations and women, forging a path towards a future where diversity and inclusion are not mere buzzwords but integral components of thriving workplaces.

In addition to the facts above, this study generates new insights and knowledge about the multifaceted realm of modern feminism and its profound effects on professional development. By employing rigorous research methodologies and analyzing comprehensive data, the study unravels the intricate dynamics and sheds light on the intricate interplay between gender equality and career progression. Furthermore, this study's findings go beyond mere observation and actively contribute to the existing body of knowledge by producing helpful insights that can inform policy-making and organizational strategies. By examining the challenges faced by women in different fields, the study offers evidence-based recommendations, fostering inclusive environments that foster women's empowerment and bridge the gender gap. As an added benefit, this research endeavour paves the way for future exploration, pinpointing uncharted territories and stimulating further inquiry into this vital domain.

1.6   Scope of the Study

This study was conducted within the boundaries of Arusha city. It involved 13 police stations in the city. The study was expected to investigate both the positive and negative impacts of modern feminism on the professional development of female police officers.

1.7   Organization of the Study

This study is divided into five chapters, each of which serves a distinct purpose. Chapter One introduces the study, covering background information, problem statement, research objectives, research questions, and the study's significance.

Chapter two focuses on a literature review. Chapter three provided details on the research methodology used, while Chapter four presented the research findings and a discussion of the results obtained. Chapter Five summarizes the results, presents conclusions and recommendations, and suggests areas for further research. Additionally, the study includes an extensive bibliography, references, and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This section presents a broad literature review concerning our research study to cover definitions of terms, the history of feminism, and theoretical and empirical literature reviews. In the theoretical literature review, we explore important theories that align with our study, and the empirical studies review studies are in line with our research objectives. The chapter also discusses the research gap, followed by the conceptual framework that guided this study.

2.2   Conceptual Definitions

In this section, the researcher provides definitions of key terms to provide a deeper understanding of their meaning and significance, helping to establish a common understanding within the study.

2.2.1 Feminism

Feminism refers to a social, political, and cultural movement that advocates for the rights and equality of all genders, with a focus on promoting and achieving the rights of women (Rokade, 2022). The goal of feminism is to challenge and overcome societal inequalities and discrimination based on gender. Chaman Nahal, in his article "Feminism in English Fiction," defines feminism as a way of life where women are no longer dependent on others, whether it be their fathers, communities, religious or ethnic groups (Chanman, 1990). In the context of this study, feminism refers to women's movements, processes, and activities to achieve equality in all

areas of life, including education and professional development. When women break free from dependency syndrome and lead independent lives, the concept of feminism becomes a reality.

2.2.2 Feminist

To Evans (2022), the term "feminist" refers to an individual who advocates for gender equality and social, political, and economic rights for women. A feminist strives to challenge and dismantle patriarchal systems, discrimination, and oppressive norms that hinder women's empowerment and autonomy. In the context of this study, a feminist is anyone who embraces the principles of equality, empathy, and respect for all individuals, regardless of their gender identity. They aim to create supportive, inclusive environments where all individuals can thrive and have their voices heard.

2.2.3 Modern Feminism

Modern feminism refers to a contemporary socio-political movement that advocates for gender equality, challenging and dismantling patriarchal systems, norms, and stereotypes that limit the rights and opportunities of women. It emphasizes the recognition of women's autonomy and empowerment, striving for equal rights, representation, and access to resources in various spheres of life. According to Raina (2017), modern feminism encompasses "a range of theories, perspectives, and practices that aim to address gender-based inequalities and promote social, political, and economic justice for women." It involves advocating for equal pay, reproductive rights, gender-neutral legislation, and combating gender-based violence and

discrimination. Furthermore, modern feminism acknowledges and addresses intersectionality, recognizing that gender inequality intersects with other forms of oppression, such as race, class, sexuality, and ability. This understanding highlights the importance of inclusivity, diversity, and solidarity in the feminist movement. In the context of this study, modern feminism refers to present-day movements, processes and activities which focus on achieving gender equality, challenging patriarchal systems, and promoting women's rights and empowerment. It covers all efforts that are made to create a more inclusive and equitable work environment within the police force, ensuring equal opportunities for career advancement and training for all genders. In this context, modern feminism emphasizes recognizing women's autonomy, which could lead to increased participation and leadership roles for women within the police force.

Moreover, the study considers the intersectionality within modern feminism in the sense that gender inequality intersects with other forms of oppression. This understanding underscores the importance of considering and addressing the unique challenges faced by individuals who experience multiple forms of discrimination, such as women of colour, women from lower socio-economic backgrounds, or women with disabilities. By integrating intersectional perspectives, the professional development initiatives within the Tanzania Police Force can strive for inclusivity, diversity, and solidarity, ensuring that the needs and experiences of all individuals are considered.

2.2.4 Professional Development

According to Sesinando Segui-Urbaneja and Teixeira (2022), professional development refers to the continuous enhancement and acquisition of skills, knowledge, and competencies relevant to one's field or profession. It emphasizes the importance of staying up-to-date with industry trends, technological advancements, and best practices. Professional development activities such as training, workshops, certifications, and skill-building programs are essential to ensure that individuals possess the necessary expertise and abilities to excel in their roles. Professional development also encompasses personal growth and self-reflection. It involves the continuous exploration of one's strengths, weaknesses, values, and aspirations. This perspective emphasizes the importance of self-awareness, self-improvement, and self-directed learning. Engaging in activities such as self-assessment, reflective practices, seeking feedback, and personal development plans can foster personal growth, enhance emotional intelligence, and contribute to overall professional development.

In this study, professional development refers to the process of improving female police officers through learning and training to advance their careers. Professional development is often indicated through skills advancement, competence level, knowledge advancement, attainment of personal and institutional goals, professional recognition, and promotion. This perspective emphasizes the need for strategic planning, goal setting, and acquiring experiences that contribute to upward mobility and increased responsibilities. It encompasses activities such as mentoring,

networking, taking on challenging projects, and pursuing higher education or advanced degrees to enhance career prospects and achieve professional growth.

2.2.5 Gender Equality

Gender equality refers to the principle that individuals, regardless of their gender, should have equal opportunities, rights, and treatment in all spheres of life, including social, political, economic, and cultural domains (United Nations, 2021). It encompasses the goal of eradicating discrimination and bias based on gender, ensuring equal access to education, healthcare, employment, and decision-making processes for all genders (World Health Organization, 2014).

In the context of this work, gender equality refers to the principles of equal participation and representation of women in the workforce. It recognizes that empowering women not only benefits them individually but also has positive effects on overall growth and development. Achieving gender equality in this perspective involves addressing wage gaps, promoting equal employment opportunities, and ensuring work-life balance for all genders.

2.2.6 Sex

Sex refers to the biological attributes and characteristics that distinguish organisms as male or female. In humans, biological sex is typically determined by a combination of genetics, anatomy, and reproductive organs (Miguel-Aliaga, 2022). The two primary biological sexes are male and female, and they are associated with specific reproductive functions. This study aligns with Miguel-Aliaga's (2022) definition of

sex, which states that sex refers to a person's biological characteristics, such as reproductive organs and hormones.

2.2.7 Gender

According to Christiansen and Berke (2020), gender is a term that refers to the social and cultural aspects of being male, female, or another identity, such as the norms, behaviours, roles, and relationships that are associated with different genders. Gender is a social construct that varies from society to society and can change over time. Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities.

In this study, gender refers to social definitions of what it means to be a man or a woman, such as roles and norms.

2.3   Theoretical Literature Review

This part discusses Feminist theories, Liberal Feminism Theory and Contemporary theory on African feminism, which has its specificities due to the problem's women face in the African context. We furthermore proceed by showing how these theories are relevant to our current study. Generally, feminist theories extend feminism movements into theoretical or philosophical discourse. They examine women's and men's social roles, experiences, interests, and chores in a variety of fields of development, such as sociology, politics, economics, education, and philosophy. Feminist theory often focuses on analyzing gender inequality, with the main themes being discrimination, oppression, and patriarchy.

The use of Liberal Feminism and Contemporary African Feminism in the study offers a comprehensive analysis of gender dynamics and women's experiences within diverse societal contexts. Liberal Feminism emphasizes equal rights and opportunities for women, advocating for legal and policy reforms to address gender discrimination on a universal level. In contrast, Contemporary African Feminism provides a nuanced understanding of the specific challenges faced by women in African societies, considering cultural, economic, and post-colonial factors. By combining these theories, the study gains insights into how gender inequality manifests globally and within African contexts, informing strategies for promoting women's rights and empowerment across various fields such as politics, economics, education, and sociology.

2.3.1 Feminist Theories

Feminist theories are a multifaceted framework aimed at challenging systems of power and oppression that perpetuate gender inequality (McDowell, 2019). They examine how gender intersects with other social categories, such as race, class, and sexuality, to shape individuals' experiences and opportunities (Diggs, 2022). While there is debate about its categorization, feminist theories are focused on understanding and addressing oppression through the lens of the lived experiences of all individuals, not just women. The core objective is to disrupt and eliminate sexism, sexist exploitation, and oppression without positioning men as the enemy. According to Mohajan (2022), feminism is a mixed term because of its variations from Liberal, Radical, Cultural, Marxist, and African to intellectual feminism, to mention a few. Mohajan (2022) further claims that there is a fundamental linkage between these

types, which is the "orientation valuing women's diverse experiences and taking women's interests seriously in and capacities for bringing about social and political change".

2.3.1.1 Liberal Feminism Theory

Liberal feminism is a theory which relies on an ideology that revolves around the notion of universal freedom and equal rights for all individuals. That is, all humans are free and should be free to explore or enjoy equal rights and opportunities. It emphasizes the importance of women's capabilities in maintaining and achieving equality through their own choices and actions. Liberal feminists argue against the societal portrayal of women as physically and intellectually inferior to men, asserting that such attitudes are neither true nor wise (Singh, 2019). The theory focuses on providing advocacy and raising awareness, policy reforms, training, capacity building and support networks for marginalized groups. The theory emphasizes creating a supportive and inclusive work environment and balancing the number of males and females in different positions by establishing inclusive policies, laws and practices.

2.3.2 The Relevance of Liberal Feminist Theory to the Study

Liberal Feminism serves as a foundational framework for examining the gender gap in career progression within the Tanzania Police Force in Arusha City. This theory posits that systemic barriers prevent women from achieving equal opportunities in the workplace. By applying this lens, the study investigates how existing policies and practices may disproportionately favor male officers, thereby contributing to

disparities in career advancement. As Singh (2019) notes, Liberal Feminism emphasizes the importance of equal rights and opportunities for all individuals, advocating for necessary reforms that can bridge the gender gap. The research identifies specific areas where institutional policies could be revised or new initiatives introduced, such as mentorship programs aimed at supporting female officers' professional growth.

Furthermore, Liberal Feminism's focus on advocacy and awareness-raising is vital for promoting gender equity within the police force. The study aims to uncover how modern feminist principles can inform efforts to create an inclusive work environment. This involves exploring existing gender equity initiatives and their effectiveness, as well as highlighting the need for systemic change. By employing an intersectional approach, the research recognizes that factors such as race and socioeconomic status further complicate the experiences of female officers, aligning with the assertion by McDowell (2019) that feminist theories must consider the complexities of individual identities. This multifaceted analysis enables the study to provide comprehensive insights into the unique challenge's female police officers face, thereby informing targeted interventions.

The implications of applying Liberal Feminism in this research are significant. It not only identifies structural reforms necessary for promoting gender equality but also emphasizes the role of awareness and advocacy in challenging gender discrimination. Recommendations arising from this analysis could lead to the establishment of quotas for women in leadership roles and the development of gender-sensitive

recruitment and training practices, fostering an environment where female officers can thrive.

2.3.3 Contemporary Theory on African Feminism

Another theory on modern feminism was presented by Steady (1981) in her theory of African Feminism. She highlighted the unique experiences of African women. She argues that the feminist movement has complex implications for black women, who face oppression not only based on their gender but also due to their race and class. Black women have different priorities and belong to various socio-economic groups, making it difficult to define them as a universal category. The majority of black women are poor, leading to a potential disconnect with middle-class feminists who view feminism as an attack on men rather than a critique of an unequal system.

African modern feminism originated from different sources, including the Western women's movement and Africa's post-colonial movements, which involved African nationalist movements like Winnie Mandela and Albertina Luthuli from South Africa (Atanga, 2013). According to Makama et al. (2019), feminism in Africa focuses on the struggles and marginalization faced by African women, and it seeks to challenge the oppression of African women by emphasizing that their experiences are distinct from those in Western societies. African feminism, like other forms of feminism, aims to ensure respect, dignity, equality, and freedom from violence for women (Mama, 2011). It seeks to empower women politically and economically. Additionally, modern or contemporary African feminism redefines the roles of African women by highlighting their active participation in social, economic, and

political development. It rejects the portrayal of women as solely passive victims of male dominance and patriarchy and challenges the notion that African women are only concerned with Western feminist issues. Instead, African feminism recognizes women as individuals who can engage in both traditional roles, such as mothers and wives, and public spheres. While African feminism has predominantly focused on heterosexual experiences, it also creates space for the expression of diverse sexualities, allowing for self-expression and inclusivity (Atanga, 2013).

Generally, feminist theories and perspectives advocate for equal opportunities for women in all aspects of life, including the workplace and critique traditional gender roles and stereotypes that limit women's professional development. Also, feminist theory emphasizes the need for women's empowerment and leadership and acknowledges the interconnectedness of different forms of oppression. According to Amaefula (2021), modern feminism has pushed for policies and practices that promote gender equality in professional settings. This includes initiatives such as equal pay for equal work, breaking down barriers to career advancement, and addressing workplace discrimination and harassment. Also, it has been encouraging women to pursue traditionally male-dominated fields and breaking down societal expectations around gendered career choices.

2.3.4 Relevance of the Contemporary Theories on African Feminism to the Study

Incorporating Contemporary African Feminism into the study enriches the analysis by highlighting the specific socio-cultural challenges faced by women within the

Tanzania Police Force. This theoretical perspective recognizes that African women's experiences are shaped by unique historical, cultural, and socio-economic factors that differ from those in Western contexts (Atanga, 2013). By applying this framework, the research critiques traditional gender roles and societal expectations that often limit women's professional development. As Mama (2011) argues, African feminism emphasizes the need for empowerment and challenges the portrayal of women as passive victims, thus promoting a narrative of agency and active participation.

The study seeks to identify the barriers that female officers encounter, including both systemic and cultural obstacles. For instance, the influence of patriarchal norms within the police force can perpetuate discrimination against women, impeding their career progression. By acknowledging these specific challenges, the research can inform the development of targeted policies and programs that address the unique needs of female officers. This aligns with the assertions of Makama et al. (2019), who stress the importance of recognizing the distinct struggles of African women in their quest for equality and empowerment.

The implications of applying Contemporary African Feminism are profound. This framework not only aids in understanding the specific barriers faced by female officers but also encourages the redefinition of women's roles within the police force. By highlighting women as active agents in both traditional and public spheres, the study advocates for narratives that recognize their contributions beyond cultural limitations. The insights gained can inform the design of interventions that foster a

supportive and equitable environment, enabling female police officers to pursue professional growth without being hindered by societal expectations.

2.3.5 Synthesis of Theories and Overall Implications

Combining Liberal Feminism and Contemporary African Feminism provides a robust framework for analyzing the challenges and opportunities faced by female police officers in Arusha City. This synthesis emphasizes the importance of an intersectional approach that considers how gender intersects with other social identities to shape individual experiences (Diggs, 2022). By integrating these theories, the study is better equipped to address the multifaceted nature of discrimination and provide a comprehensive view of the barriers to professional development.

Moreover, the combined application of these theories advocates for an inclusive environment that recognizes and values the contributions of female officers. It underscores the necessity for institutional change that supports not only individual empowerment but also addresses broader systemic issues. The findings from this research can lead to actionable policy recommendations aimed at closing the gender gap in career progression while fostering a supportive infrastructure that enables women to excel in their professional roles within the police force.

In summary, the systematic application of Liberal Feminism and Contemporary African Feminism offers a comprehensive framework for understanding and addressing gender disparities in professional development within the Tanzania Police Force. The insights gained from this research can inform effective strategies for

promoting gender equity, empowering female officers, and challenging entrenched societal norms, ultimately leading to a more equitable and inclusive work environment.

2.4 Empirical Literature Review

This section, provide empirical reviews on the impacts of modern feminism on professional development. Specifically, we review empirical studies on issues of the gender gap in career progression, the roles of modern feminism in promoting gender equity in the workplace and factors influencing women's professional development in the Tanzania Police Force in Arusha City.

2.4.1 Gender Gap in Career Progression

Several studies have investigated the relationship between feminism and gender representation within law enforcement agencies (Nyoni and Yusuph, 2017; Starheim, 2019; Onyango and Natarajan, 2022). The modern feminist movement has challenged traditional gender norms and biases, leading to increased opportunities for women to join the police force. Empirical evidence suggests that feminist ideals have positively influenced recruitment practices, leading to a more diverse and representative police force (Saunders, 2016). The author suggests that gender diversity leads to improved problem-solving, enhanced community relations, and increased overall organizational performance.

Botella, et al. (2019) argued that women face significant challenges in the working environment, primarily stemming from the persistent income disparity between men and women. This wage gap arises due to the unequal allocation of higher-paying

roles based solely on gender. Consequently, women often remain unaware that they are being paid less than their male counterparts. Tragically, this lack of awareness contributes to the perpetuation of the issue, as women fail to question the discrepancy in their salaries. To address this systemic problem, feminists emphasize the need for collective efforts within the community to promote gender equity and combat discrimination. By highlighting the existing gender disparities and advocating for equality, society can strive towards a fairer and more inclusive work environment (Wang & Cheng, 2020).

Din (2019) further highlighted the unequal status of men and women within the workplace. Men continue to dominate higher positions of power and authority, exacerbating the gender imbalance. This disparity becomes particularly evident when comparing the distribution of influential roles between men and women. In many organizations, men occupy a significant majority of these prestigious positions, while women are underrepresented. This discrepancy not only perpetuates gender inequality but also restricts the professional growth and advancement opportunities for women. To achieve a more equitable society, it is crucial to address the structural barriers that prevent women from attaining positions of power. By challenging and dismantling the existing gender hierarchy in the workplace, we can foster an environment where both men and women have equal access to leadership roles and contribute to a more diverse and inclusive workforce.

According to Mosomi (2019), women spend a discontinuous amount of time in the workforce compared to men. When women re-enter the labour force after taking time

to invest in a family, their wages also become lower due to skills being out of date (Mosomi, 2019). These re-entering women also choose jobs that have lower rates of skill deprecation over time, which pay less. Additionally, household responsibilities influence women to choose fewer demanding jobs outside of the home, which require less investment of time and result in lower wages. Billing (2011) claimed that in many organisational structures, masculine behaviour is valued more highly, and managerial jobs are conventionally constructed as masculine. The 'norm' has concluded that there are correlations between masculine traits and managerial tasks (Due Billing, 2011). The author adds that while men benefit from acting in a masculine way in their jobs, women do not benefit from acting in a feminine way in managerial roles. Women are expected to balance masculine expectations of managerial roles with their natural feminine characteristics. This is not a fair expectation to be placed upon women within organizations because men do not have these conflicting dual expectations that immediately affect their work productivity. It is concluded that women who act with more masculine traits receive more success in the organization (Due Billing, 2011).

Studies have consistently revealed a significant gender disparity within the Tanzania Police Force, particularly in higher ranks and leadership positions. According to a report by the Tanzanian Ministry of Home Affairs (2021), women make up only 22% of police officers in senior positions. This underrepresentation indicates a substantial gender gap that restricts career progression for women officers. It is imperative to explore the underlying causes of this disparity to develop effective strategies for fostering gender equality and equitable career opportunities. According to Nyoni and

Yusuph (2017), several barriers contribute to the gender gap in career progression, especially in higher positions. First, traditional gender roles and stereotypes assign women primary caregiving responsibilities, which often restrict their availability for duty assignments or additional training opportunities that could enhance their career prospects. This limits their visibility and opportunities for advancement within the force (Nyoni and Yusuph, 2017).

Moreover, work-life balance challenges disproportionately affect women in the police force. Long working hours, demanding schedules, and limited support systems make it challenging for women to balance their professional responsibilities with family obligations, creating additional barriers to career advancement (Onyango and Natarajan, 2022). Also, institutional biases and discriminatory practices within the police force perpetuate gender inequalities. A study by Onyango and Natarajan (2022) highlights the prevalence of gender biases in recruitment, promotion, and performance evaluations, which disadvantage women officers. Biased perceptions of women's capabilities and limited mentorship opportunities further hinder their career progression.

Addressing the gender gap in career progression within the Tanzania Police Force requires comprehensive strategies. Firstly, the implementation of gender-sensitive policies and practices can promote equal opportunities for training, promotion, and leadership positions. This entails ensuring transparency, fairness, and meritocracy in recruitment and promotion processes (Starheim, 2019). Secondly, targeted mentorship programs can provide guidance and support to women officers, fostering

their professional growth and development. Such programs should focus on building leadership skills, self-confidence, and networking opportunities while also encouraging male officers to serve as allies and advocates for gender equality (Onyango and Natarajan, 2022). Furthermore, promoting work-life balance initiatives, such as flexible scheduling, parental leave, and childcare support, can help women overcome the challenges of juggling their professional and personal responsibilities. These measures create an enabling environment that values and supports the aspirations of women officers (Onyango & Natarajan, 2022).

2.4.2 Roles of Modern Feminism in Promoting Gender Equity in Professional Development in the Workplace

According to Din (2019), modern feminism plays a vibrant role in workplaces around the world. It has resulted in increased productivity due to the development of a modern employment culture opted for by successful organizations around the world. Thus, feminism has enabled women to challenge the norm of housework as ladies' work, and consequently, both lessen the role of gender strain numerous ladies bear and increase prosperity. Din (2019) suggests that feminism ought to break customary gender jobs and help women find talents that were previously perceived as men's jobs.

The influence of feminism extends beyond gender representation and organizational culture. According to Benschop (2021), feminist principles have considerable effects on policing approaches and practices. Feminist-oriented policing strategies prioritize community engagement as a fundamental aspect of effective law enforcement. By

actively involving female officers in decision-making processes and problem-solving initiatives, police forces have built trust and established meaningful connections with the communities they serve (Jassal, 2020). This approach acknowledges the importance of collaborative efforts and recognizes that community members possess valuable insights and knowledge about local dynamics and concerns. Feminist policing practices, such as town hall meetings, community forums, and partnerships with community organizations, create opportunities for open dialogue, feedback, and the co-creation of solutions (Davis et al., 2023).

According to Saunders (2016), feminism has improved the home and work lives of women and increased psychological wellness and employment fulfilment. Saunders (2016) adds that feminists have helped to place a preclusion on sex separation into the Civil Rights Act, helped ban segregation in instruction, and have advocated parallel pay in the work environment and improved value in the work environment, making a more beneficial condition for women. According to Kathryn (2013), feminism has provided work flexibility, demolished past business models and subsequently improved the working environment to accommodate women in the workplace.

Since the emergence of the feminism concept, women's image and profile have completely altered from being a toy in man's hands standout to a valuable asset of human society in the shape of a President, Prime minister, business women, Teacher, sports personality, artist and even military, to mention a few (Butt, 2020). The author concluded that the feminist movements were found to be efficient in various ways

and brought drastic changes in women's roles and positions, which contributed to the significant improvement of female participation in various areas and fields, such as politics, economics, and social structures.

According to Brown (2019), the first and most important impact of feminism is the success of feminist thinking to get the attention of society regarding inequality between men and women in a male-dominated society. It led to the reconsideration of the role of women in society, resulting in rules and policies which promote equal opportunities and pay scale. The movement has identified sexual harassment of women in the workplace and brought awareness about the problem. Feminism has impacted culture, bringing about more coverage and inclusion of women's concerns (Chu, 2019). Furthermore, feminism has succeeded in challenging the perception regarding women's skills. It has resulted in the employment of women in nontraditional fields and areas like engineering, civil industry, and the army.

The feminization of industry has made job descriptions and roles not static so that both men and women can be accommodated equally compared to previously when they were considered male-dominant (Due Billing, 2011). Some jobs that were believed to be archetypically women's jobs a century ago have now changed gender, for example, clerks or secretaries. Other jobs now have more of a balanced gender representation; for example, in 2007, 71% of doctors in the United States were male compared to Russia, in which 75% of doctors were female (Sweet and Meiksins, 2008). According to Shiree (2012), feminism has brought positive changes in the

workplace that pushed the Equal Pay Act. In 1963, the United States (US) made the wage gap to be narrowed (National Committee on Pay Equity, 2011).

Moreover, modern feminism plays a pivotal role in advancing gender equity within the professional landscape, reshaping the traditional norms that have long constrained the potential of women in the workplace Din (2019). One significant contribution of feminism is its advocacy for equal opportunities and the eradication of gender-based discrimination Din (2019). By challenging systemic biases, feminists have prompted organizations to reevaluate their policies and practices, fostering an environment where individuals are judged on their merit rather than their gender.

Furthermore, contemporary feminist movements emphasize the importance of dismantling stereotypes that perpetuate gender roles in professional settings (Due Billing, 2011). By challenging preconceived notions about the roles of men and women, feminism creates space for a more inclusive and diverse workforce. This not only benefits women but also contributes to breaking down societal expectations that limit the career choices of both genders Kathryn (2013).

In the realm of professional development, modern feminism underscores the significance of mentorship and support networks Saunders (2016). Women, historically underrepresented in leadership roles, benefit from mentorship programs that provide guidance and opportunities for skill development Saunders (2016). Feminist perspectives advocate for the creation of mentorship initiatives that are

inclusive and address the specific challenges faced by women, fostering a supportive community that aids in their career progression.

Modern feminism also brings attention to the gender pay gap, advocating for transparency and fair compensation (Due Billing, 2011). By highlighting disparities in wages between men and women, feminist movements push for policies that promote pay equity. This not only serves as a means of rectifying historical injustices but also contributes to the overall economic empowerment of women, enabling them to participate fully in professional development opportunities.

In conclusion, the roles of modern feminism in promoting gender equity in professional development are multifaceted and impactful. From challenging discriminatory practices to advocating for inclusive policies and addressing systemic issues, feminism continues to shape the narrative around gender in the workplace. By fostering environments that prioritize equality and diversity, modern feminism contributes to the creation of professional landscapes where individuals of all genders can thrive and reach their full potential (Brown, 2019; Butt, 2020).

2.4.3 Challenges Faced by Female Police Officers in Pursuing Professional Development Opportunities

Despite efforts to promote gender equality and empowerment, gender disparities persist within the Tanzania police force (Shellock et al., 2022). This research aims to examine the specific challenges encountered by female police officers in their quest for professional growth and development in the Tanzania Police Force in Arusha

City. By understanding these challenges, appropriate measures can be implemented to address the barriers and create a more inclusive environment for female officers to thrive.

One of the primary challenges faced by female police officers in pursuing professional development is gender bias (Shellock et al., 2022). Traditional gender roles and societal expectations often influence perceptions of women in law enforcement. Female officers may encounter prejudice and scepticism regarding their abilities to perform tasks traditionally associated with male officers (Ndenje, 2014). This gender bias can manifest in subtle ways, such as being assigned to less challenging duties or being overlooked for promotions and specialized training opportunities. It hinders their progress and denies them equal access to professional development opportunities.

Another challenge is discrimination, which includes harassment and exclusionary practices which create a hostile work environment that hampers female officers' professional growth. Research conducted by Davis, Lawrence, Wilson, Sweeting, and Poate-Joyner (2023) reveals that female police officers often face verbal abuse, belittlement, and isolation within the male-dominated police force. Such experiences not only diminish their self-esteem but also impede their ability to seek and excel in professional development opportunities.

Also, in pursuing their professional development, female police officers face the challenge of limited mentorship and networking opportunities (Shellock et al., 2022). Mentorship plays a crucial role in career advancement, providing guidance, support,

and opportunities for skill development (Abu-Bakarr et al., 2022). However, female officers may struggle to find mentors and sponsors within the male-dominated police force. The scarcity of role models and mentors who understand their unique experiences can hinder their career progression and limit their access to critical development resources.

Balancing family responsibilities and demanding work schedules presents a significant challenge for female police officers in pursuing professional development opportunities. The demands of police work, including irregular shifts, long hours, and exposure to high-stress situations, can make it difficult for women to meet their familial obligations (Padyab et al., 2023). Inadequate support systems and policies related to maternity leave, childcare, and flexible work arrangements further exacerbate this challenge, often leading to women prioritizing family over professional development.

The challenges extend to limited support from their male counterparts, which, in turn, deprives female officers of the vital support and guidance they need for career advancement. Female officers often face negative attitudes and biases from their male colleagues and superiors, who may doubt their abilities, question their commitment, or undermine their authority (Mhina et al., 2022). These hostile work environments discourage female officers from seeking or accepting opportunities, as they may fear retaliation, isolation, or ridicule.

Also, systemic barriers embedded in organizational structures and policies impede the progress of female police officers. A study by Padyab et al. (2023) underscores

how organizational cultures that prioritize traditional masculine values may perpetuate gender inequalities. Policies that do not address the specific needs and challenges faced by female officers contribute to a system that hinders their professional development. Overcoming these challenges requires a comprehensive approach that addresses both cultural and structural factors within law enforcement agencies, fostering an inclusive environment that supports the advancement of female officers (Mhina et al., 2022).

Another challenge involves the prevailing stereotypes surrounding gender roles. A study by (Shellock et al., 2022) highlights how traditional gender norms influence the assignments and duties female officers receive, often restricting them to roles perceived as more "suitable" for women. This situation impedes women's chances of gaining diverse experiences and skills necessary for advancement within the police hierarchy.

Additionally, female officers lack the financial resources or social support to pursue development course opportunities, especially if they have to travel or relocate for training or career advancement (Mhina et al., 2022). This affects not only their careers but also the overall performance and diversity of the police force. To address this, Mhina et al. (2022) suggest some possible solutions, such as the provision of facilitation funds, creating a formal mentoring program for female officers, establishing a network of female police associations, providing gender-sensitive training and policies, and promoting a culture of respect and inclusion in the police force.

Generally, gender bias and stereotypes, workplace culture and discrimination, limited mentorship and networking, and family-work balance issues are significant obstacles that hinder their career advancement. To address these challenges, it is crucial to implement policies and initiatives that promote gender equality, create inclusive work environments, provide mentoring and networking support, and establish work-life balance measures. By overcoming these obstacles, female police officers can be empowered to reach their full potential and contribute effectively to law enforcement and community safety.

2.5   Research Gap

Significant progress has been made in addressing the gender gap in career progression and promoting gender equity in the workplace (Botella et al., 2019; Din, 2019; Mosomi, 2019). Feminist movements have played a vital role in challenging traditional gender norms and biases, leading to increased opportunities for women to join various professions, including law enforcement (Shiree, 2012; Brown, 2019; Butt, 2020). Empirical evidence suggests that feminist ideals have positively influenced recruitment practices, resulting in more diverse and representative workforces (Saunders, 2016; Nyoni and Yusuph, 2017; Onyango and Natarajan, 2022).

Moreover, there have been noticeable efforts to address challenges of gender biases and stereotypes, discriminatory practices, harassment, and exclusionary behaviours which create hostile work environments. These efforts include the promotion of gender-sensitive policies and practices, the implementation of mentorship programs,

and the establishment of work-life balance initiatives (Brown, 2019; Mhina et al., 2022). These measures aim to create equal opportunities for training, promotion, and leadership positions, provide guidance and support to women officers, and enable them to balance their professional and personal responsibilities.

Although the theoretical literature acknowledges the importance of feminism in promoting gender equality and challenging patriarchal systems, there is a gap in empirical studies. Few studies have been devoted to examining the practical outcomes of feminist initiatives on the specific impacts of modern feminism on the professional development of female police officers (Hendricks, 2011; Starheim, 2019). This leaves a gap in the understanding of how modern feminism has influenced the career advancement and empowerment of female police officers in Arusha City, which may contribute to identifying barriers and opportunities for women in the police force and inform policies and practices that promote gender equity and professional development.

2.6   Conceptual Framework

The conceptual framework for this study involves key elements that influence the relationship between feminism and career advancement for women officers. The framework encompasses three main components: feminist interventions or activities, outcomes, and contextual factors, which are further categorized into independent, dependent, and mediator variables.

The dependent variable is the major theme of the study, which is the impact of modern feminism on professional development. In contrast, independent variables

include feminist intervention factors, and the mediator variables link the independent and dependent variables.

2.6.1 Feminist Interventions or Activities (Independent Variables)

Feminist interventions represent the actions, strategies, activities and initiatives employed to address gender inequality and promote women's professional development within the Tanzania Police Force. These interventions include:

2.6.1.1 Advocacy and Awareness

Advocacy and awareness are essential tools in addressing gender inequality and promoting women's professional development within the Tanzania Police Force. Advocacy initiatives aim to reform policies and practices, such as recruitment and promotion criteria, to create a more inclusive environment. Concurrently, awareness campaigns challenge stereotypes and biases, showcasing the invaluable contributions of female officers and fostering a culture of respect and support. These efforts extend beyond internal measures to engage with broader societal attitudes, collaborating with civil society organizations and educational institutions. Ultimately, by empowering female officers and promoting gender equality, the police force becomes more effective in serving the diverse needs of the population.

2.6.1.2 Policy Reforms

Policy reforms within the Tanzania Police Force are pivotal in addressing gender inequality and promoting women's professional development. These reforms encompass legal mandates, recruitment processes and training programs aimed at

diversifying the workforce and combating discriminatory practices. By revising promotion policies and fostering inclusive environments, these reforms aim to provide equal opportunities for women to advance within the force. Overall, these reforms not only enhance workplace equity but also contribute to the effectiveness and legitimacy of law enforcement while challenging traditional gender roles and empowering women in Tanzania.

2.6.1.3 Training and Capacity Building

Comprehensive training on gender sensitivity and inclusivity is crucial to challenge stereotypes and biases. Capacity building for leadership positions can empower women to assume roles traditionally dominated by men. Specialized training in handling gender-based violence cases and supportive policies further enhance women's participation and contribution. Ultimately, investing in training and capacity building fosters a more inclusive and effective police force, benefiting both officers and the communities they serve.

2.6.1.4 Support Networks

Support networks within the Tanzania Police Force are pivotal in combating gender inequality and fostering women's professional growth. They provide a safe space for female officers to share experiences and offer mentorship, advocacy, and training opportunities. These networks advocate for policy reforms, promote inclusivity, and empower women to advance in their careers. By creating a supportive ecosystem and cultivating a culture of respect, support networks contribute to a more equitable and effective police force in Tanzania.

2.6.2 Outcomes (Dependent variables)

The outcomes of modern feminism's impacts on professional development within the Tanzania Police Force can be assessed at various levels:

2.6.2.1 Individual Level

Modern feminism has the potential to affect professional development for women in law enforcement bodies through career advancement, skills development, job satisfaction, and overall professional growth experienced by women officers as a result of feminist interventions. As the Police Force continues to evolve, the principles of feminism remain essential in promoting gender equality, fostering individual professional growth, and ensuring that every officer, regardless of gender, has the opportunity to thrive and succeed in their career.

2.6.2.2 Institution Level

Feminism holds the potential to drive institutional changes within police forces to support and advance female officers. Advocating for gender equality, feminist movements push for policy reforms, including gender-sensitive recruitment and anti-discrimination measures. They emphasize training and education tailored to address challenges faced by female officers and promote support networks and mentorship. Additionally, feminism prioritizes addressing gender-based violence and discrimination while advocating for increased representation of women in leadership roles. Overall, feminist principles contribute to creating a more inclusive and effective law enforcement environment.

2.6.2.3 Societal Level

Feminism has the potential to influence societal changes in attitudes, perceptions, and acceptance of women in law enforcement, as well as the influence of the police force as a role model for gender equality in society. It empowers women in law enforcement, fosters equality, and creates safer and more inclusive workplaces where all officers can thrive. The broader societal changes.

2.6.3 Contextual factors (Mediator variables)

The contextual factors provide the setting against which the impacts of modern feminism on professional development in the Tanzania Police Force can be understood. These factors include;

2.6.3.1 Gender Inequality

Here, we refer to the existing gender disparities and inequities within the police force, including the underrepresentation of women in leadership positions, discriminatory practices, and limited access to opportunities.

2.6.3.2 Sociocultural Norms

These are traditional gender roles, stereotypes, and societal expectations that may impede women's professional development in the police force.

2.6.3.3 Legal and Policy Frameworks

The presence or absence of legislation, policies, and initiatives aimed at promoting gender equality and empowering women within the police force.

Figure 2.1 provides a pictorial representation of the conceptual framework. Arrows show how the feminist interventions (advocacy and awareness training and capacity building support networks) influence the contextual factors (gender inequality, sociocultural norms, and legal and policy frameworks) to bring about changes as showed by outcome variables (individual level, institution level and societal level).

Feminist Interventions /Activities
- Advocacy and Awareness
- Policy Reforms
- Training and Capacity Building
- Support Networks

Contextual Factors
- Existing gender Inequality
- Existing discriminatory practices
- Limited access to opportunities
- Existing sociocultural norms
- Existing Legal and Policy Frameworks

Outcomes
- Individual Level
- Skills development
- Job satisfaction
- Institution Level
- Number of female officers in senior positions
- Presence of inclusive polices, laws and practices
- Supportive work environment
- Societal Level
- Social attitudes change

Figure 2.1: Conceptual Framework summary

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

The chapter begins with a description of the research design and proceeds with explanations of the study area, demographic information, the targeted population, and the sample size. The chapter continues by describing sampling procedures and techniques, data collection methods, research instruments, validity and reliability, data analysis procedures, and ethical issues.

3.2   Research Philosophy

The research philosophy guiding this study is rooted in pragmatism. Embracing the qualitative and quantitative approaches paradigm. Pragmatism research philosophy focuses on the practical consequences and usefulness of the research methods and outcomes rather than adhering to a fixed set of assumptions or principles (Clark, 2017). Pragmatism allows researchers to use a combination of qualitative and quantitative methods, depending on the research question and the context of the study (Creswell and Clark, 2011). Pragmatism also recognizes that different methods can provide different perspectives and insights into the same phenomenon and that multiple sources of evidence can enhance the validity and reliability of the research findings. Pragmatism is often associated with mixed-methods research, which involves collecting and analyzing both qualitative and quantitative data in a single study or a series of studies (Clark, 2017).

This research seeks to investigate the experiences and perceptions of women navigating the contemporary professional landscape shaped by feminist ideologies and practices. The study recognizes the dynamic interplay between societal constructs and individual career trajectories, aiming to uncover the multifaceted ways in which modern feminism influences women's aspirations, opportunities, and challenges in the professional realm. By employing in-depth interviews and questionnaire surveys, the research endeavours to provide a rich understanding of the complexities surrounding women's career development in the context of evolving feminist discourses, shedding light on the transformative potential and lingering obstacles within the modern workplace.

3.3   Research Design

The study adopted a cross-sectional research design. Cross-sectional research is a kind of observational study that collects data from a population at a particular point in time. It differs from longitudinal research since the latter is an observational study that collects data from a population over a long period. This study collected data at a particular point in time only, analyszed thema and draw conclusion (Kothari, 2012).

3.4   Research Approach

This study adopted quantitative research approach. Quantitative research approach involves collection and analyse of data in numerical form. Quantitative research approach is used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2020). This study collected data and analysed them in numerical form with the help of tables.

The researcher opted for quantitative research approach because, given allocated period of one year for conducting this study, quantitative research approach would have enabled the researcher to collect data from large number of respondents and be able to analyse them to attain greater knowledge and understanding of the variables under investigation.

3.5   Study Area

This study was conducted in Arusha city within 13 police stations (Sombetini, Ngarenaro, Kaloleni, Sakina, Sekei, Baraa, Kijenge, Olorieni, Lemara, Themi, Arusha Central Police, Unga Limited, and Engutoto police posts) of which one is the central police station (Arusha Central Police).

Administratively, the city is divided into 19 wards, which are Baraa, Daraja Mbili, Elerai, Engutoto, Kaloleni, Kati, Kimandolu, Lemara, Levolosi, Moshono, Ngarenaro, Oloirien, Sekei, Sokon I, Sombetini, Themi, Unga Limited, Olasiti and Terrat (Arusha City Council). Arusha City has a population of 617,631 people (URT-National Bureau of Statistics (NBS), 2022), and it is the regional capital of the Arusha Region, with a population of 2,356,255 (URT-NBS, 2022). Located in northern Tanzania below Mount Meru on the eastern edge of the eastern branch of the Great Rift Valley, Arusha City is close to the Serengeti National Park, the Ngorongoro Conservation Area, Lake Manyara National Park, Olduvai Gorge, Tarangire National Park, Mount Kilimanjaro, and Mount Meru in the Arusha National Park making it the ideal gateway to East Africa's most famous tourist

attractions. Being a fast-growing city, Arusha has been the trading centre for Tanzanite, a unique Gemstone mined only in northern Tanzania.

The city is a major intergovernmental organization centre and a popular city for international meetings, conventions, and conferences. It hosts the African Court of the African Union and is the capital of the East African Community. It is a multicultural city with a majority Tanzanian population of mixed backgrounds, indigenous African, Arab-Tanzanian and Indian-Tanzanian population, plus a small European and North American minority population.

The selection of the study area was based on several facts, including issues of diversity and representation, as the city is known for its cultural and ethnic diversity and international interactions, making it an ideal location to examine the influence of modern feminism on professional development within a multicultural context. By focusing on Arusha, the research captured a broad range of experiences and perspectives related to gender and professional development within the police force. Also, the urban setting of Arusha is another reason why the urban policing environment often presents distinct challenges and opportunities for gender equality and women's empowerment. The challenges include family work balance and safety concerns due to the demands of urban policing, which often include irregular working hours and high stress, as well as dealing with high-risk situations. While opportunities include easy access to services, networking and education since urban areas have better access to support services, such as counselling and childcare

facilities, the diversity of urban populations allows for greater education and awareness campaigns.

Additionally, Arusha is strategically important and serves as a crucial hub for various national and international organizations, including the African Court and the East African Community (EAC). The presence of these institutions and their focus on issues related to justice and security make Arusha an interesting case study for examining the influence of modern feminism on professional development within the police force.

3.6   Targeted Population

The target population comprises all individuals the researcher wants to get applicable information about the study (Asiamah, Mensah, and Oteng-Abayie, 2017). The target population in this study comprised 577 individuals, of which 455 are male, and 122 are females (TPF-Arusha city, 2023). The population included three assistant commissioner of police (ACP), four senior superintendent of police (SSP), four superintendents of police (SP), 13 assistant superintendents of police (ASP), 21 inspectors of police (ISP), 47 assistant inspectors of police (A/ISP), one sergeant major (SM), 8 station sergeant (S/SGT), 124 sergeant, 168 corporal of police (CPL), 184 police constable (PC) from all 13 police stations in the Arusha city.

3.7   Sample Size

This study involved a total sample of 236 police officers drawn from a targeted population of 577 individuals. The results obtained from the selected respondents were used to generalize the entire population as long as they represented the whole

population. To calculate the sample, a formula by Yamane, 1967 was used with a sampling error of 5% (Yamane, 1967).

The formula is given as follows: $n = \frac{N}{1+Ne^2}$

where; n = sample size

      N = population size

      e = 5% =0.05

So, the sample size was calculated as $n = \frac{577}{1+577*0.05^2} \approx 236$

Therefore, the sample size for this study was 236 police officers.

3.8 Sampling Procedures

This study employed both simple random and purposive sampling methods. Simple random sampling is a method of selecting a sample from a population in such a way that every unit or entity has an equal chance of being chosen (Wang and Cheng, 2020). This method involves defining the population, creating a sampling frame, assigning unique numbers to each unit, generating random numbers, and selecting corresponding units until the desired sample size is reached. The selected units are then accessed for data collection. At the same time, purposive sampling is a non-random sampling method where researchers choose respondents based on specific characteristics or criteria (Wang and Cheng, 2020). The process involves defining the study's purpose and relevant characteristics, identifying units that meet the criteria, obtaining informed consent, and collecting data through various research methods. This method is particularly useful when the goal is to gather in-depth insights from respondents with specific expertise or experiences. By incorporating simple random

sampling, the study ensured that every member of the target population had an equal chance of being selected for the study. This helped in obtaining a representative sample, reducing the potential for bias, increasing the generalizability of the findings, and ensuring that different perspectives were included. On the other hand, purposive random sampling, also known as selective or judgmental sampling, allowed the researcher to target individuals who were most likely to provide valuable insights or unique perspectives on the topic since the method involves the intentional selection of participants who possess specific characteristics or qualities relevant to the study focus.

Moreover, by employing both sampling methods, the study achieved a balance between breadth and depth of understanding. Simple random sampling ensured a broad representation of the population, providing a comprehensive overview of the topic, while purposive random sampling allowed for a more focused investigation, providing detailed insights from individuals who possess specific knowledge or experiences within the Tanzania police force in Arusha city.

Table 3.1: Sample size distribution

Rank	Population	Sample size
ACP	3	2
SSP	4	3
SP	4	3
ASP	13	13
ISP	21	21
A/ISP	47	23
SM	1	1
S/SGT	8	8
SGT	124	29
CPL	168	43
PC	184	80
Total	577	236

3.9   Sources of Data

Among the fundamental aspects of research methodology is the sources of data, which form a pivot in shaping the validity and reliability of research findings. The current study collected data from both primary and secondary sources.

3.9.1 Primary Data

The study involved multiple data collection methods, such as questionnaires and interviews with key informants, to collect primary data. Primary data gave the researcher the autonomy to design data collection methods that align precisely with research objectives and questions, ensuring that the data collected are highly relevant. Also, primary data provided control over the quality of data collected, from the design of data collection instruments to the selection of sampling methods and the handling of data outliers.

3.9.2 Secondary Data

The secondary data were collected from the publications of the police station offices and other sources such as journal articles, books, and ministry reports. Secondary data are cost-effective as existing data are often more economical than conducting primary research. They are also time efficient since they allow the researcher to skip the lengthy data collection process, enabling the researcher to focus on analysis, interpretation, and conclusion. The researcher conducted exploratory data analysis to gain a better understanding of the secondary data and identify existing patterns, trends, and relationships. This involved generating descriptive statistics, creating visualizations, and conducting preliminary analyses to guide further investigation.

3.10 Validity and Reliability of the Research Instruments

Validity and reliability are crucial aspects of research instruments, ensuring the integrity and accuracy of the data collected. Validity ensures an instrument measures what it is intended to measure, while reliability ensures consistency and stability of the measurements.

3.10.1 Validity of the Research Instruments

The validity of a research instrument is a critical aspect of the research process, ensuring that the instrument accurately measures what it intends to measure. A valid research instrument is essential for drawing meaningful conclusions and making reliable inferences in scientific studies. Before the actual data collection, the tools were tested by involving 24 respondents, which is 10% of the sample size. The pilot study was carried out by selecting 24 respondents who were similar to the target population of the main study but not part of it.

The respondents were asked to complete the same tools that were planned for the data collection. The pilot study aimed to test the validity of the tools, as well as the feasibility and practicality of the data collection methods. The respondents were also asked to provide feedback on their experience, such as the clarity of the instructions, the difficulty of the tasks, and the time required. The feedback was used to improve the tools and the data collection procedures for the main study. Then, the initial draft of the questionnaires was modified to fit the conditions based on the pre-test results. Also, the researcher asked supervisors to appraise the research instruments to improve validity.

3.10.2 Reliability of the Research Instruments

Reliability is among the basis of research methodology, representing the extent to which a research instrument consistently yields accurate and stable results. In this study, Cronbach Alpha, which is a statistical measure to assess the internal consistency of a research instrument, was calculated to determine the degree to which items within the instrument are correlated with each other. An alpha value of 0.71 was obtained, which indicates greater internal consistency.

3.11 Data collection methods

Data collection methods entail systematic processes and techniques to gather information for research, analysis, or decision-making purposes. The methods can vary widely, encompassing both qualitative and quantitative approaches. Quantitative methods involve the use of structured questionnaires, experiments, or observations that yield numerical data, allowing for statistical analysis. On the other hand, qualitative methods focus on capturing non-numerical insights through techniques such as interviews, focus groups, or content analysis, depending on the situation.

3.11.1 Questionnaire

A questionnaire is a research tool that consists of a set of questions or prompts that aims to collect information from respondents (Mukherjee *et al.,* 2018). This tool serves as a standardized way of collecting data from a large number of people on a specific topic. The questionnaires consisted of both closed and open-ended questions, which contained different information on the demographic characteristics of

participants, feminism issues awareness, economic status and work-life challenges. Questionnaires were administered to 228 respondents who were non-senior officers, that is, officers from lower ranks. The researcher used questionnaires since they are easy and cost-effective to administer and analyze. Also, questionnaires can reach a large and diverse sample of respondents.

3.11.2 Interviews

An interview method is a way of collecting data from people by asking them questions and listening to their answers for purposes of exploring the opinions, experiences, behaviours, or attitudes of a group of people on a specific topic or issue (Mukherjee *et al.,* 2018). Interviews were administered through the conversation between a researcher and respondents. The interviews were one-to-one and used semi-structured questions to elicit views from participants. The interviews lasted for about 30 to 40 minutes for each respondent. Key informants provided expert opinions, which were used to validate the study's findings. The key informants were 2 ACPs, 2 SSPs, 2 SPs and 2 ASPs. The researcher conducted interviews to collect detailed and in-depth information from the interviewees.

3.12 Data Processing, Analysis and Presentation

Data processing, analysis, and presentation play a vital role in the research process. They transform raw data into meaningful insights, ensuring the validity and reliability of findings, supporting decision-making, and facilitating the communication of research outcomes to diverse audiences.

After data collection, the researcher processed the data by cleaning, classifying, organizing, coding and tabulating the responses. These processes were necessary to ensure the accuracy of the data and make it easier to analyze, present clearly and concisely, and simplify and standardize the data to make it ready for analysis. In data cleaning, the researcher reviewed and examined all questionnaire responses thoroughly to detect errors and make corrections if possible. In data coding, the researcher assigned a numerical value to each possible response item for easy interpretation and analysis. After data processing, the researcher entered all the data into a computer application called Statistical Package for Social Sciences (SPSS) version 20. SPSS version 20 and Microsoft Excel were used to perform the statistical analysis and to analyze, summarise, and describe the responses to each question.

Specifically, the research performed descriptive statistics to examine the gender gap in career progression for female police officers in contrast to their counterparts. Descriptive analysis was also used to investigate the challenges faced by female police officers in their career paths. Pearson's correlation analysis was conducted to determine the inter-relationships between feminism attributes. This helped the researcher to determine the possibility of conducting ordinal regression to determine the impact of each attribute on the level of professional advancement. Ordinal regression and Pearson's correlation enabled the researcher to get a complete picture of the impacts of modern feminism attributes on professional development.

3.13 Ethical Issues Considerations

Ethical Issues Considerations in research entail a systematic examination and adherence to ethical principles throughout the research process to safeguard the rights, well-being, and privacy of participants. Ethical considerations are integral to the integrity and validity of research studies. They ensure that research is conducted responsibly, respects the rights of participants, and contributes to the overall advancement of knowledge in a morally sound manner.

To perform this research, rigorous adherence to ethical considerations was paramount to uphold the rights, well-being, and dignity of the research participants and to maintain the integrity of the research process. The researcher prioritized obtaining explicit and voluntary consent from all research respondents, ensuring they were fully informed about the research's purpose, procedures, risks, and benefits. To safeguard privacy, anonymization and de-identification techniques were meticulously applied to the collected data. Throughout the entire process, from data collection to analysis, the confidentiality of participant information was rigorously maintained, with participants not providing their names or any other information that could be used to uncover their identity during data collection. Data integrity was carefully observed at every stage, including collection, analysis, and report writing, as well as during dissemination. Furthermore, ethical approval for data collection was diligently sought from the Open University of Tanzania, and additional permission to conduct the study within Arusha city police stations was obtained through correspondence with the RPC office. Importantly, participants were assured

that the information obtained would be strictly used for research purposes only, emphasizing the commitment to ethical research practices.

3.14 Summary of the Findings

3.14.1 Demographic Characteristics of the Respondents

The study reveals significant demographic insights into the Tanzania Police Force. In terms of gender distribution, 69.7% of the respondents are male, while only 30.3% are female, indicating a clear gender imbalance. This imbalance reflects broader societal and institutional trends that may disadvantage women in law enforcement roles. Such disparities suggest that systemic barriers continue to hinder women from entering and advancing within the police force. Furthermore, the age distribution of respondents shows that 82% fall between 26 and 45 years, with the largest group (43.4%) being aged 26 to 35. This age concentration highlights the police force's preference for younger personnel, likely due to the physical demands of police work. However, it also raises concerns about the lack of older, more experienced officers who could contribute valuable mentorship.

The educational background of respondents varies, with 20.6% holding bachelor's degrees and 6.1% having master's degrees. However, a significant portion of officers only possess certificate-level qualifications (23.7%) or diplomas (27.7%), with 8.3% having completed only primary education. The lower educational levels may hinder officers' critical thinking and decision-making capabilities, essential for effective law enforcement. Additionally, marital status data shows that 63.6% of the respondents

are married, which may influence the challenges they face in balancing professional and personal responsibilities.

3.14.2 Gender Disparities in Career Progression

The study highlights a pronounced gender disparity in career advancement within the Tanzania Police Force. At the highest ranks, such as Assistant Commissioner of Police (ACP), all positions are held by men, with no female representation. Even at the Senior Superintendent of Police (SSP) and Superintendent of Police (SP) levels, women only account for 33.3% of officers, further indicating a lack of female representation in leadership roles. In contrast, lower ranks such as Corporal (CPL) and Police Constable (PC) have a more balanced distribution between men and women, suggesting that women face significant barriers when attempting to rise to higher ranks.

These barriers include systemic discrimination, exclusion from leadership training opportunities, and a male-dominated culture that limits female officers' advancement. Female officers are often excluded from decision-making roles and critical assignments such as night shifts, which further restricts their career growth. The lack of mentorship and representation for women in leadership positions exacerbates this issue, making it difficult for them to break through the "glass ceiling."

3.14.3 The Role of Modern Feminism in Promoting Gender Equity

The findings show that modern feminism has played a crucial role in promoting gender equity within the Tanzania Police Force. A majority of the respondents (over

90%) agree that modern feminist movements have successfully raised awareness of gender inequality and influenced workplace policies to be more inclusive. These movements have advocated for gender-sensitive recruitment practices, improved workplace policies, and the encouragement of male colleagues to support the professional development of female officers.

Feminist advocacy has been instrumental in fostering an inclusive and diverse work environment by promoting mentorship and leadership training for women. It has also facilitated greater awareness about the challenge's female officers face, leading to more targeted interventions to support their career growth. Feminist movements have significantly contributed to creating a workplace culture that encourages women to pursue leadership roles and break traditional gender barriers in the police force.

3.14.4 Challenges Faced by Female Police Officers

Female police officers in the Tanzania Police Force face several challenges, with balancing work and family life being the most significant. According to the study, 35.4% of respondents identified work-life balance as a major issue, particularly due to the demanding and irregular hours required in law enforcement. This challenge is compounded for married female officers or those with caregiving responsibilities, who may struggle to meet the demands of both their professional and personal lives. Another key challenge reported by 33.3% of respondents is gender-based discrimination. Female officers experience exclusion from promotions, decision-making roles, and essential training opportunities, which limits their career advancement. Additionally, inadequate facilities for women, such as proper

washrooms, uniforms, and equipment, were reported by 14.2% of respondents. Other challenges include a lack of confidence (11.1%) and perceptions of incompetence (5.9%), further exacerbating the difficulties women face in achieving equal footing with their male colleagues.

3.14.5 Statistical Findings on the Impact of Feminism on Professional Development

Statistical analysis conducted in the study reveals that key feminist attributes—such as gender equality, diversity, intersectionality, and personal empowerment—positively impact professional development. For instance, perceptions of gender equality and diversity were found to significantly enhance opportunities for career progression among female officers. However, the study found no significant relationship between activism and professional development in this context, indicating that other factors might be more influential in driving career advancement. Overall, the statistical findings suggest that fostering a workplace culture that promotes gender equality and supports diverse perspectives can lead to greater professional growth for female officers. Empowering women through leadership development programs and ensuring equal access to opportunities is critical to reducing the gender gap in the police force.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter analyses and reports the research findings in relation to the research objectives. The results are organized according to the order of the objectives and supported by relevant data and evidence. Moreover, this chapter provides a thorough discussion of the presented findings.

4.2 Demographic Characteristics of the Respondents

The ability to interpret the impacts of modern feminism on professional development in the case of the Tanzania police force in Arusha City depends on many factors, including demographic information. The researcher opted to collect demographic information because demographic data enables the researcher to understand the characteristics of the respondents, which allows the identification of any potential biases or limitations in the generalizability of the study results (Asiamah *et al.,* 2017). Generally, demographic information tells the researcher what type of respondents were involved in the research study regardless of the direction of the research objectives.

4.2.1 Distribution of Respondents by Gender

The distribution of respondents by gender is a statistical measure that shows the proportion of male and female respondents in a study. It is important to report the

distribution of respondents by gender because it can reveal potential biases, differences, or similarities between groups (Mukherjee *et al.,* 2018).

The data presented reveals the gender distribution within the sample, showing a total of 228 respondents, of which 159 (69.7%) are male and 69 (30.3%) are female. This indicates a significant gender imbalance, with males representing a dominant majority in the sample. The relatively low representation of female participants may suggest that women are underrepresented in the context being studied, potentially reflecting broader societal or institutional trends within the Tanzania Police Force.

Table 4.1: Distribution of respondents by gender

Sex	Frequency	Per cent
Male	159	69.7
Female	69	30.3
Total	228	100

Source: Field Data (2024)

The findings from the gender distribution data reveal a significant imbalance within the Tanzania Police Force, with males comprising 69.7% of the sample and females only 30.3%. This disparity highlights systemic issues related to gender equity in the police force, reflecting broader societal and institutional trends that have historically favored male representation in law enforcement. The underrepresentation of women raises critical questions about the barriers they face when seeking entry or advancement in this profession, necessitating a deeper exploration of the factors contributing to this imbalance.

One primary concern is the potential impact of this gender gap on decision-making and policy formulation within the police force. The lack of female representation can hinder a comprehensive understanding of community needs and priorities, as a diverse workforce is essential for effective policing. As noted by Mama (2011), a predominantly male environment may overlook the unique challenges faced by women in the community, thus compromising the effectiveness of law enforcement strategies. This highlights the importance of fostering a more inclusive workforce that reflects the demographics of the community it serves.

The barriers that female officers encounter are multifaceted, including discriminatory recruitment practices and workplace cultures that may not support their advancement. The societal portrayal of women as less capable than men can perpetuate these barriers, as indicated by Singh (2019). Such portrayals may lead to lower expectations for women's performance and limit their opportunities for mentorship and leadership roles within the police force. Furthermore, the male-dominated culture can create an environment that is less welcoming to women, contributing to their underrepresentation in higher ranks and critical decision-making positions.

Addressing these systemic issues requires targeted policy reforms aimed at promoting gender equity within the police force. Initiatives such as gender-sensitive recruitment practices, mentorship programs for female officers, and creating support networks are essential for fostering an inclusive workplace. By implementing such reforms, the police force can work towards closing the gender gap and enhancing the

professional development opportunities available to women. As highlighted by Makama et al. (2019), these efforts are crucial for challenging the structural inequities that persist in many African societies, including within law enforcement. Additionally, the findings underscore the need for further research to explore the experiences of female officers in the police force. Qualitative studies that delve into the lived experiences of these women can provide valuable insights into the specific challenges they face and the support systems necessary for their professional growth. Understanding these dynamics is vital for developing comprehensive strategies to enhance gender equity within the police force and ensuring that female officers are not only present but also empowered to thrive in their careers.

In general, the gender distribution data highlights significant disparities that demand attention and action. Addressing the underlying causes of these imbalances is essential for fostering an equitable work environment and improving the overall effectiveness of the Tanzania Police Force. By prioritizing gender equity, the police force can enhance its capacity to serve the community effectively, ultimately leading to a more just and equitable society.

4.2.2 Age of the Respondents

Age limitations are imposed in various contexts, including the timing of joining and leaving public services. The importance of age groups in security and defence services cannot be understated, as age-related factors significantly impact the effectiveness and functionality of these organizations. Through age descriptions, attributes like physical fitness and stamina, experience and wisdom, adaptability and

technological proficiency, maturity and judgment, as well as mentorship and succession planning, can easily be identified.

The study results show that the largest age group among the respondents was 26 to 35 years old, making up 43.4% of the total. The next largest group was 36 to 45 years old, with 38.6% of the respondents. The other age groups were 18 to 25 years old (8.3%), 46 to 55 years old (7.5%) and 56 to 65 years old (2.2%); these findings indicate that age plays a crucial role in enrolling police officers, as most of the respondents (82.0%) were between of 26 to 45 years. This implies that the police force in Tanzania requires and recruits younger personnel for several reasons, including the nature of Tanzania's police force.
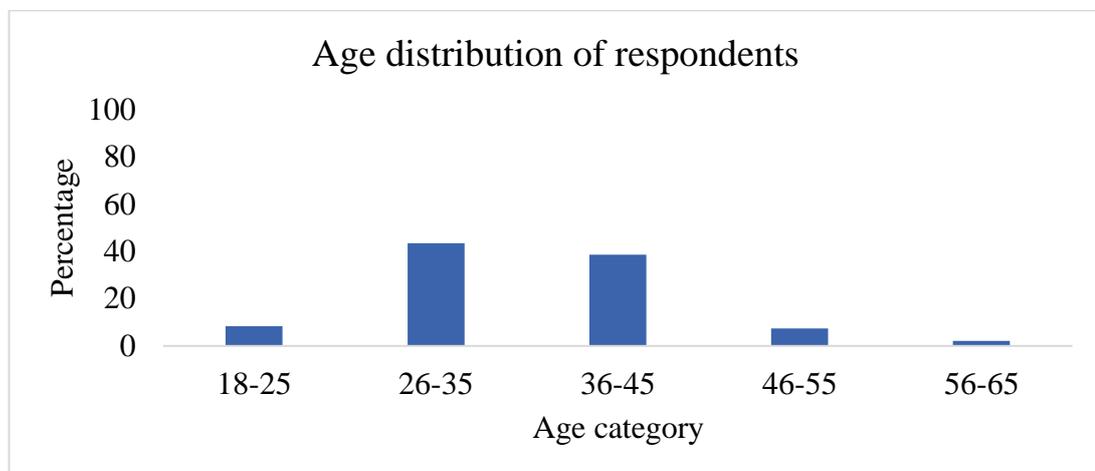
Figure 4.1: Age of the respondents

These findings reveal that a significant majority of respondents (82.0%) within the Tanzania Police Force are aged between 26 and 45 years, with the largest group (43.4%) being 26 to 35 years old. This trend highlights a strategic focus on recruiting younger personnel, likely due to the physical demands and dynamic nature of police

work. Younger officers are generally better equipped to meet these demands, as they possess the physical fitness and adaptability necessary for responding to rapidly changing situations (Mama, 2011). Furthermore, the increasing reliance on technology in policing necessitates recruits who are familiar with modern tools and communication methods, a demographic characteristic often found among younger individuals (Makama et al., 2019).

However, while the emphasis on younger officers can enhance operational efficiency, it may also result in a deficit of experienced personnel, particularly those aged 46 and above. Experienced officers are vital for providing mentorship and guidance, which are essential for effective decision-making and crisis management (Amaefula, 2021). A balanced age distribution within the police force can facilitate the sharing of institutional knowledge, ensuring that younger recruits benefit from the insights and experiences of their older counterparts.

Moreover, the findings suggest the need for tailored training and development programs that address the specific motivations and career aspirations of younger officers. By offering pathways for career advancement and specialized training, the police force can enhance job satisfaction and retention rates, ultimately fostering a more committed workforce (Singh, 2019). In conclusion, while recruiting younger personnel is crucial for meeting the demands of modern policing, it is equally important to cultivate a diverse age demographic that incorporates the experience and wisdom of older officers, thereby strengthening the overall effectiveness of the force.

4.2.3 Education of the Respondents

The level of education enables one to reason, make choices and judge. Education has a significant influence on determining the impacts of modern feminism on female police officers' development since it plays a pivotal role in shaping one's perspectives and influencing one's stance on societal issues (Mendoza *et al.,* 2021). Education fosters awareness, advocacy, leadership, and intersectional understanding among individuals.

The current study found that 8.3% of the respondents acquired primary education, 13.6% of the respondents possess secondary education, 23.7% have certificate education, 27.7% acquired diploma education, 20.6% have bachelor degree education and 6.1% acquired master degree education or higher.
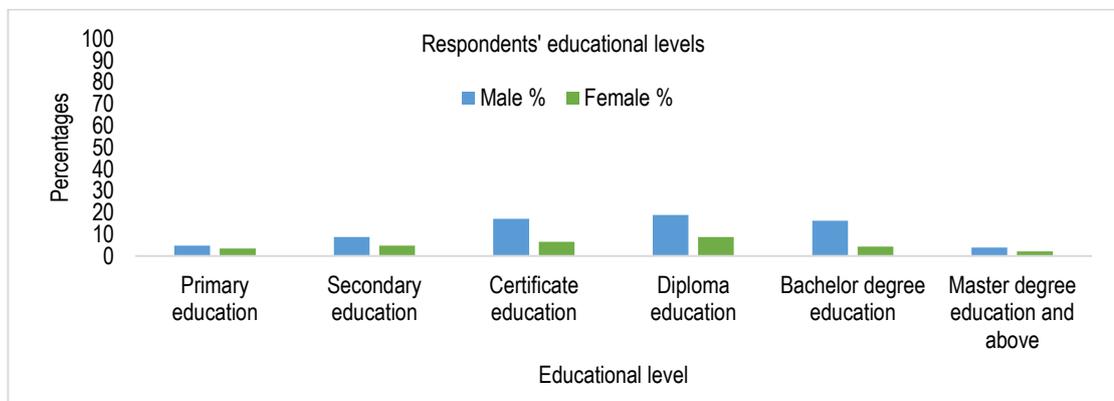
Figure 4.2: Distribution of the respondents by education

The educational attainment of respondents within the Tanzania Police Force indicates a diverse range of qualifications, which has important implications for the overall effectiveness and professionalism of the force. The data shows that while a significant portion of officers possess advanced educational qualifications—20.6% holding bachelor's degrees and 6.1% having master's degrees—there remains a

considerable representation of individuals with lower educational levels, including 8.3% with primary education and 13.6% with secondary education.

The relatively high percentage of officers with diploma (27.7%) and certificate (23.7%) education suggests that vocational training plays a vital role in preparing personnel for police duties. Diplomas and certificates can equip officers with specific skills relevant to law enforcement, such as conflict resolution, community policing, and technical competencies. This specialized training may enhance their ability to respond effectively to the challenges they encounter in the field (Makama et al., 2019).

However, the presence of a notable proportion of officers with only primary or secondary education raises concerns about the overall capacity of the police force. Limited educational backgrounds may restrict critical thinking and problem-solving abilities, which are essential in law enforcement. As Singh (2019) highlights, educational qualifications correlate with the ability to perform complex tasks and make informed decisions, suggesting that a lack of higher education could impede operational effectiveness and strategic planning within the police force.

Furthermore, the findings point to the necessity for ongoing professional development and training programs aimed at enhancing the skills and knowledge of officers across all educational levels. Investing in continuous education can not only improve individual performance but also foster a culture of learning and adaptability within the force. This is particularly relevant in a modern policing context where

officers must navigate evolving societal challenges and incorporate new technologies into their work (Amaefula, 2021).

While the current educational landscape within the Tanzania Police Force reflects a mix of qualifications that can contribute positively to its operations, it also highlights areas for improvement. Addressing the educational disparities and promoting higher levels of formal education among officers could lead to a more capable and effective police force, ultimately enhancing public safety and community relations.

4.2.4 Marital Status of the Respondents

Marital status is another demographic variable that may influence the attitudes and experiences of women about feminism and professional development. It is important to consider how different marital statuses, such as single, married, divorced, widowed, or separated, may affect the opportunities and challenges those women face in their careers and personal lives. Single women may enjoy autonomy and focus on career advancement but could face societal pressures and loneliness. Married women benefit from emotional support and shared responsibilities but may struggle to balance career aspirations with family duties. Divorced women may experience newfound independence but may encounter financial insecurity and career reentry challenges. Widowed women face emotional and financial difficulties following the loss of a spouse, while separated women navigate uncertainty and instability. Addressing the diverse needs and experiences of women across marital statuses is crucial for supporting their holistic well-being and advancement in society.

As shown in Table 4.2, the marital status data of respondents within the Tanzania Police Force indicates that 63.6% are married, 27.2% are single, 1.3% are widowed, 5.3% are separated, and 2.6% are divorced. This distribution shows a significant majority of officers are married, with a smaller proportion being single, while the percentages for widowed, separated, and divorced individuals are relatively low.

Table 4.2: Marital status of the respondents

Status	Frequency	Percentage
Married	145	63.6
Single	62	27.2
Widow	3	1.3
Separated	12	5.3
Divorced	6	2.6
Total	228	100

Source: Field Data (2024)

The marital status data of respondents within the Tanzania Police Force reveals that a substantial majority (63.6%) are married, indicating that many officers have established family responsibilities. This prevalence of marriage among police officers can influence various aspects of their professional lives, including work-life balance, stress management, and overall job satisfaction. Married officers may face unique challenges as they navigate the demands of law enforcement alongside family commitments, which could impact their performance and well-being.

The next largest group, comprising 27.2% of respondents who are single, may represent younger officers or those in the early stages of their careers. This demographic may seek different forms of support and social interaction compared to their married counterparts, possibly valuing networking and mentorship opportunities

within the police force. The presence of single officers can also contribute to a dynamic workplace culture, as they may be more flexible in their work schedules and open to additional responsibilities or roles.

The relatively small percentages of individuals who are widowed (1.3%), separated (5.3%), or divorced (2.6%) suggest that these life changes are less common among police officers. However, the experiences of these individuals should not be overlooked, as they may face unique challenges that can affect their mental health and job performance. It is essential for the police force to recognize and provide support for officers going through significant life transitions, ensuring that they have access to resources such as counselling and peer support networks.

Overall, the marital status findings highlight important demographic characteristics within the police force that can impact workplace dynamics and organizational culture. Understanding these dynamics is crucial for developing policies and support systems that cater to the diverse needs of officers. For instance, programs that promote work-life balance, offer family support services, and create opportunities for social connection can enhance job satisfaction and retention among officers, ultimately contributing to a more cohesive and effective police force.

4.3   Gender Gap in Career Progression

Despite the progress made in recent decades, women still face significant barriers and challenges in achieving their full potential and participation in the labour market. One of the most persistent and pervasive forms of gender inequality is the gender gap in career progression, which refers to the underrepresentation of women across

different positions, especially senior and leadership positions across sectors and industries.

The study findings exhibit a noticeable gender gap across different positions within the Tanzania Police Force in Arusha City. Table 4.3 below shows that at the highest rank of Assistant Commissioner of Police (ACP), there are only male officers (2), with no female representation. This trend continues at the Senior Superintendent of Police (SSP) and Superintendent of Police (SP) ranks, where females account for only 33.3% and 33.3%, respectively, indicating a pronounced gender gap in upper leadership positions.

In contrast, lower ranks such as Corporal (CPL) and Police Constable (PC) exhibit a more balanced distribution, with 29 male and 14 female CPLs, and 70 male and 10 female PCs. This suggests that while women are present in the police force, their representation diminishes significantly at higher ranks, reflecting systemic barriers to advancement.

Table 4. 3: Gender Distribution according to Ranks within the Tanzania Police Force

Rank	Male	Female
ACP	2	0
SSP	2	1
SP	2	1
ASP	10	3
ISP	17	4
A/ISP	18	5
SM	1	0
S/SGT	5	3
SGT	27	4
CPL	29	14
PC	70	10

The findings regarding the distribution of male and female officers in the Tanzania Police Force align with trends identified in broader law enforcement research. Cromartie (2020) noted a similar pattern, where male officers dominate across almost all categories within law enforcement institutions. This underscores the persistent gender disparities that exist in police forces globally, reinforcing the idea that structural and cultural barriers continue to hinder women's advancement in these environments.

In contrast, Syed and Hennekam (2018) highlighted how women and men tend to cluster in different types of occupations, with women often overrepresented in lower-paid, lower-skilled, and lower-status jobs. This phenomenon is reflected in the data from the Tanzania Police Force, where female officers are more prevalent in lower ranks, indicating a systemic issue that may limit their opportunities for advancement. The findings suggest that institutional biases may play a significant role in maintaining these disparities, further entrenching traditional gender roles within the police force.

The accompanying data visualization effectively illustrates these disparities, providing a clear representation of the rank distribution between male and female officers. The height of the bars in the graph allows for immediate comparisons, making it easy to see the significant gaps in representation at various ranks. Such visual tools are crucial for communicating complex data clearly and concisely, enabling stakeholders to grasp the extent of gender inequality in the police force quickly.

Overall, the combination of these findings highlights the urgent need for policy interventions aimed at promoting gender equity within the Tanzania Police Force. Initiatives focused on mentorship, leadership training, and creating an inclusive workplace culture are essential to dismantling the systemic barriers that limit women's career progression. By addressing these issues, the police force can enhance its effectiveness and better reflect the communities it serves.
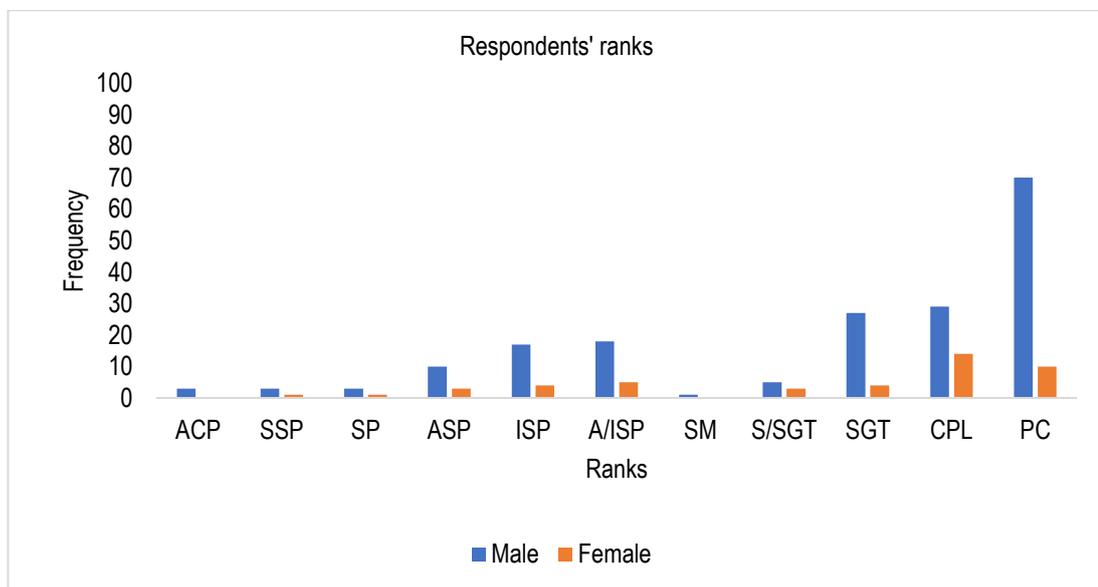
Figure 4.3: Gender distribution according to ranks within the Tanzania Police Force

Through key informant interviews with senior police officers, it was revealed that female police officers are subjected to systemic biases and discrimination within the male-dominated law enforcement field. For instance, ACP said that "female police officers face systemic biases and discrimination due to the nature of assignments or activities conducted by Tanzania Police Force". These biases manifest in various ways, including unequal access to critical training opportunities, exclusion from some duties and operations like night shifts, exclusion from key decision-making

roles, and a hostile work environment. Additionally, the gender gap often results in a lack of representation and mentorship for women in leadership positions, making it more difficult for female officers to advance in their careers and break through the glass ceiling, ultimately limiting their potential for professional growth and success within the police force.

Moreover, the study sought to understand the possible reasons for the gender gap in career advancement by observing the interplay of individual, organizational and societal factors. Study findings show that occupational segregation, organization culture and practices, work-life balance, career aspiration and discrimination are among the main causes of the gender gap in career progressions. Table 4.4 presents a descriptive analysis of the study findings on this particular aspect.

Table 4.4: Reasons for the gender gap

Reasons for gender gap	Frequency	Percentage (%)
Organizational culture and practices	67	29.4
Work-life balance	63	27.6
Career aspiration	27	11.7
Occupational discrimination	40	17.5
Level of education	31	13.4
Total	**228**	**100**

Source: Field Data (2024)

The findings regarding the reasons for the gender gap in the Tanzania Police Force reveal several key factors contributing to this issue. The most significant reason identified is organizational culture and practices, cited by 29.4% of respondents. This suggests that entrenched cultural norms and institutional practices may create an environment that is less supportive of female advancement. Work-life balance

follows closely, with 27.6% of respondents highlighting this challenge, indicating that the demands of police work may disproportionately affect women, particularly those with family responsibilities.

Other notable factors include occupational discrimination (17.5%) and the level of education (13.4%), which point to systemic barriers that women face in their careers. Finally, career aspirations account for 11.7%, suggesting that individual motivations and goals also play a role in the gender gap. Overall, these findings provide a comprehensive view of the multifaceted nature of gender disparity within the police force.

The data highlights several interrelated factors that contribute to the persistent gender gap in the Tanzania Police Force, with organizational culture and practices emerging as the leading reason. This suggests that the prevailing norms within the force may perpetuate a masculine-oriented environment, which can hinder women's professional growth and discourage them from pursuing leadership positions. Such cultural barriers often manifest in biased recruitment and promotion practices, lack of support for female officers, and an environment that may not fully value women's contributions (Mama, 2011).

Work-life balance is another critical factor identified, with 27.6% of respondents indicating that the demands of police work can be particularly challenging for women, especially those with caregiving responsibilities. The nature of police work often involves irregular hours and high-stress situations, which can conflict with

family obligations. This can lead to higher levels of stress and burnout among female officers, potentially influencing their career choices and aspirations (Singh, 2019).

Occupational discrimination (17.5%) further compounds these issues, reflecting the societal biases that persist in many workplaces, including law enforcement. Women may face unequal treatment in terms of promotions, assignments, and opportunities for professional development. Such discrimination not only affects morale but can also deter women from pursuing careers in policing, thereby contributing to a cycle of underrepresentation in higher ranks (Makama et al., 2019).

The role of education (13.4%) in shaping career opportunities is also significant. Although educational attainment among female officers is increasing, gaps in access to training and advancement programs can limit their potential for upward mobility. Ensuring equal access to educational resources and professional development is vital for empowering female officers and promoting a more equitable workplace.

Finally, career aspirations (11.7%) indicate that individual motivations and perceptions of opportunities can also influence women's career trajectories. If female officers perceive limited opportunities for advancement, they may be less inclined to pursue higher ranks. Addressing this perception through mentorship and career development initiatives could inspire more women to aspire to leadership positions.

In conclusion, the findings underscore the complexity of the gender gap in the Tanzania Police Force, influenced by organizational culture, work-life balance

challenges, discrimination, educational access, and personal aspirations. To effectively address these issues, the police force must implement comprehensive strategies that promote gender equity, support work-life balance, and foster an inclusive culture that values the contributions of all officers. By doing so, the force can enhance its effectiveness and better serve the diverse communities it protects.

4.4   Roles of Modern Feminism in Promoting Gender Equity

One of the key goals of modern feminism is to promote gender equity in professional development in the workplace. This goal is not only important for achieving social justice and human rights but also for enhancing economic growth and organizational performance.

The results in Table 4.2 indicate that a majority of the respondents agree that modern feminism has played a role in raising awareness of gender inequality and influencing workplace policies to promote gender equity. More than 90.5% of respondents generally agree that modern feminism has helped raise awareness of gender inequality at work. Also, more than 91.3% agree that modern feminism has influenced workplace policies to promote gender equity, and 90.1% agree that modern feminism has encouraged men to support women's professional development. These results imply that modern feminism has been playing an important role in promoting gender equity in professional development in the workplace through multifaceted actions and different strategies and approaches. As deciphered by the findings, among the most important roles of modern feminism is to raise awareness by informing and educating various stakeholders, such as employers,

employees, policymakers, educators, media and society at large, about the causes, consequences and solutions of gender inequality and discrimination in the workplace.

Table 4.5: Perceptions of the Impact of Modern Feminism on Gender Equity

Roles of feminism	Strong agree	Agree	Neutral	Disagree	Strong disagree
Raise awareness	116(50.2%)	93(40.3%)	13(5.6%)	7(3%)	2(0.9%)
Improve policies	113(48.9%)	98(42.4%)	7(3%)	12(5.2%)	1(0.4%)
Encourage men support	97(42.0%)	111(48.1%)	14(6.1%)	9(3.9)	0(0%)

Source: Field Data (2024)

In support of these findings, Guthridge *et al.* (2022) claimed that modern feminism uses research, advocacy, campaigns, media and social networks to highlight the facts and figures about the gender gap in career progression, pay, leadership and representation across sectors and industries. Modern feminism also uses education and training programs to challenge and change the stereotypes, biases and norms that limit or undermine women's professional development (Andrade, 2022). Also, modern feminism creates and facilitates mentoring and sponsorship relationships between senior or experienced women and junior or emerging women leaders and professionals. Modern feminism also establishes and connects professional associations and networks that offer guidance, information, opportunities and advocacy for women in different fields.

In agreement with the study findings, Parmer (2021) suggested that modern feminism advocates for gender-sensitive policies and procedures for recruitment, selection, evaluation, promotion, pay and leadership. Modern feminism also monitors

and evaluates the implementation and impact of these policies and procedures on gender equity outcomes. Also, modern feminism encourages and supports women to enter and advance in non-traditional and male-dominated fields such as defence and security and STEM fields (Guthridge *et al.,* 2022). This role creates and promotes alternatives and innovations that challenge and transform the existing structures and systems that hinder women's professional development in the workplace.

In contrast, Fine *et al.* (2020) argued that aspects of modern feminism may have potential negative effects on professional development. One criticism is that certain affirmative action or diversity policies, inspired by feminist principles, are perceived as favouring women over men, potentially leading to backlash or resentment in the workplace. Also, there could be unintended consequences, such as the perception that women are being promoted primarily based on gender rather than merit (Fine *et al.,* 2020). Additionally, debates around gender-related issues may create tensions in workplace environments, impacting teamwork and communication.

Key informants applauded modern feminism initiatives in promoting female police officer career progression by advocating for gender equality and challenging traditional gender norms within law enforcement. It has fostered a more inclusive and diverse work environment, facilitating greater opportunities for women to enter and advance within the field. Feminist initiatives have also led to changes in policies and procedures, addressing issues such as sexual harassment and discrimination that can hinder female officers' advancement. Furthermore, feminist movements have raised awareness about the importance of representation, leading to increased support

for mentoring programs, leadership training, and other resources aimed at empowering women in policing, ultimately contributing to their career progression within the profession.

Furthermore, the researcher performed correlation and regression analysis to examine the relationship between professional development as a dependent variable, and feminism attributes as the independent variable. Ordinal regression and Pearson's correlation enabled the researcher to comprehend the impacts of modern feminism attributes on professional development.

Table 4.6 below shows that feminism attributes (gender equality, personal empowerment, diversity, activism and intersectionality) are independent of each other since their correlation value lies far below the value 1 (1 indicates a highly positive correlation while -1 indicates a highly negative correlation). This means that each attribute plays an important and independent role in impacting female professional development. Moreover, this situation leads to the high reliability of statistical inference in generalizing results.

Table 4.6: Correlation of feminism attributes

Feminism attributes		Gender equality	Personal empowerment	Diversity	Intersectionality	Activism
Gender equality	Pearson Correlation	1	.066	.061	.214	.268
Personal empowerment	Pearson Correlation	.066	1	.042	.100	.010
Diversity	Pearson Correlation	.061	.042	1	.373	.328
Intersectionality	Pearson Correlation	.214	.100	.373	1	.282
Activism	Pearson Correlation	.268	.010	.328	.282	1

Furthermore, the researcher conducted an ordinal regression analysis to investigate the effects of feminist attributes on professional development. The output consists of several tables that are provided in different tables (See Appendix 5). The first table (index 5.1), Case Processing Summary, shows the number and percentage of valid and missing cases in the data. In this case, there are no missing values, so all 228 cases are included in the analysis.

The ordinal regression model was statistically significant (Chi-squared = 216.951, p < 0.001), indicating that the independent variables collectively predict the dependent variable (professional development). (See index 5.2)

The third table (index 5.3), Estimation of Parameters, shows the parameter estimates for each predictor variable and each of the outcome variables as follows:

i. The coefficient for gender equality was statistically significant (estimate = 4.996, p = 0.001). This suggests that as the perception of gender equality increases, the odds of higher professional development also increase. Professionals who perceive higher gender equality tend to have better professional development.

ii. The coefficient for personal empowerment was statistically significant (estimate=5.499, p = 0.025). This suggests that professionals who perceive higher personal empowerment are more likely to experience better professional development.

iii. The coefficient for diversity was statistically significant (estimate = 2.107, p = 0.040). This implies that an increase in the perception of diversity is associated with increased odds of better professional development.

iv. The coefficient for intersectionality was statistically significant (estimate = 4.249, p = 0.022). This suggests that a higher perception of intersectionality is associated with improved professional development.

v. The coefficient for activism was not statistically significant (estimate=-4.431, p = 0.087). This implies that the perception of activism does not significantly predict professional development.

In general, the results imply that gender equality, diversity, intersectionality, and personal empowerment have a significant positive impact on professional development. These findings align with the idea that a more inclusive and equitable work environment contributes to improved professional growth (Din, 2019). Activism, on the other hand, did not show a significant relationship with professional development in this case. Other factors not considered in this analysis may influence the role of activism in professional development.

The results presented above resonate with key beliefs of contemporary theories on African feminism (Atanga, 2013; Cromartie, 2020; Amaefula, 2021). The acknowledgement of modern feminism's role in raising awareness about gender inequality, influencing workplace policies for gender equity, and encouraging male support aligns with the multifaceted approach that characterizes African feminist discourse (Amaefula, 2021; Atif, 2020; Botella *et al.,* 2019). The emphasis on

education and information dissemination to various stakeholders, including employers, employees, policymakers, educators, media, and society at large, mirrors the broader goals of African feminists who seek to challenge and transform societal norms perpetuating gender disparities (Sahu, 2023; Haji, 2017). The positive perception of modern feminism's impact on professional development and workplace gender equity underscores the potential universality of feminist principles, suggesting that they can be applicable and influential in diverse cultural and regional contexts, including within the African context (Day and Wray, 2018; Mosomi, 2019).

4.5   Challenges Faced by Female Police Officers in Pursuing Professional Development Within the Tanzania Police Force

The study went further to identify challenges faced by female police officers in Arusha City.

Results show that work-life balance was observed to be the main challenge for women in performing their daily duties, reported by 35.4% of respondents. Gender-based discrimination was the other most reported challenge, constituting 33.3% of responses. Other challenges observed were women's incompetence, lack of confidence, and inadequate facilities and training resources, which were 5.9%, 11.1%, and 14.2%.

This situation implies that women in Tanzania police encounter difficulties in balancing their professional responsibilities with their personal lives, possibly due to demanding work schedules or organizational expectations. Also, the prevalence of

gender-based discrimination indicates a concerning issue within these settings, suggesting that discriminatory practices or biases hinder women's advancement and create a less inclusive work environment. Results are presented in Table 4.4 below.

Table 4.7: **Challenges faced by female Police Officers in pursuing professional development within the Tanzania police force**

Challenges	Frequency	Percentage
Gender-based discrimination	96	33.3
Incompetence	17	5.9
Lack of confidence	32	11.1
Work-life balance	102	35.4
Inadequate facilities for women	41	14.2
Total	**288**	**100.0**

Similar results were observed by Deans (2015), who claimed that gender inequality and discrimination resulting from the masculine culture of police services are among the main challenges facing female officers in their pursuit of professional development opportunities. Often, female police officers encounter resistance from male colleagues, a glass ceiling for promotion, and gender-specific barriers that inhibit their full integration into police organizations. Also, balancing work and family responsibilities is another challenge since female officers have to deal with the demands of childcare, household chores, and personal relationships while also coping with the stress and risks of police work (Deans, 2015). This limits their chance to excel to their full potential like their counterparts.

According to Prenzler and Sinclair (2013), insufficient facilities and resources at training colleges and police stations are other challenges faced by female police officers. This includes a lack of access to proper washrooms, changing rooms,

uniforms, equipment, and mentors that would facilitate their training and performance.

Responses from key informants suggested that gender bias and discrimination, limited opportunities for advancement to leadership positions, the prevalence of a male-dominated culture, and issues related to work-life balance, as many female officers must juggle the demands of their careers with family responsibilities to be among the leading challenges faced by female police officers in Arusha city. Also, hostile work environments and a lack of support from colleagues and superiors further hinder their advancement, making it difficult for female officers to break through the glass ceiling and reach higher ranks in the male-dominated field of policing.

To overcome these challenges, key informants suggested the provision of flexible work arrangements, childcare support, and family-friendly policies to help female officers balance their work and family roles. Also, improving the facilities and resources for female officers at training colleges and police stations, such as providing separate washrooms, changing rooms, uniforms, equipment, and mentors, as well as encouraging female officers to enhance their skills, confidence and networks to pursue their career ambitions like seeking mentorship and sponsorship opportunities.

Generally, the findings align with liberal feminist principles by highlighting significant challenges faced by women in law enforcement. The reported difficulties

in achieving work-life balance underscore the need for policies supporting flexibility and equal opportunities in the workplace. The prevalence of gender-based discrimination suggests a concerning issue within the police force, reinforcing liberal feminist calls for the elimination of discriminatory practices hindering women's advancement. Additionally, the challenges related to inadequate facilities, training resources, and perceptions of incompetence or lack of confidence underscore the broader need for societal shifts and organizational reforms advocated by liberal feminists to ensure equal treatment, access to resources, and opportunities for women in traditionally male-dominated professions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary of the study findings, conclusions, and recommendations for the main study findings, as well as provides insight into the areas for further study.

5.2   Summary

This study was conducted in Arusha City, Arusha region, whereby the main objective was to investigate the impacts of modern feminism on professional development in the Tanzania Police Force in Arusha City. Specifically, the study examined the gender gap in career progression and the roles of modern feminism in promoting gender equity in professional development in the workplace. It also identified challenges faced by female police officers in pursuing professional development opportunities within the Tanzania Police Force in Arusha City.

The study employed both simple random and purposive sampling methods to select respondents, and the sample size of 236 respondents was drawn from all 13 police posts in Arusha City. The study used questionnaires and interviews to collect information. To analyse the information collected, the study performed some descriptive statistics to describe data using frequencies, percentages, and averages. Pearson's correlation and ordinal regression analysis were also conducted to determine the relationships between feminism attributes and professional

development and to determine the impact of each attribute on professional development. The obtained results were presented in frequency tables, figures and graphs.

The findings depict a notable gender gap in career progression within the Tanzania Police Force in Arusha City; despite significant strides in gender equality, women continue to encounter substantial hurdles in the labour market, particularly in career advancement. The gender gap is stark within the Tanzania Police Force in Arusha City, where female officers are consistently outnumbered by male officers across all ranks, indicating a systemic issue of underrepresentation in higher positions. This not only represents a squandering of talent and human capital but also hampers organizational productivity, innovation, and competitiveness. The findings echo Cromartie's (2020) observations of a similar disparity in law enforcement, with men prevailing in most categories. This situation may lead to the persistence of gender disparities in income, wealth, power and influence (Andrade, 2022). Moreover, women who are underrepresented in decision-making positions may have less voice or impact on policies and issues that affect them or society at large.

Furthermore, the study findings show that modern feminism has played a significant role in raising awareness of gender inequality and influencing workplace policies to promote gender equity. Modern feminism has been instrumental in advancing gender equity in the workplace by employing a variety of strategies and actions. It plays a crucial role in raising awareness among stakeholders about gender inequality and its implications. Modern feminism leverages research, advocacy, and media to shed

light on the gender gap in various professional aspects. It also challenges stereotypes and biases through education and training, as noted by Andrade, 2022. Furthermore, it fosters mentorship and sponsorship relationships and establishes networks that provide support and advocacy for women, thereby promoting their professional development and representation in diverse sectors.

Nonetheless, the study shows that female officers still face challenges, including gender-based discrimination and limited access to training opportunities. The main challenges faced by female police officers in Arusha City, as identified by respondents and supported by existing literature, revolve around work-life balance and gender-based discrimination. A significant portion of respondents, 35.4%, cited work-life balance as a primary challenge, while 33.3% highlighted gender-based discrimination. Other challenges reported included perceptions of women's incompetence, lack of confidence, and inadequate facilities and training resources, with percentages ranging from 5.9% to 14.2%. These findings align with Deans' (2015) observations, emphasizing gender inequality, discrimination, and a masculine police culture as obstacles to the professional development of female officers. Balancing family responsibilities and work-related stress further hampers their advancement. Prenzler and Sinclair (2013) also identified insufficient facilities and resources as challenges for female police officers.

From the theories' perspectives, the gender distribution across ranks within the Tanzania Police Force highlights systemic barriers to career progression, echoing liberal feminist principles that emphasize dismantling institutional biases. The

underrepresentation of female officers reflects entrenched discriminatory policies and cultural norms, reinforcing the need for policy reforms to promote gender equality. These findings resonate with African feminist discourse, emphasizing education, awareness, and policy influence to challenge societal norms perpetuating gender disparities. Challenges faced by women in law enforcement, such as work-life balance issues and gender-based discrimination, underscore the broader need for organizational and societal reforms to ensure equal opportunities and treatment for women in traditionally male-dominated professions.

5.3   Conclusions

In conclusion, modern feminism has had a positive impact on gender equity within the Tanzania Police Force in Arusha City. However, challenges persist in achieving full gender parity in professional development. Addressing these challenges will require concerted efforts from multiple stakeholders at different levels, such as individual actions, organizational interventions and societal changes to combat gender-based discrimination and provide equal access to career advancement and development for both male and female officers. On the other hand, the government should create a more conducive and supportive environment for women's career progression by providing services and infrastructure that facilitate work-life balance.

Specifically, the study noted a significant gender gap in career progression, with women facing considerable challenges in advancing to higher ranks. This underrepresentation of women in leadership roles not only wastes valuable talent but also negatively impacts the organization's productivity and innovation. The situation

mirrors other scholars' findings of gender disparity in law enforcement and suggests that without intervention, gender inequalities in income, power, and influence may persist. Furthermore, the lack of women in decision-making roles could diminish their influence on policies and societal issues, underscoring the importance of addressing these imbalances to ensure equitable representation and opportunities for women in the workforce.

Also, the study shows that modern feminism has been a key driver in promoting gender equity in the workplace. By utilizing a multifaceted approach that includes research, advocacy, media exposure, education, and training, modern feminism has effectively raised awareness about the gender gap and its consequences. It has also been pivotal in challenging existing stereotypes and biases, fostering supportive relationships through mentorship and sponsorship, and establishing professional networks. These efforts have not only highlighted the issues of gender inequality but have also contributed to policy changes and the advancement of women's professional development and representation across various sectors.

However, female police officers in Arusha City face significant challenges, with work-life balance and gender-based discrimination being the most prevalent. These issues are compounded by perceptions of incompetence, lack of confidence, and inadequate facilities, which align with the broader literature on the subject. The masculine culture within the police force and the additional burden of family responsibilities further impede women's professional advancement, underscoring the need for systemic changes to support gender equity in law enforcement.

5.4   Recommendations of the Study

5.3.1 Recommendations for Practices

Based on the findings of this study, several comprehensive recommendations can be made to promote gender equity, enhance professional development opportunities, and create a more supportive and inclusive work environment for female officers in the Tanzania Police Force.

To address the significant gender imbalance within the police force, it is essential to adopt gender-sensitive recruitment and promotion practices. Recruitment policies should be revised to actively encourage female participation by targeting campaigns that promote law enforcement as a viable career option for women. Recruitment processes must also be transparent and free from gender bias to ensure that both male and female candidates have equal opportunities to enter the force. Additionally, the police force should establish clear and objective promotion criteria that are based on merit and performance rather than gender. This will create a more equitable system where female officers have an equal chance of advancing to higher ranks, including leadership positions, and will help dismantle the systemic barriers that currently prevent many women from rising through the ranks.

The study revealed that women in the police force face significant challenges in accessing leadership roles, largely due to a lack of targeted training and development opportunities. To address this, the Tanzania Police Force should implement leadership training programs specifically designed for female officers. These programs should focus on equipping women with the necessary skills for decision-

making, strategic planning, and leadership in law enforcement. Additionally, providing female officers with equal access to all training opportunities, including those that involve night shifts, field operations, and specialized tasks, is crucial. This will ensure that women are not excluded from critical aspects of police work that are often prerequisites for career advancement. Furthermore, mentorship programs that pair senior female officers with junior female colleagues can provide essential guidance and support, helping women navigate the complexities of their careers. Male officers should also be encouraged to act as mentors to foster allyship and support gender equity within the force.

Work-life balance challenges were identified as a major issue for female officers, particularly due to the demanding nature of police work. To alleviate these pressures, the police force should introduce flexible work arrangements that allow officers, especially women with family responsibilities, to better manage their personal and professional lives. Flexible shift schedules, part-time options, and provisions for working mothers would significantly reduce stress and improve job satisfaction. Moreover, the introduction of childcare support, either through onsite childcare facilities or subsidies for external childcare services, would provide much-needed assistance to female officers with young children. This would enable them to focus on their careers without the added pressure of managing childcare arrangements. In addition, strengthening family-friendly policies, such as paid maternity and paternity leave, would ensure that officers with caregiving duties are supported in maintaining their career progression without sacrificing their family responsibilities.

The study highlighted that gender-based discrimination remains a persistent issue within the Tanzania Police Force, manifesting in limited opportunities for women to advance in their careers. To combat this, the police force must strengthen its anti-discrimination policies by implementing clear and enforceable rules that address gender bias, harassment, and exclusionary practices. A robust reporting mechanism should be established, allowing female officers to report discrimination or harassment without fear of retaliation. Additionally, fostering an inclusive workplace culture is crucial for reducing bias and ensuring that women feel valued and supported in their roles. This can be achieved through diversity and inclusion training for all officers, emphasizing the importance of gender equity and mutual respect in the workplace. Such training should be designed to challenge existing stereotypes and encourage positive behavior, creating a more collaborative and supportive work environment for all officers, regardless of gender.

The study also revealed that inadequate facilities, such as proper washrooms, uniforms, and equipment, create additional challenges for female officers. To ensure a conducive work environment, the police force should invest in upgrading its facilities to meet the needs of female staff. This includes providing separate and adequate washrooms, changing rooms, and uniforms that are suitable for women. In addition, ensuring that women have access to the necessary equipment and resources to perform their duties effectively is essential for creating an equitable work environment. These improvements will not only enhance the day-to-day experience of female officers but will also demonstrate the police force's commitment to supporting its female workforce.

5.3.2 Recommendations for Policy

Based on the findings from the study, several policy recommendations can be made to foster a more equitable and supportive environment for female police officers in the Tanzania Police Force. These policy changes aim to promote gender equity, eliminate discriminatory practices, and enhance the professional development of women in law enforcement.

The Tanzania Police Force should introduce a comprehensive gender equality policy aimed at addressing systemic gender imbalances within the force. This policy should ensure equal opportunities for recruitment, career progression, and access to training for both male and female officers. It should outline specific goals for achieving gender parity, particularly in leadership roles, and establish clear guidelines for the equitable treatment of all officers. This policy would serve as a formal commitment by the police force to eliminate gender-based discrimination and support women's professional development.

To address the gender-based discrimination and harassment reported by female officers, the Tanzania Police Force should enforce strict anti-discrimination and anti-harassment policies. These policies should clearly define unacceptable behaviors and outline procedures for reporting, investigating, and resolving discrimination or harassment cases. Additionally, the police force should ensure that complaints are handled impartially and that those who report issues are protected from retaliation. Regular training on these policies should be mandatory for all staff to promote a workplace culture of respect and inclusion.

A key issue identified in the study is the underrepresentation of women in higher ranks. To address this, the police force should implement gender-sensitive promotion policies that emphasize merit-based advancement and remove barriers to leadership for women. These policies should include clear criteria for promotion and guarantee that women are equally considered for leadership roles. Additionally, the force should create career development programs that actively support the advancement of female officers through mentorship, leadership training, and professional development opportunities.

To alleviate the work-life balance challenges faced by female officers, the police force should introduce family-friendly policies that support both men and women in balancing their professional and personal responsibilities. This includes policies that offer flexible work arrangements, such as part-time shifts, job sharing, and remote work options, where feasible. The force should also ensure that parental leave policies, including maternity and paternity leave, are generous and accessible. Providing support for childcare, either through on-site facilities or subsidies, would further ease the burden on officers with families and encourage greater retention of female staff.

To address the gender imbalance in the force's composition, the Tanzania Police Force should revise its recruitment policies to actively encourage the recruitment of female candidates. This can be achieved by setting gender diversity targets and using gender-neutral job advertisements that appeal to both men and women. Recruitment campaigns should be designed to highlight the importance of women in law

enforcement and should be accompanied by outreach programs that target female candidates, particularly in regions or communities where women are underrepresented in the workforce.

The police force should adopt a policy requiring gender impact assessments for any new policies, programs, or initiatives. These assessments would ensure that the potential effects of new initiatives on both male and female officers are considered before implementation. By assessing the gendered impacts of decisions, the force can prevent unintended consequences that may disproportionately affect female officers and ensure that all policies are equitable and inclusive.

To ensure the effective implementation of gender equity policies, the police force should establish a monitoring and accountability framework. This framework should include regular audits of gender representation in recruitment, promotions, and leadership roles, as well as evaluations of how well the force is meeting its gender equity goals. The framework should also provide for the creation of a gender equity task force or advisory committee to oversee the progress of gender-related initiatives and make recommendations for continuous improvement.

The police force should make gender sensitivity training a mandatory component of its professional development programs. This training should cover topics such as gender biases, the importance of diversity in law enforcement, and strategies for creating an inclusive workplace. Furthermore, leadership development programs should include modules on managing diverse teams and supporting the professional

growth of women within the force. Continuous training in gender sensitivity will help create a culture that values gender equity and encourages the fair treatment of all officers.

To address the inadequate facilities highlighted by the study, the police force should adopt policies that ensure proper facilities and resources are available for female officers. These policies should mandate the provision of separate washrooms, changing rooms, uniforms, and equipment tailored to the needs of women. Additionally, resource allocation policies should prioritize the improvement of workplace infrastructure to ensure that female officers have the same access to tools and facilities as their male counterparts.

To encourage women to pursue careers in specialized or non-traditional roles within the police force (such as criminal investigation or tactical units), the police force should implement policies that actively support and promote the participation of women in these areas. This could include setting targets for female representation in specialized units, providing targeted training and development opportunities, and offering incentives for women to pursue roles in these traditionally male-dominated areas of policing.

5.4   Areas for Future Studies

Based on the findings from the study, several recommendations can be made for future research to further explore and address the gender disparities and challenges faced by female officers in the Tanzania Police Force. These recommendations will

help to deepen understanding, identify effective interventions, and support continuous improvements in gender equity within law enforcement.

Future research should consider conducting longitudinal studies to track the career progression of female officers over time. This will provide valuable insights into the long-term effects of gender-sensitive policies and interventions aimed at promoting women's professional development within the police force. A longitudinal approach would allow researchers to assess the impact of various factors such as recruitment policies, training programs, and workplace culture changes on gender equity outcomes. Additionally, it would help to identify persistent barriers that female officers face at different stages of their careers.

Future studies should investigate the intersectionality of gender with other social factors such as race, ethnicity, age, education, and socioeconomic status, and how these intersections impact the experiences of female police officers. Understanding how different identities intersect can reveal specific challenges faced by women from diverse backgrounds within law enforcement. For instance, the experiences of younger female officers may differ from those of older women, while educational background might play a role in how women navigate gender biases. By exploring these intersections, future research can offer more nuanced recommendations for addressing disparities and promoting equity.

There is a need for future studies to evaluate the effectiveness of gender equity initiatives currently being implemented within the Tanzania Police Force and other

law enforcement agencies. These evaluations should assess the impact of policies such as mentorship programs, leadership training, and flexible work arrangements on the career advancement and retention of female officers. Understanding which initiatives are most effective will provide valuable data to guide the development and implementation of future interventions. Additionally, such studies can identify gaps or areas for improvement in existing gender equity programs.

Future research should explore the representation and experiences of women in specialized units or non-traditional roles within the police force, such as tactical teams, criminal investigations, or emergency response units. These areas are often male-dominated, and little is known about the specific challenges that women face in these roles. Research in this area can provide insights into the structural and cultural barriers that limit female participation and suggest strategies for encouraging more women to pursue specialized roles within law enforcement.

As work-life balance was identified as a major challenge for female officers, future studies should explore the impact of work-life balance policies on gender equity in law enforcement. Research could examine how flexible work arrangements, childcare support, and family-friendly policies influence the retention, job satisfaction, and career advancement of female officers. Additionally, studies could assess how these policies affect overall workplace morale and productivity, providing evidence for the broader benefits of implementing family-friendly initiatives within the police force.

To create a more comprehensive understanding of gender dynamics in the police force, future research should also explore the perspectives of male officers on gender equity. Studies could investigate male officers' attitudes toward gender-sensitive policies, female leadership, and the inclusion of women in traditionally male-dominated areas of law enforcement. Understanding the perspectives of male officers will be crucial for identifying potential sources of resistance to gender equity initiatives and for developing strategies to foster allyship and support among men for gender-inclusive practices.

REFERENCES

Abu-Bakarr, I., Bakarr, M. I., Gelman, N., Johnny, J., Kamanda, P. J., Killian, D. & Wadsworth, R. (2022). Capacity and leadership development for wildlife conservation in sub-Saharan Africa: assessment of a programme linking training and mentorship. *Oryx, 56*(5), 744-752.

Amaefula, R. C. (2021). African feminisms: Paradigms, problems and prospects.

Andrade, M. S. (2022). Gender equality in the workplace: a global perspective. *Strategic HR Review, 21*(5), 158-163.

Asiamah, N., Mensah, H., & Oteng-Abayie, E. F. (2017). General, target, and accessible population: Demystifying the concepts for effective sampling. *The qualitative report, 22*(6), 1607-1621.

Atanga, L. L. (2013). *African feminism. Gender and language in Sub-Saharan Africa: Tradition, struggle and change*, 301-314. Amsterdam: John Benjamins Publishing Company

Atif, R. B. (2020). Feminism History & Impact on Society. Retrieved from https://www.linkedin.com/pulse/feminismhistory-impact-society-atif-riaz-butt-otnwf

BBC, (2018, February 9). Tanzania Gets First Woman Defense Minister. BBC News.

Benschop, Y. (2021). Grand challenges, feminist answers. *Organization Theory, 2*(3), 26317877211020323.

Billing, Y. (2011). Are women in management victims of the phantom of the male norm? "*Gender, Work and Organization", 18*(3),

Botella, C., Rueda, S., López-Iñesta, E., & Marzal, P. (2019). Gender diversity in STEM disciplines: A multiple factor problem. *Entropy, 21*(1), 30.

Brown, E. (2019). The Impact of Feminism on Varying Groups in Society.

Çemberci, M., Civelek, M. E., Ertemel, A. V., & Cömert, P. N. (2022). The relationship of work engagement with job experience, marital status and having children among flexible workers after the COVID-19 pandemic. *PloS one, 17*(11), e0276784.

Chodhary, M. K. (2022). Women and Feminism: Impact of Feminism on Women in The Contemporary World. *International Journal of Education, Modern Management, Applied Science & Social Science,* 5(4), 243-250.

Christiansen, D. M., & Berke, E. T. (2020). Gender-and sex-based contributors to sex differences in PTSD. *Current Psychiatry Reports, 22*, 1-9.

Chu, A. L. (2019). The Impossibility of Feminism. Differences. 30(1), 63-81.

Cole, J., & Symes, C. (2020). *Western Civilizations (5th Ed.)*. New York: W.W. Norton & Company Inc.,

Creswell, J. W., & Clark, V. P. (2011). *Mixed methods research*. SAGE Publications.

Cromartie, C. (2020). Barriers African American Women Law Enforcement Officers Face in Career Advancement (Doctoral dissertation, St. Thomas University).

Davis, H., Lawrence, S., Wilson, E., Sweeting, F., & Poate-Joyner, A. (2023). 'No one likes a grass' Female police officers' experience of workplace sexual harassment: A qualitative study. *International Journal of Police Science & Management, 25*(2), 183-195.

Day, K., & Wray, R. (2018). Fourth-wave Feminism and Postfeminism: Successes and Failures. Transform. *A Journal of the Radical Left, 4*, 113-137

Dean, J., & Aune, K. (2015). Feminism resurgent? Mapping contemporary feminist activisms in Europe. *Social Movement Studies*, *14*(4), 375-395.

Deans, C. (2015). Gender inequality: The struggle female police officers face in the masculine culture of policing. Footnotes, 8.

Dempewolff, J.A. (1974). Development and validation of a feminism scale. *Psychological Reports, 34*, 651-657.

Diggs, S. N. (2022). Intersectionality of gender and race in governmental affairs. Handbook on gender and public administration, 115-31. Created It 10 Years Ago. *The Washington Post*, October 19, 2017.

Eleanor Gordon (2019) Gender and Defence Sector Reform: Problematizing the Place of Women in Conflict-Affected Environments, *Journal of Intervention and State Building, 13,* 1, 75-94

European Commission. (2020). Gender Equality: Economic and Employment Issues.

Evans, A. (2023). Femininity in the 21st century. *Current Opinion in Psychology, 49,* Article 101502. https://doi.org/10.1016/j.copsyc.2022.101502

Fine, C., Sojo, V., & Lawford-Smith, H. (2020). Why does workplace gender diversity matter? Justice, organizational benefits, and policy. *Social Issues and Policy Review, 14*(1), 36-72.

Folarin, S. F. (2023). Radical Transformation, National Security Symposiums, and Future of Rwanda. In Rwanda's Radical Transformation Since the End of the 1994 Genocide against the Tutsi (pp. 101-138). Cham: Springer Nature Switzerland.

Freedman, E. (2002). *No Turning Back: The History of Feminism and the Future of Women*. New York: Ballantine Books.

Gillis, S., Howie, G., & Munford, R. (Eds.) (2007). *Third Wave Feminism: A Critical Exploration* (2nd Ed.). Houndsmills: Palgrave Macmillan.

Global Firepower. (2022). African military strength. https://www.globalfirepower.com/country-military-strength-detail.asp?country_id=africa

Grant, J. (2013). *Fundamental feminism: Contesting the core concepts of feminist theory*. London: Routledge.

Gray, M., & Boddy, J. (2010). Making Sense of the Waves: Wipeout or Still Riding High? *Affilia, 25*(4), 368-389.

Gurrieri, L., & Drenten, J. (2021). The feminist politics of choice: lipstick as a marketplace icon. *Consumption Markets & Culture, 24*(3), 225-240.

Guthridge, M., Kirkman, M., Penovic, T., & Giummarra, M. J. (2022). Promoting gender equality: a systematic review of interventions. *Social Justice Research, 35*(3), 318-343.

Haji, R. (2017). Feminism in Tanzania: the role of social media and digital activism. *Feminist Africa, 22*, 40-52.

Haque, F. (2019). The Impact of Feminism in the Branch of Women's Studies: The Study of the Development of Sex according to the Theories of Gender. *Am J Biomed Sci & Res., 2*(5). AJBSR.MS.ID.000603. DOI: 10.34297/AJBSR.2019.02.000603.

Hassim, S. (2023). How Jacob Zuma Revitalized Feminism in South Africa. *Politics & Gender*. 2024;20(2):490-494. doi:10.1017/S1743923X22000721

Hendricks, C. (2011). Gender and security in Africa: An overview.

Inter-Parliamentary Union. (2023). Women in National Parliaments.

Jain, S. (2020). The Rising Fourth Wave: Feminist Activism and Digital Platforms in India. ORF Issue Brief No. 384, Observer Research Foundation.

Janka, S. F (2021). The rise of feminism in Sub-Saharan Africa: The case of Rwanda.

Jassal, N. (2020). Gender, law enforcement, and access to justice: Evidence from all-women police stations in India. *American Political Science Review, 114*(4), 1035-1054.

Jhaveri, R., & O'Connor, M. (2021). Feminism. In S. R. Clegg (Ed.), *The SAGE encyclopedia of corporate reputation* (pp. 308-310). SAGE Publications.

Johnson, E. A. (2019). Postcolonial Feminism in Tanzania: Revisiting Historical Feminist Struggles and Contemporary Activism. *International Feminist Journal of Politics, 21*(4), 567-585.

Jordan, A. H., & Zitek, E. M. (2012). Marital status bias in perceptions of employees. *Basic and Applied Social Psychology, 34*(5), 474-481.

Kadam, P., & Bhalerao, S. (2010). Sample size calculation. *International Journal of Ayurveda research, 1*(1), 55.

Kathryn. (2013). A feminist response to late twentieth-century capitalism? *Feminist Media Studies, 13*, 395-414.

KC, M. T. (2023). Feminism in India: Then and Now. *Journal of Women Empowerment and Studies (JWES), 3*(03), 8-14.

Kemp, A., Madlala, N., Moodley, A., & Salo, E. (2018). The dawn of a new day: Redefining South African feminism. In *The challenge of local feminisms* (pp. 131-162). Routledge.

Lebovic, A. (2019). Refashioning feminism: American Vogue, the second wave, and the transition to postfeminism. *Journal of Women's History, 31*(1), 109-132.

Lee-Koo, K. (2018). Security as enslavement, security as emancipation: gendered legacies and feminist futures in the Asia-Pacific. In Critical Security in the Asia-Pacific (pp. 231-246). Manchester University Press.

Lin, Y., & Wu, X. (2023). Enhancing Knowledge-Based Professional Management of Auxiliary Police in Mega-cities: Challenges and Solutions. *Journal of the Knowledge Economy,* 1-37. DOI:10.1007/s13132-023-01592-3

Makama, R., Helman, R., Titi, N., & Day, S. (2019). The danger of a single feminist narrative: African-centred decolonial feminism for Black men. *Agenda, 33*(3), 61-69.

Malinowska, A. (2020). *Waves of Feminism. The International Encyclopedia of Gender, Media, and Communication*. New York: John Wiley & Sons, Inc.

Mama, A. (2011). What does it mean to do feminist research in African contexts? *Feminist Review, 98*(1_suppl), e4-e20.

McDowell, L. (2019). Feminist geographies and the everyday. In *A Companion to Feminist Geography* (pp. 3-14). Wiley-Blackwell.

Medina, R., & Zecchi, B. (2020). Technologies of age: the intersection of feminist film theory and ageing studies. *Investigaciones Feministas, 11*(2), 251-262.

Mendoza, B., Bertrán, M., & Pàmies, J. (2021). Feminism, Islam and higher education: towards new roles and family relationships for young Spanish-Moroccan Muslim women in Spain. Race Ethnicity and Education, 1-20.

Mhina, S. R., Ogoti, E. O., & Onyancha, H.(2022). Self-Confidence of Police Women in Leadership Positions Towards Career Progress in Moshi Municipal Police.

Miguel-Aliaga, I. (2022). Let's talk about (biological) sex. *Nature Reviews Molecular Cell Biology, 23*(4), 227-228.

Mohajan, D., & Mohajan, H. K. (2022). Profit Maximization Strategy in an Industry: A Sustainable Procedure. *Law and Economy, 1*(3), 17-43.

Mohajan, H. (2022). An Overview of the Feminism and Its Categories.Vyas, S., & Jansen, H. A. (2018). Unequal power relations and partner violence against women in Tanzania: a cross-sectional analysis. *BMC women's health, 18*(1), 1-12.

Mosomi, J. (2019). An empirical analysis of trends in female labour force participation and the gender wage gap in South Africa. *Agenda, 33*(4), 29-43.

Mukherjee, S. P., Sinha, B. K., & Chattopadhyay, A. K. (2018). Statistical methods in social science research (pp. 29-37). Springer Singapore.

Nahal, C. (1990). *"Feminism in English fiction: forms and variations" Feminism and Recent fiction in English*. New Delhi: Prestige Books.

Ndenje, N. F. (2014). Assessment of the effectiveness of Tanzania police gender desks in protecting women from gender-based violation", a case study at Kinondoni municipality (Doctoral dissertation, The Open University of Tanzania).

Nyoni, W. P., He, C., & Yusuph, M. L. (2017). Sustainable Interventions in Enhancing Gender Parity in Senior Leadership Positions in Higher Education in Tanzania. *Journal of Education and Practice, 8*(13), 44-54.

Offen, K. (1988). On the French origin of the word feminism and feminist. *Feminist Issues, 8*(2), 45-51.

Onyango, R. A., & Natarajan, M. (2022). Gender equity approach to policing in Kenya: Lessons, challenges and prospects. *International Journal of Police Science & Management, 24*(2), 147–161.

Padyab, M., Hansson, J., Sundqvist, J., Inzunza, M., & Ghazinour, M. (2023). A comparative study of stress experienced by Swedish and Norwegian police officers. *Frontiers in Health Services, 3*, 1072248.

Parmer, L. L. (2021). The road to gender equality: Persisting obstacles for American women in the workforce. *The Psychologist-Manager Journal, 24*(2), 85–96. https://doi.org/10.1037/mgr0000115

Perry, M., & Chase, M. et al. (2015). *Western Civilization: Ideas, Politics, and Society* (11th Ed.). Cengage Learning.

Phillips, R., & Cree, V. E. (2014). What Does the „Fourth Wave" Mean for Teaching Feminism in 21st Century Social Work? *Social Work Education, 33*(7), 930-943.

Plano Clark, V. L. (2017). Mixed methods research. *The Journal of Positive Psychology, 12*(3), 305-306.

Prenzler, T., & Sinclair, G. (2013). The status of women police officers: An international review. *International journal of law, crime and justice, 41*(2), 115-131.

Pujari, L., & Sengupta, N. (2022). *Feminist Re-imagination of Social Theories*. Impact and Policy Research. https://iprr.impriindia.com/vi-i2-feminist-re-imagination-of-social-theories/

Raina, J. A. (2017). Feminism: An Overview. *International Journal of Research, 4*(13), 3372-3376.

Rokade, S. T. (2022). Women's Rights and Feminist Movement. *Epitome Journal of Multidisciplinary Research, 8*(6), https://www.epitomejournals.com/Volume Articles/FullTextPDF/656_Research_Paper_(14).pdf

Sahu, S. (2023). *Unfolding Feminism in India: Women, Power and Politics*. New York: Taylor & Francis.

Saunders, K. (2016). Women in the Workplace: Feminism's Potential Impact. International Handbooks of Quality-of-Life. Springer, Dordrecht, 565-575

Scott, J. W. (1996). *Feminism and History (Oxford Readings in Feminism)*. Oxford University Press, Oxford, New York.

Sesinando, A., Segui-Urbaneja, J., & Teixeira, M. C. (2022). Professional development, skills, and competencies in sports: a survey in the field of sport management among public managers. *Journal of Physical Education and Sport, 22(*11), 2800-2809.

Shellock, R. J., Cvitanovic, C., Mackay, M., McKinnon, M. C., Blythe, J., Kelly, R., ... & Wisz, M. S. (2022). Breaking down barriers: The identification of actions to promote gender equality in interdisciplinary marine research institutions. *One Earth, 5*(6), 687-708.

Shiree, R. A. (2012). The effects of feminism and gender on the organization. Senior Honors Projects, 2010-current. 468. https://commons.lib.jmu.edu/honors201019/468

Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist, 34*(1), 8-12.

Singh, B. (2019). The History of Black Feminism Movement. *International Journal of discoveries and innovations in applied sciences, 1*, 36-38.

Stanley, L., & Wise, S. (1983). *Breaking Out: Feminist Consciousness and Feminist Research*. London: Routledge & Kegan Paul.

Starheim, R. P. (2019). Women in policing: Breaking barriers and blazing a path. US Department of Justice, Office of Justice Programs, National Institute of Justice.

Steady, F. C. (1981). *The Black woman cross-culturally*. Cambridge: Schenkman Publishing Company, Inc.,

Syed, J., Ali, F., & Hennekam, S. (2018). Gender equality in employment in Saudi Arabia: a relational perspective. *Career Development International, 23(2)*, 163-177.

Tanzania Gender Networking Programme, (n.d.). About TGNP.

Tanzania Police Force, (2020). Gender Unit Annual Report 2020.

United Nations Tanzania, (2020). Tanzania has launched a national action plan to prevent and respond to violence against women and children.

United Nations, (2015). The United Nations and gender: Progress and challenges.

United Nations, (2022). The Security Council: Women and peace and security.

United States Department of State, (2021). Tanzania 2020 Human Rights Report.

Wang, X., & Cheng, Z. (2020). Cross-sectional studies: strengths, weaknesses, and recommendations. *Chest, 15*8(1), S65-S71.

Weber, M., & Davis, M. (2020). Feminism in the troll space: Clementine Ford's Fight Like a Girl, social media, and the networked book. *Feminist Media Studies, 20*(7), 944-965.

YAMANE, T. (1967). *Elementary Sampling Theory*, New Jersey: Prentice-Hall, Inc.

APPENDICES

Appendix 1: Work Plan

Activity	2024									
	Feb	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**
Literature review	■	■	■	■	■	■	■	■	■	
Identifying and Defining Research Problem	■	■								
Developing Research Proposal			■	■						
Presentation of research proposal					■					
Submission of final research proposal						■				
Data collection							■			
Data Analysis, Interpretation and Presentation								■		
Research report writing									■	
Dissertation Submission										■

Appendix 2: Questionnaire for respondents

A: Introduction

Dear Sir/Madam

Dear participant, I am EDITH MSAFIRI, a Master's student at the Open University of Tanzania (OUT). I am doing this research as part of fulfilling my Master's studies. My research topic is *'IMPACTS OF MODERN FEMINISM ON PROFESSIONAL DEVELOPMENT: A CASE OF TANZANIA POLICE FORCE IN ARUSHA CITY'.* The purpose of this questionnaire is to help the researcher to gather relevant information about the topic. I request that you spare some time to respond to the following questions. Your responses will remain confidential. Do not write your name on this questionnaire.

The researcher will not disclose the identity of the respondent under any circumstances.

B: Demographic Information

1. Sex category

    (a) Male

    (b) Female   [   ]

2. Name of your Police station …………………………………………..

3. Age

    (a) 18-25 years

    (b) 26-35 years

    (c) 36-45 years

    (d) 46-55 years

    (e) 56-65 years   [   ]

4. Education Level

    (a) Primary education

    (b) Secondary education

    (c) Certificate education

    (d) Diploma education

(e) Degree

(f) Masters and above   [   ]

5.   Marital status

(a)   Married

(b)   Single

(c)   Widow

(d)   Separated

(e)   Divorced   [   ]

C: Gender Gap in Career Progression

6.   What   is   your   current   rank   in   the   Tanzania   Police
     Force?..

7.   How many years have you been serving in the Tanzania Police Force in Arusha
     City?.............

8.   Have you noticed any differences in career progression opportunities between
     male and female officers in the police force?

     (a) Yes

     (b) No   [   ]

9.   In your opinion, what factors contribute to the gender gap in career progression
     within the Tanzania Police Force?

     (a) ……………………………………………………………………………

     (b) ……………………………………………………………………………

     (c) ……………………………………………………………………………

     (d) ……………………………………………………………………………

     (e) ……………………………………………………………………………

10. Have you personally experienced any instances of gender bias or discrimination
     in relation to career progression in the police force?

     (a) Yes

     (b) No   [   ]

11. Are there any specific policies or initiatives in place to address the gender gap in
     career progression within the Tanzania Police Force?

     (a) Yes

(b) No   [   ]

12. How effective do you perceive these policies or initiatives to be in narrowing the gender gap?

(a) Very effective

(b) Effective

(c) Less effective

(d) Not effective   [   ]

13. Have you received any training or workshops related to gender equality and inclusivity within the police force?

(a) Yes

(b) No   [   ]

14. What recommendations do you have for improving career progression opportunities and reducing the gender gap within the Tanzania Police Force?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

D: Roles of Modern Feminism in Promoting Gender Equity in Professional Development in the Workplace

15. 15. How effective do you think modern feminism is in promoting gender equity, gender equality, activism, intersectionality, personal empowerment, and diversity (feminism attributes)?

(a) Very effective

(b) Effective

(c) Less effective

(d) Not effective   [   ]

16. Are there any specific initiatives or programs within the Tanzania Police Force aimed at promoting gender equity, gender equality, activism, intersectionality, personal empowerment, and diversity (feminism attributes) in professional development?

(a) Yes

(b) No   [   ]

17. Please circle the number that you consider to be the best answer in one of the boxes provided below to indicate your agreement or disagreement with the statements by choosing: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly Agree.

Roles of feminism					
Item	Scale				
Raise awareness	1	2	3	4	5
Improve policies	1	2	3	4	5
Encourage men support	1	2	3	4	5

18. How well do you think the Tanzania Police Force has implemented modern feminist principles to promote gender equity?

    (a) Excellent

    (b) Very Good

    (c) Good

    (d) Satisfactory

    (e) Unsatisfactory   [ ]

19. How would you rate the level of gender equity, gender equality, activism, intersectionality, personal empowerment, and diversity (feminism attributes) within the Tanzania Police Force compared to other sectors in Arusha City?

    (a) Very High

    (b) High

    (c) Average

    (d) Low

    (e) Very Low   [   ]

20. 20. What measures or strategies do you believe could be implemented to further promote gender equity, gender equality, activism, intersectionality, personal empowerment, and diversity (feminism attributes) within the workplace?

    (a) ……………………………………………………………………………

    (b) ……………………………………………………………………………

    (c) ……………………………………………………………………………

    (d) …………………………………………………………………………

    (e) ……………………………………………………………………………

21. Please circle the number that you consider to be the best answer in one of the boxes provided below to indicate the influence of modern feminism attributes on professional development by choosing (1) Very high, (2) High, (3) Average, (4) Low and (5) Very low.

Influence of feminism attributes on Professional Development.					
Feminism attributes	Scale				
Gender equality	1	2	3	4	5
Personal empowerment	1	2	3	4	5
Intersectionality	1	2	3	4	5
Diversity	1	2	3	4	5
Activism	1	2	3	4	5

22. Please circle the number that you consider to be the best answer in one of the boxes provided below to indicate the level of career advancement for female police officers as a result of feminist initiatives.

: (1) Very high, (2) High, (3) Average, (4) Low and (5) Very low.

Level of professional advancement as a result of feminist initiatives					
Professional development indicators	Scale				
Skills and knowledge advancement	1	2	3	4	5
Competence level	1	2	3	4	5
Personal goals attainment	1	2	3	4	5
Institutional goals attainment	1	2	3	4	5
Professional recognitions	1	2	3	4	5
Promotions	1	2	3	4	5

23. Have you noticed any specific changes in organizational policies or practices that reflect a commitment to gender equity in professional development?

(a) Yes

(b) No   [   ]

24. 25. What are the potential benefits of embracing modern feminism principles in terms of professional development within the organization?

(a) ……………………………………………………………………………

(b) ……………………………………………………………………………

(c) ……………………………………………………………………………

(d) ……………………………………………………………………………

(e) ……………………………………………………………………………

25. Do you believe that having more women in leadership positions contributes to greater gender equity in professional development?

   (a) Yes

   (b) No   [   ]

26. What specific strategies or initiatives do you think could be implemented to increase the representation of women in leadership positions?

   (a) …………………………………………………………………………………

   (b) …………………………………………………………………………………

   (c) …………………………………………………………………………………

   (d) …………………………………………………………………………………

   (e) …………………………………………………………………………………

27. Do you believe that modern feminism principles provide a framework for promoting gender sensitivity and inclusivity within the workplace?

   (a) Yes

   (b) No   [   ]

E: Challenges Faced by Female Police Officers in Pursuing Professional Development Opportunities

28. What are the main barriers that female police officers encounter when seeking professional development opportunities within the Tanzania Police Force in Arusha City?

   (a) …………………………………………………………………………………

   (b) …………………………………………………………………………………

   (c) …………………………………………………………………………………

   (d) …………………………………………………………………………………

   (e) …………………………………………………………………………………

29. What are the perceptions and attitudes of male colleagues towards the professional development of female police officers in the Tanzania Police Force in Arusha City?

   …………………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

30. What strategies and initiatives have been implemented by the Tanzania Police Force in Arusha City to promote professional development for female police officers?

(a) ……………………………………………………………………………………

(b) ……………………………………………………………………………………

(c) ……………………………………………………………………………………

(d) ……………………………………………………………………………………

(e) ……………………………………………………………………………………

31. How effective is the organizational culture and structure of the Tanzania Police Force in Arusha City in supporting available female police officers' professional development?

(a) Very effective

(b) Effective

(c) Less effective

(d) Not effective   [ ]

32. How do family and caregiving responsibilities affect female police officers' professional development within the Tanzania Police Force in Arusha City?

…………………………………………………………………………………………

…………………………………………………………………………………………

33. How can the Tanzania Police Force improve its policies, practices, and support systems to enhance the professional development opportunities for female police officers and address the challenges they face?

…………………………………………………………………………………………

…………………………………………………………………………………………

I appreciate your cooperation.

Appendix 3: Interview Schedule for Key Informants Interview

A: Introduction

Dear Sir/Madam

Dear participant, I am EDITH MSAFIRI, a Master's student at the Open University of Tanzania (OUT). I am doing this research as part of fulfilling my Master's studies. My research topic is *'IMPACTS OF MODERN FEMINISM ON PROFESSIONAL DEVELOPMENT: A CASE OF TANZANIA POLICE FORCE IN ARUSHA CITY'*. The purpose of this interview is to help the researcher to gather relevant information about the topic. I request that you spare some time to respond to the following questions. Your responses will remain confidential.

The researcher will not disclose the identity of the respondent under any circumstances.

B: Demographic Information

1.   Sex category

(a) Male

(b) Female   [   ]

2.   Name of your Police station …………………………………………..

3.   Designation ………………………………………….……………….

4.   Age

   (a) 18-25 years

   (b) 26 – 35 years

   (c) 36- 45 years

   (d)   46- 55 years

   (e) 56- 65 years   [   ]

5.   Education Level

   (a) Primary education

   (b) Secondary education

   (c) Certificate education

   (d) Diploma education

(e) Degree

(f) Masters and above   [   ]

6.   Marital status

(a) Married

(b) Single

(c) Widow

(d) Separated

(e) Divorced   [   ]

C: On the Gender Gap in Career Progression

7.   How does the gender gap in career progression affect the overall career progression and workforce diversity and inclusivity within the Tanzania Police Force in Arusha City?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

8.   How do the organizational culture and leadership within the Tanzania Police Force in Arusha City contribute to or hinder the professional development of female police officers?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

D: On Roles of Modern Feminism in Promoting Gender Equity in Professional Development in the Workplace

9.   To what extent does modern feminism contribute to promoting gender equality and fair, professional development opportunities in the workplace of the Tanzania Police Force in Arusha City?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

10. 10. In what ways does modern feminism influence the policies and practices of the Tanzania Police Force in Arusha City to enhance gender equity in professional development opportunities?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

F: On Challenges Faced by Female Police Officers in Pursuing Professional Development Opportunities

11. What specific obstacles and difficulties do female police officers encounter when striving to pursue professional development opportunities within the Tanzania Police Force in Arusha City?

    (a) ………………………………………………………………………………

    (b) ………………………………………………………………………………

    (c) ………………………………………………………………………………

    (d) ………………………………………………………………………………

    (e) ………………………………………………………………………………

12. What strategies and initiatives have been implemented to address the challenges faced by female police officers in accessing professional development opportunities within the Tanzania Police Force in Arusha City?

    (a) ………………………………………………………………………………

    (b) ………………………………………………………………………………

    (c) ………………………………………………………………………………

    (d) ………………………………………………………………………………

    (e) ………………………………………………………………………………

13. What are the potential long-term effects of the challenges faced by female police officers in accessing professional development opportunities on their job satisfaction and overall career advancement within the Tanzania Police Force in Arusha City?

    (a) ………………………………………………………………………………

    (b) ………………………………………………………………………………

    (c) ………………………………………………………………………………

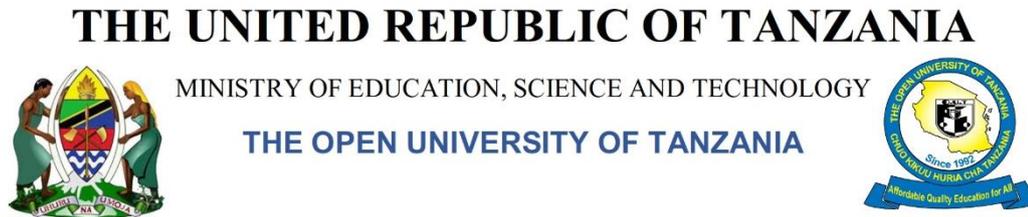(d) ……………………………………………………………………………………

(e) ……………………………………………………………………………………

14. How do the challenges experienced by female police officers in pursuing professional development opportunities within the Tanzania Police Force in Arusha City compare to similar challenges faced by women in other law enforcement agencies or industries?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Thank you for being so cooperative

Appendix 4: Ethical Documents

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/ PG201801822   **06th September, 2023**

The Inspector General of Police (IGP),
P.O Box 961,
DODOMA.

RE: RESEARCH CLEARANCE FOR MS EDITH MSAFIRI REG NO: PG201801822

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. Edith Msafiri, Reg. No: PG201801822)** pursuing **Master Degree in Gender Studies.** We here by grant this clearance to conduct a research titled **"Impact of Modern Feminism on Professional Development: A Case Study Tanzania Police Force".** She will collect her data as indicated at your Office from 07th September to 31st October 2023.

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
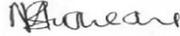
Prof. Magreth S.Bushesha
For*:* VICE CHANCELLOR

UNITED REPUBLIC OF TANZANIA

MINISTRY OF HOME AFFAIR

TANZANIA POLICE FORCE

Telephone 2548673
Telefax. 2544782
As you answer please
mention Ref. No................
Email Address:
Ipc.arusha@tpf.go.tz

The Office of,
Regional Police Commander,
Arusha Regional,
P.O.Box 3011.
Arusha

08.09.2023

ARR/A.23/8/VOL.III/148

THE OPEN UNIVERSITY OF TANZANIA,

P.O.BOX 23409

DAR ES SALAAM.

RE: REQUEST FOR DATA COLLECTION Ms. EDITH MSAFIRI

Refer the heading above and your letter with reference no **OUT/PG201801822** dated **06th September, 2023**

2. Permission has been granted to **Ms. Edith Msafiri** to undertake Data Collection in Arusha Regional Police Commander Offices as applied.

D.K, Mdoe -ACP

For: ARUSHA REGIONAL POLICE COMMANDER

KNY. KAMANDA WA POLISI
MKOA WA ARUSHA

COPY:

OCD ARUSHA – Assist her