

**THE INFLUENCE OF CRITERIA FOR APPOINTMENT OF
WOMEN IN LEADERSHIP POSITIONS IN TANZANIAN
PRIMAY SCHOOLS: A CASE OF IKUNGI DISTRICT**

**By
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**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award
of the Degree of Master of Arts in Education (MAED) of the Mzumbe
University
2018**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled “ The influence of criteria for the appointment of women in leadership positions in primary schools:” a case of ikungi district “in partial fulfillment of the requirements for award of the degree of Master of Arts in Education of the Mzumbe University.

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I, **Alfons Siliverius Ndimbo**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATIONS

I dedicate this dissertation to my lovely wife, Amina Tasko Ndimbo and my children; Jacqueline Alfons Ndimbo, Dafrosa Alfons Ndimbo, Imelda Tobias Ndimbo and Klala Alfons Ndimbo for their love and tolerance during my study.

ABBREVIATIONS

| | | |
|-------|---|--|
| ADEEM | - | Agency for Development of Education Management. |
| DED | - | District Executive Director |
| DEO | - | District Educational Officer. |
| ETP | - | Tanzania Education and Training Policy |
| GOS | - | Gender Organization System |
| MOEST | - | Ministry of Education Science and Technology |
| NGOS | - | Non Governmental Organizations |
| PEDP | - | Primary Education Development Plan |
| TAMWA | - | Tanzania Media Women Association |
| TAWLA | - | Tanzania Women Lawyers Associations |
| TGNP | - | Tanzania Gender Networking Program me |
| UK | - | United Kingdom |
| URT | - | United Republic of Tanzania |
| LGA | - | Local Government Authority |
| TSC | - | Teachers Service Commissions |
| MCDGC | - | Ministry of Community Development, Gender and Children |
| SPSS | - | Statistical Package for Social Science |
| WEO | - | Ward Educational Officer |
| MHT | - | Men Head Teacher |
| WHT | - | Women Head Teacher |
| WCT | - | Women Classroom Teacher |
| MCT | - | Men Classroom Teacher |
| WCM | - | Women Community Member |
| MCM | - | Men Community Member |

ABSTRACT

This study addressed the influence of criteria for the appointment of women in leadership positions in primary schools in Ikungi district, Tanzania. The study aimed at examining the factors that limit women from participating into leadership positions, challenges that women head teachers faces in their leadership positions and perceptions of teachers and community members concerning female head teachers.

The study used both qualitative and quantitative approaches and the methods of data collection used were questionnaires and interview. Content analysis was used in analyzing data obtained through interviews and those from questionnaires were analyzed through statistical package for social science (SPSS) version 16.0.

The findings revealed that, the criteria of appointments limit women participation in leadership positions through personal factors such as refusal of leadership posts, lack of confidence, lack of qualifications and family issues, also societal factors such as negative attitude by the society and traditional believes (witchcraft and super situations),organizational factors such as weak policy, and biasness in appointments, and informal factors such corruptions, nepotism and political affiliations. Furthermore, the findings revealed that the challenges facing women head teachers includes jealous and conflicts from their husband, negative reactions from the community, poor traditional believes, multiple roles, and shortage of funds.

The study recommended that the policy used for the recommendations of head teachers in Tanzania should consider gender balance, the policy for appointment should encourage transparency to avoid favoritism and biasness in the appointment and recruitment process, the activists and other stake holders should provide education based on gender equity in both rural and urban and also fight against negative cultural values emanating from the community which encourage negative perception and those marginalizing women in leadership.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study aimed at examining the influences of appointing criteria on the selection of women leaders in primary schools in Ikungi district in Tanzania. This chapter includes the background of the study, statement of the problem, Objectives of the study, limitation, and organization of the study.

1.2 Background of the study

The under representation of women in primary schools leadership is a wide spread phenomenon which affect women in social, economic and political arena. Literatures both at a global and local level have shown that women are potential figures in leadership positions. For instance, Chachage & Mbilinyi, (2003); Mbepera, (2015); Carless, (1998); Eagly, Johannesen-Schmidt & Van-Engen, (2003); Rosener, (1990) argued that women who are in leadership are more feminine in style, less hierarchical, more collaborative, and brought great satisfaction in organizations and that, they are more oriented to interpersonal relations than men. Coleman (2003) further argued that women leaders are more innovative, encourage democracy to their followers, and appreciate the work done by their followers.

The above argumentations show that women are important in leadership position. The segregation of women in leadership positions had negative impact to women because it hinders them from participating in decision making where important matters about them are being discussed and sometimes their voices fail to be represented in decision making. Hungi (2010) added that, the consequences of women under-representation in educational leadership affects women I n the sense that they do not participate fully in decision making even on matters that affect their lives and communities.

The government of Tanzania has employed several measures in empowering women. Those measures include the introduction of legal frameworks such as the formation of the Ministry of Community Development-Gender and Children of 1990, the launching of Public Service Commission (on all-sector gender equality) and the National Employment Promotion Service Act of 1999 (on non-discrimination to correct the numerical disparities between men and women in Education leadership positions and the formation of organizations such as the Women's Research and Documentation Project, the Tanzania Media Women Association (TAMWA) and the Gender Networking Program (TGNP) (Chachage & Mbilinyi, 2003).

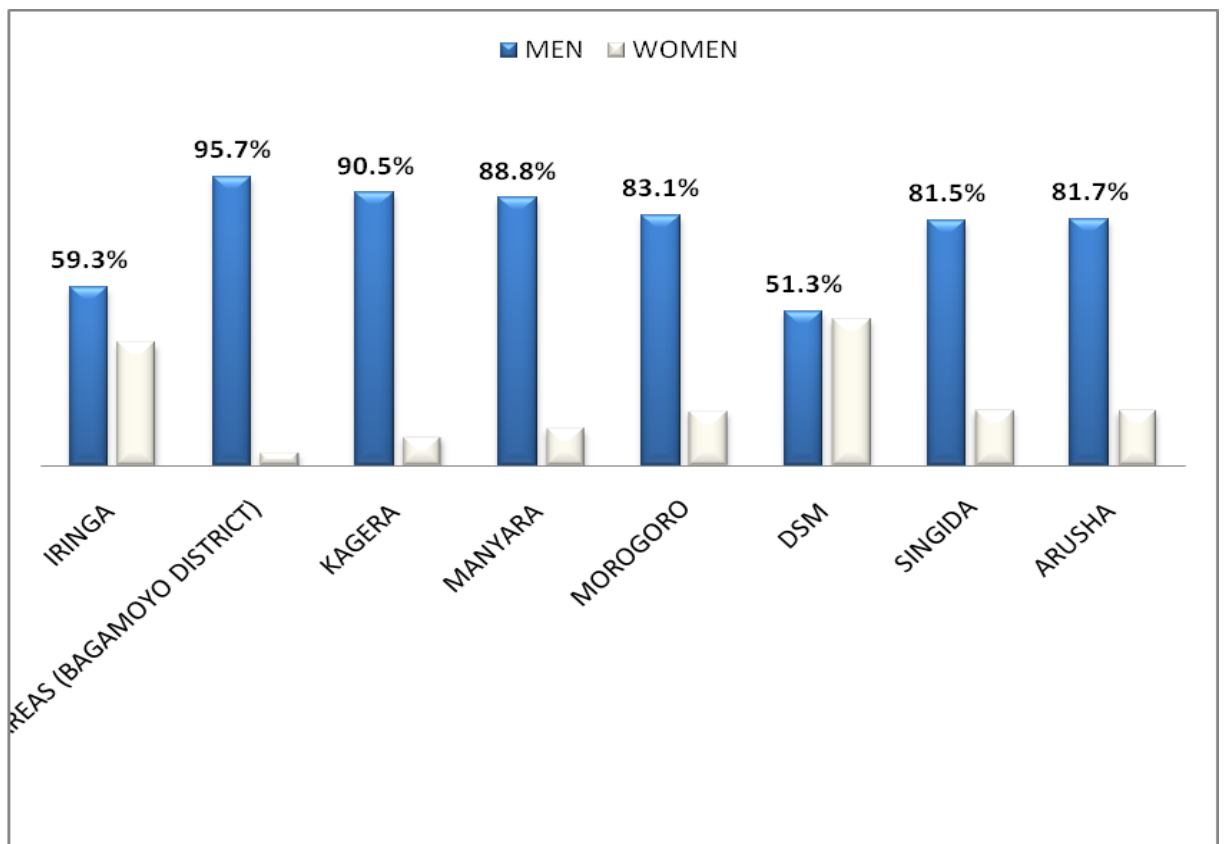
These measures taken by Tanzanian government aimed at empowering women in educational ground and other social economic and political ground, although the objectives has been met to the reasonable extent.

Empirical studies show that under-representation of women in education leadership positions and other key decision-making platforms in all sectors is more apparent than ever before. Basing on statistical evidence, it was revealed that in Tanzanian primary schools, females constituted 48.8% of all teachers; nonetheless, only 18% were in school leadership positions in 2010 (Hungu, 2010). Region wise, Iringa region had a total of 1741 head of schools, where by 59.3% were male and 40.7% were female. The situation was so despite having many women with bachelor degree than men, the records show that female teachers with bachelor were 60.4% while men were 39.6% (Mbepera, 2015).

In Bagamoyo district and Pwani region, studies show that out of 23 secondary heads of schools, it is only 4.3% headed by females while 95.7% were male headed, this was so despite having many female teachers with a bachelor degree 74.5% than their men counterparts,(mbepera,2015). In Kagera region, in 2013 the literature shows that women who were in educational leadership were only 9.5% while the rest 90.5% was under male headship. In Manyara region women who were in educational leadership were 12.2% while 80.8% was under male headshp. In Morogoro region,

female teachers who were in educational leadership were 17.9% and male teachers 83.1%. In Singida region the total number of women who were in school leadership position was 18.5% and males were 81.7. In Arusha the total number of male head teachers was 81.7% while female head teachers were 18.3%. In Manyara region, male head teachers constituted 88% while women head teachers were 12%, (ADEM, 2013). The ADEM report, as indicated in Figure 1 below, shows that the trend is different in Dar es Salaam Region, where the percentage of female and male head of schools was almost equal where male head teachers were Comprised of 51.3% while females 48.7%. Generally ,this justify that women teachers are being under represented by their fallow men teachers in participating top leadership (headship) positions in Tanzania, This challenge seems to appear even in the secondary school sector as it is shown in the figure below

Figure 1.1: Secondary schools heads by sex



Source: ADEM, 2013

1.3 Statement of the problem

Appointment of head teachers in primary schools are done under several criteria. Those criteria include educational level (diploma, degree), hardworking and commitment, teaching experience of not less than three years and above, and clean record of a teacher (Public service commission no.3 of 2014). Despite the defined criteria, women underrepresentation in leadership is reported in Tanzania. The assertion is supported by studies done by Mbepera (2015), Mollel & Tshabangu, (20014), Meena, et al. (2017), Barmao (2013), Kagoda and Sperandio (2010). To achieve a balanced leadership situation between men and women, the government of Tanzania since 1960s has been taking different measures. The measures include formation of the Ministry of Community Development-Gender and Children in 1990, Introduction of National Employment Promotion Service Act of 1999, the introduction of women gender policy of 2000. As stated earlier, all these acts and policies aimed at maintaining equal balance in all matters including leadership and spearheading gender development in the country, (Temba 2004, Chachage & Mbilinyi, 2003).

Despite the enacted policies, acts and clearly stated criteria on head teacher appointments, women underrepresentation in headship is witnessed within primary schools in Ikungi district where out of 109 primary schools, 17 are headed by women while 92 are under men headship. This situation results to limited women representation in crucial decision making such as decisions on leadership appointment which to a large extent are made by the majority men. This situation creates a ground for men favoritism in headship appointment.

That being the case, this study aimed at addressing the influence of appointing criteria on the selection of women leaders in primary schools in Ikungi district. The intention was to examine how headship appointing criteria hinder women from climbing the top leadership ladder in education arena and come out with best revised appointment criteria which promotes a balanced leadership appointment between men and women.

1.4 General objective

This study aimed at examining the influence of appointing criteria on the selection of women leaders in primary schools in Tanzania.

1.4.1 Specific objectives

- a) To examine the factors that limit women teachers from getting into leadership positions in primary schools.
- b) To examine the challenges that face women head teachers in their leadership positions in primary schools.
- c) To examine teachers and community perceptions on women head teachers in primary schools

1.5 Research questions

- a) What are the factors that limit women teachers from getting into leadership positions in primary schools?
- b) What are the challenges facing women head teachers in their leadership positions in primary schools?
- c) What are the teachers and community perceptions to women head teachers in primary schools?

1.6 Significance of the Study

The findings of this study will provide lesson to the government and educational policy makers on a right way of getting gender balance in leadership positions in primary schools in Tanzania. Through this study, the Tanzanian government and those responsible in appointing and selections of head teachers in primary schools, will understand what limits women teachers from participating into leadership positions in Ikungi district and Tanzania at large. Furthermore, the study will increase gap in knowledge to the women teachers from Ikungi district and Tanzania in particular, by knowing the factors or barriers that prohibit them from getting into leadership positions and the possible ways of dealing with them. Moreover the finding should be used by the government and other educational stakeholders on the

importance of introducing gender balanced policy in primary schools. This will help in balancing the gap in leadership in primary schools.

1.7 Limitations of the study

This research work encountered several challenges that would affect the research process. The first challenge was on limited time frame, the study was conducted to meet the deadline set by the university, and the research had to spend most of the time with the study. The second limitation was inaccessibility of some schools due to poor road infrastructure. Many primary schools in Ikungi district are allocated in remote areas with poor road infrastructure. However, the researcher managed to reach the remote schools through various means of transport like going on foot, by bicycle and motorcycle to some points and finally adequate data to suit the study were collected.

1.8 Organization of the dissertation

This dissertation involved six chapters namely; chapter one which consists introduction, back ground of the study, statement of the problems, objective of the study, research questions, significance of the study, limitations of the study and organizations of the study. Chapter two includes literature review, chapter three contains the research methodology, chapter; four data analysis and interpretation, chapter five, discussions of findings, and chapter six covers the summary, conclusion, recommendations and area for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the study. The chapter is organized in relation to the main research questions. It includes both theoretical and empirical literature review.

2.2.1 Definition of key terms and concepts

2.2.1.1 Appointing criteria

This refers to the set of standards, rules and regulations by an organizations or company for the selections human personnel's and services who would work for the accomplishment of an organization goal (Teachers Service Commission, 2015).The process of hiring academic staff is of critical phenomena which needs, the establishment of formal rules and regulations for the betterment of an organization. These criteria are generally based on professionalism which is the central part of innovations, creativeness and efficiency. Furthermore (Cambridge Advanced Dictionary, 2018 defined appointment criteria as the set of principles and judgment which define who will get in and how. In a context of this study, the ideas given by (Teachers service commission, 2015&Cambridge Advanced Dictionary,2018)) were crucial since appointment criteria deals with principles and regulations which stipulates who should be employed with what qualifications.

2.2.1.2 Leadership

This term has been defined differently by different scholars as follows. Bass and Bass (2008) defined leadership as a process of existing influence over activities. Hollander (1978) defines leadership as a process by which a leader influences his or her supporters. Furthermore (Rodd2001), defined leadership as the contextual phenomena that different people in a different contexts. This means that leadership was the ability to influence, lead, and guide subordinates in a particular contexts. In a

context of this study, the idea given by Rodd (2001) and Hollander (2008) on leadership were crucial since leadership was the ability of influencing, leading, encouraging, and guide subordinates in a different contexts. In that contexts leaders motivates his subordinates, communicate effectively and solve conflicts of their subordinates effectively.

2.2.1.3 Head-Teacher

Mbepera (2015) defined this as the one with enough knowledge and skills who organize and supervise others in achieving institutional goals.(Pont et al, 2008) defined head teacher as the one who invest more efforts in increasing of schools performance and modifying teaching and learning process. On achieving this, he maintains that the head of schools have to be more logical, critical thinker and employ participatory ways of leading. Furthermore,(Alarm et al,(2010) argued that, head teacher is the one who brings people together and welcomed innovations and improvement in a schools so as to allow teaching and learning to move smoothly. Since head teacher was very crucial in this study, the researcher has defined, as a person who control, organize, direct, command and initiate the whole process of teaching and learning. Basing on this study and Tanzania primary schools at large, head teachers were the machinery of the school since they employed innovations, creativity, logical thinking, and use democratic leadership where all subordinates were equal before the law and make easier in achieving educational goals.

2.2.1.4 Gender

Gender is a social-cultural variable that refers to comparative, differential roles, responsibilities and activities of males and females (USAID 1994).Moreover gender as socially accepted attributes of an individual related to his or her sex Mbepera, (2015).Also gender is the relationship between men and women which is socially constructed in their community (Moser, 1991).These relations are contextually precise and often transform in reaction to changing situation. In the contexts of this study, the ideal given by (USAID, 1994) was crucial, since gender is socially constructed in a sense that it is relying on biological differences between man and women. Gender issues was the central part of this study since it had pushed me to

work on it so as to bring about equal rights between men and women in educational leadership in primary schools in Ikungi district and Tanzania at large.

2.2.1.5 Glass ceiling

Was a term used since 1970's in US which explain the invisible artificial barriers, created attitudinal & organizational prejudices, which block women from senior executive position (Mbepera,2015).Furthermore, the Glass ceiling is the transparent and invisible barriers which appears to prevent women from rising above a certain level in their organizations (Williams, 2002).Basing on this contexts of the study, the idea given by William,(2002) on glass ceiling was important since it involves the arrangement , putting of barriers, obstacles or any difficulties which prevent women from reaching a certain levels of leadership and other social-economic and political matters. Glass ceiling is a critical issue in the development of women teachers towards leadership in Tanzania-particularly in Ikungi district where social cultural constraints and other informal factors such as nepotism, pushed women teachers back in leadership positions.

2.3 Theoretical literature review

2.3.1 Global perspective in Primary Schools Leadership.

The under representation of women in leadership position is a challenging phenomenon which affects many world countries (Stelter, 2002).Women are lagged behind to the top leadership positions in education and other social economic and political sectors in Europe. In Europe and specifically in the education sector, the process of selecting and appointing head teachers in primary schools is reported to be more democratic and transparent. The process starts by public advertisement of the headship posts through mass media like News papers, Radio, Television, and Internet sources. Then, the application of the vacancies by eligible candidates, followed by a shortlist of the selected candidates and lastly, a selection of head of schools from the short listed candidates basing on the appointing channels by the responsible panel of officials. After the selection is done, selected head of schools are given special note for appointment by the Teachers Service Commission to become head of schools (Kagoda & Sperandio, 2009; School Regulations in England, 2009; TSC, 2007).

Despite the democratic and transparent atmosphere in selecting and staffing of school heads in Europe, women were being left behind in top leadership positions. Moreover, the European Commission (2010) supported this view by reporting that one out of ten panel members of the big trade union in the national stock exchange of European Union (EU) Member States constituted few women and progress has been slow in recent years. The difference increased more since only 3% were women directing the highest decision-making body while the rest were under men domination. Moreover, women are suffering from leadership positions in external world particularly at the top judiciary system in Europe. It was revealed that women constituted 31% of all judges in the supreme courts in all European countries, and men were 69% (European Commission, 2010). This situation is a justification that, in top leadership positions, women were almost lagged behind in many sectors contrary to their men counterpart.

In Australia women were reported to have good qualifications in employment. Despite their qualifications, only 39% of women were in senior executive leadership positions in 2012 while 61% were male leaders. Moreover, women constituted only 29% of all federal members of parliament across Australia (Australian Bureau of Statistics, 2012). Specifically in the education sector in Europe in the year 2006, about 46% of female graduates had obtained PhDs, but only 18% of women were senior researchers in 2006 (European Commission, 2010). This is a justification that, still many women were lagging behind top education qualifications. Kim & Kim (2005) reported that only 14% of school heads were women in 2005, despite the fact that the country had lots of female teachers with reasonable qualifications of being appointed to hold the head teacher positions.

In Asian labor force, women constituted 64% of the working population in 2000. Despite their majority, they were reported to be few in managerial positions. This is a signal that women were invisible in leadership positions (Yukongdi & Benson, 2005).

Women underrepresentation on leadership positions in different sectors, it can be associated with glass ceiling concept, and can be argued that it is still dominating in

Europe and in some Asian countries as presented and discussed. The assertion is met because majority of women have not reached the top leadership posts.

2.3.2 African perspective in Primary Schools Leadership.

In African context, many countries were reported to have women under representation in leadership positions. Despite the underrepresentation of women in leadership positions, some African countries including Kenya, Uganda, and South Africa were reported to have more democratic and transparent process of appointing and recruiting head teachers. The process starts with announcement of the headship vacancies, followed by interviews to the selected candidates, a short listing of the most qualified candidates and a selection of head teachers by the appointing panel on the basis of academic and professional qualifications and experience of the applicants. Lastly, the winner candidates are given special note for appointment by the Teachers Service Commission to become head of schools (Kagoda & Sperandio, 2009). The situation was more similar with that of External World (Europe & Asia) where women teachers in African and external world countries are more affected by being lagged behind the top headship positions. It was the researcher assumptions that the under representations of leadership in Africa might be caused by informal factors such as corruptions, nepotism, patriarchy system, poor social cultural traditions dominated in African societies like witch crafts, superstitions and poor cultural values which withdraw women from participating into leadership positions. Chabaya, Rembe & Wadesango (2009) did a study in Zimbabwe on the reasons that pushed women back in leadership positions in primary schools. Interviews and group discussions were employed for data collection. The study findings revealed that, majority of women interviewee had better education qualifications. Despite their education qualifications, they did not request for the headship positions. Sperandio and Kagoda (2010) did a study which investigated women teachers' aspiration to school leadership. The study was done within 62 women headed secondary schools. The study findings revealed that, majority of female teachers inspired to become head teachers in their schools, but few of them were hindered by lack of confidence.

2.3.3 Tanzanian perspectives on primary school leadership

Similar to other African countries, Tanzania has no greater difference with regard to women leadership, in the sense that women underrepresentation is witnessed. In Tanzania there exist some defined procedures for selecting primary head teachers. The procedures start with a selection of candidates for headship appointment by Ward Educational Officers (WEO) who selects names of eligible teachers to hold the headship posts and send them to the District Education Officer (DEO). The DEO recommends on the nominated candidates by WEO and send them to the District Executive Director (DED) who lastly makes an official appointment of head teachers (United Republic of Tanzania, 2010). Basing on head teachers selection and appointment procedures, it was the researchers' assumptions that, the informal issues such as nepotism and corruption sometimes are visible in Tanzania. This was because no transparency on appointment and recruitment procedures on head teachers as WEO selects teachers to be appointed secretly. In supporting researchers' assumption, Mathibe (2007) argued that, because of nepotism, candidates without credentials for leadership still get the highest posts in schools and other educational institutions. This situation, in one way or another contributes to women underrepresentation in leadership position in Tanzanian primary schools. Moreover, literature from Tanzania show that women are lagged behind in leadership positions which results to low women participation in decision making from family to National level (Mbilinyi, 1997 & Shayo, 2005).

The dominant, rigid patriarchal system prevents female voices from influencing decisions (Temba,2004, MCDGC, 2013). The negative impacts of female underrepresentation in leadership, lead the government of Tanzania to take various measures so as to create balanced leadership atmosphere between male and female in all sectors. Those measures include the formation of the ministry of community development-gender and children in 1990, the formation of women and gender policy of 2000, the Public service commission and the National employment promotion service Act of 1999. All these acts and policies aimed at maintaining equal balance in all matters concerning leadership and spearheading gender development in the country (Chachage & Mbilinyi, 2003). Despite all these measures

taken by the Tanzanian government, women under-representation is still witnessed in Tanzania and particularly at primary school levels in Ikungi district-Singida region.

From the African and Tanzanian leadership perspectives, it was observed that the major aspects which hinder women from climbing the top leadership posts were patriarchy system and cultural beliefs, dominating the African continent.

2.4 The Tanzania Public Service Commission Act No.3 of 2014

The Public Service Commission Act No. 3 of 2014 and its amendments from Education and Training Policy of 1995 (ETP), stipulated clearly the roles of workers based on their departments, their social welfares, appointments and recruitments of human resource and economic benefits of workers. The Act, provide the mission and vision of the country towards achieving social, economic and political goals of the country (Public Service Commission Act No.3 of 2014). On education ground, particularly in primary and secondary schools in Tanzania, the Teachers Service Commission Act No.25 of 2015 was introduced. This act was established under the ministry responsible for education for the purpose of check and balances on the performance and responsibility of teachers both at primary and secondary schools in Tanzania. Based on this Act, the Commissioner responsible for education had to perform the following functions;

- To appoint, promote and discipline teachers, both at primary and secondary schools.
- To provide technical suggestions to the minister on management issues and develop reasonable employment of teachers in their areas of jurisdictions.
- To conduct intensive investigations on all matters related to education system and report to the minister concern.
- To supervise teacher's code of ethics and dealing with misbehaving teachers and listen their appealing cases (Teachers Service Commission, 2015).

Based on this act, it stipulated that the appointments and promotions of the head teachers in primary schools had to be based on a certain qualifications.

The mentioned qualifications for primary head teachers includes; a diploma holder or university degree in education, three years' teaching experience, to be at the level of deputy head or head of department, has shown fitness and ability at both as a classroom teacher and in leadership and has a clean record (Teachers Service Commission Act.No.25 of 2015, Public Service Commission No.3 of 2014).Basing on this Act, all Public schools, Teachers colleges and Technical institutions in the region, shall be in accordance with the directions of the Regional educational Commissioner who would cooperated with District Executive Director for management of all educational ground. Subject to this Act, and to such directions as the relevant local authority may from time to time, give on behalf, all information regarding educational levels, basing on its performance and duties. (Local Government Service Commission, 1983, Teachers Service Commission Act.No.25 of 2015,).

The Act further commended that those who would be appointed as the head schools in both primary and secondary schools would earn a monthly incremental allowance of Tanzania shillings 200,000-250,000 as shown in the table below. Either the Act stated that, those heads of schools who holds certificates of primary level of education, would not be removed from the office rather they will be given four years of schooling from 2015-2019 year (for advancement of their educational level).Those who wouldn't have gone for further schooling by the year 2019, would be discharged from the headship position and other teachers with diploma in education will be promoted for headship (Public Service Commission Act No.3 of 2014).

Table 2.1: The allowance for leadership positions by level of education

| Positions | Educational level | Designation | Amount |
|--------------------------|-------------------|-------------|-------------------|
| Head teacher | Diploma holder | 1B | 200,000Tsh/ month |
| Head master | Degree | 11C | 250,000Tsh/month |
| Ward educational officer | Degree | 11C | 250,000Tsh/month |

Source; Public Service Commission Act No.3 of 2014

Basing on the above Act, it was my assumptions that the issues such as nepotism and other informal issues took place in an appointment and recruitment process, since as a researcher, I was arguing that ,why those head teachers with low qualifications were given time for schooling despite of having many women with qualifications? This contributes to widening gap of women under representation in leadership positions.

2.4.1 Criteria for appointing primary school heads in Tanzania

The process of appointing head teachers in Tanzania includes professionalism which means that an applicant must have a diploma in education and above, teaching experience of not less than three years, good discipline, hardworking, punctuality and to be at the level of deputy head teacher. These criteria were crucial elements for an applicant to be promoted at the level of head teacher in primary schools (URT,2010).

2.4.2 Procedures for appointing heads teachers in Tanzania

In Tanzania the process of appointing head teachers involves identifying the candidates for recruitment and appointment by the Ward educational officers, submit those names to the District educational officer (DEO) who checked and judge them and recommending them to the district executive director (DED) who eventually made an official appointment (United Republic of Tanzania, 2010). In spite of having these selections criteria and procedures, it was possible that, informal issues such as nepotism and bribery, sometimes applied in Tanzania, due to the nature of the staffing and selection process being followed. Mathibe (2007) observed that, because of nepotism and bribery, candidates without qualifications for leadership still get the highest posts in schools and other educational institutions. This was may be the one which pushed behind women to enjoy in leadership position as it was in a case of primary schools in Tanzania. This was quite different with the other parts of the world such as Europe and other African countries such as Kenya, Uganda (just few to mention) the system of appointing heads of schools were open (2002; Kagoda & Sperandio, 2009; School Regulations England, 2009; TSC, 2007).

2.5 Theoretical Framework

This study aimed at examines the influence of appointing criteria on the selection of women leaders in primary schools in Ikungi District-Tanzania. Basing on this study, transformational leadership and liberal theory were used.

2.5.1 Transformational Leadership Theory

Transformational leadership theory was first introduced by Burns in 1978 in his book titled *Leadership*, and was developed further by Bass in 1985. Leaders using this theory focus on building the relationship between the leader and his/her supporters to achieve the objectives of an organization (Burns, 1978). The theory believes in the ability of a leader to motivate and empower followers and to promote change in the organization (Peeke, 2003).Furthermore, Bass and Bass (2008,) observed that “transformational leaders motivate their followers to do more than the followers originally intended and thought possible”.

2.5.1.1 The components of transformational theory.

Transformational leadership theory is made up by four components, namely; charismatic leadership, individual influence, intellectual stimulation and inspirational motivation. These components work together in defining what leadership is, as explained below;

Charismatic leadership

Refers to a degree which a leader act as a role model and are being appreciated and accepted by their followers. Being a charismatic leader, the one had to possess a certain traits such as skills and knowledge which brings the subordinate together for the accomplishment of an organization goals (Bass, 2009).Charismatic leader always think for the benefits of an organization, they are far from personal gaining and appreciate the roles done by his or her subordinates. Due to this, they are being loved, trusted and appreciated as the subordinates imitate different skills, knowledge, altitude which increase gap in knowledge and demonstrate high moral and good ethical behavior.

Individual influence

A leader in this category initiates the changes to his subordinates through providing both moral and material support and maintains communication more democratically and puts challenges before their followers. Moral responsibility of the leader creates the bridge for the subordinates to pass through, since a leader in this aspect relies directly on people's plans, appreciates their ideas given, participates in their social welfare and provides psychotherapy to his or her employees on personal problems (Bass, 1999). This tendency of a leader to be closer to the subordinates made the mission and vision of an organization to be achieved easily.

Intellectual stimulation

In this aspect, a leader brings his or her subordinates together through initiating them with the elements of change such as imparting them with skills and knowledge for changes, advises them to involve in critical thinking so as to come up with right solutions to a problem that encountered the organization. The leader in this context accepts criticism and contributions from his or her subordinates, since these challenges would push them forward for the development of an organization and made easier achievements of desired goals.

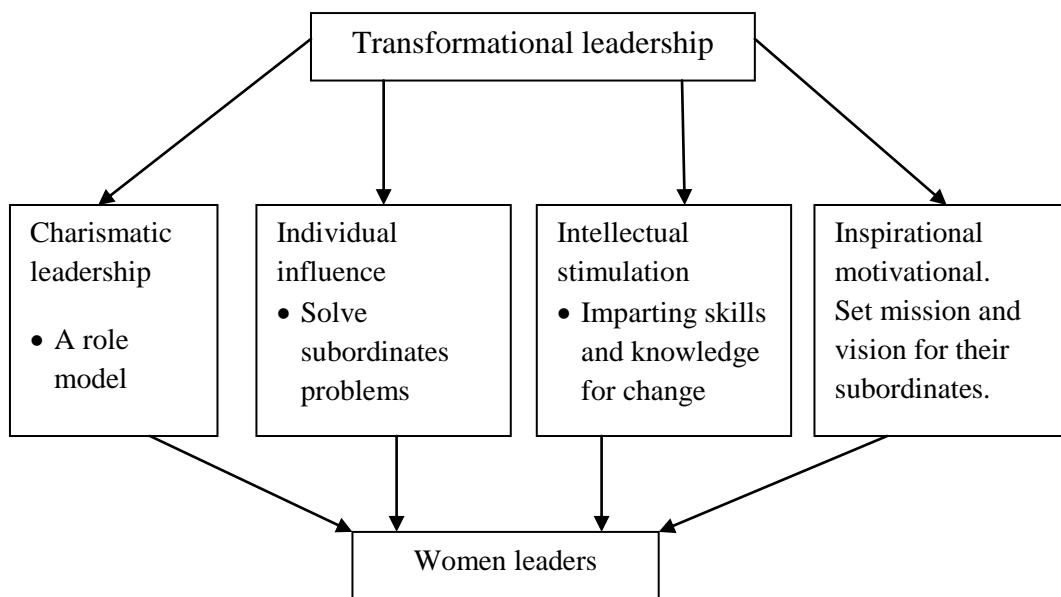
Inspirational motivation

Refers to the process whereby a leader puts forward vision and mission which is attractive, motivating and stimulating his or her subordinates. A leader with inspirational motivation always develops their followers in a right way, accepts and modifies challenges for the betterment of the organization and encourages them to work as a team so as to achieve an organizational goal easily. Leaders in this aspect have high expectations and encourage his or her followers to achieve more than they thought possible (Avolio, 1999; Bass, 1998).

Therefore, these components of transformational leadership explain the basis and key performance of leaders in an organization. Leaders with these components are likely to achieve organization goals. Different literatures suggest that,

transformational leadership is more feminine style, as women were seen, less hierarchical, good problems solvers, innovative, appreciate the roles done by her subordinates and use participatory ways of leading and more oriented to interpersonal relations than men (Carless, 1998; Eagly, Johannesen-Schmidt & Van-Engen, 2003; Rosener, 1990). Furthermore, Bass, Avolio and Atwater (1996) commended that women fits to this leadership style more than men, as it sometimes leads to great satisfaction, with high ability of empowering and motivating the employees.

Figure 2.1: The link between transformational theory and women leadership



The transformational theory relates much on this study because it deals with critical and more challengeable problems that the Tanzanians institutions are being faced with. These challenges needs creativity, improvements, dialogue, and democracy in solving them, this was through women who was more flexible in dearling with them compared with their men counterparts (Banerji & Krishnan, 2000). Furthermore, the theory fit in this study because of its capacity of a leader to care, capacity of providing conducive suggestions to his or her employees, their capacity on solving employees problems regarding career development and their ability of investing

good associations with the neighboring society. This view is well supported by Kaputa (2009) who documented that women leaders are seen as trainers who cooperate with her subordinates in all decisions made in a school as an organization, encouraging her subordinates to work hard; often very spontaneous and more service oriented in providing service to the community members than their fallow counterpart's men.

Moreover since women by nature were care ling person, encourage team work, and initiate positive behavior and problems solvers, made them to fit in this theory because their experts and their innovativeness would bring community around together and push forward the social, economic and political matters concerning schools and National at large. The same ideas were argued by (Spillane & Diamond, 2007; Harris, 2008) who commended that the body of judgment which holds the management of schools as an institutions needs to be disseminated, non-coercive, based on teamwork for further development.

2.5.1.2 Criticism of the theory

Although the transformational theory had explain a lot in regarding women leadership, “it has been less successful in fighting against the informal processes of discrimination and exclusion that have produced the glass ceiling, that so many women face in their career advancement” (Lorber, 2010).This is so in a sense that, it had failed to overcome the barriers and obstacles that had placed in between emanating from the community morals, norms, thoughts, attitudes and stereotypes, and others which are dominated among women themselves which in turns create a sense of discriminations among themselves in participating in leadership positions. Apart from all these criticism, the theory is capable in explaining women leadership in primary schools in Ikungi district.

2.5.2 Liberal Feminist Theory

This study informed by liberal feminist theory. The theory could be traced back to the struggles over job and wage differences between women and men in the USA in the 19th and 20th centuries (Lorber, 2001). The theory questions the view point's

damaging and discriminating issues concerning women and hence demanded equal opportunities through legal reforms and more women in decision making (Mannathoko, 1992). The theory deals with empowering women to stand in leadership positions and fight against any kind of exploitations and discriminations being done by men. Through these women teachers in primary schools would stand and fight against their rights since all people are equal before the law.

2.5.2.1 Liberal feminist theory and women leadership

Liberal feminists argued that biological differences should be ignored in order to achieve gender equality. People should be treated in accordance with their talents and determination, rather than basing on their biological differences.

Liberal feminist theory was seen to fit in this study because it helped to describe in details all barriers that discriminate women in terms of their involvement in leadership position. Furthermore the theory fits in this study because of many obstacles that patriarchy system had placed in, in primary schools in Ikungi district and Tanzania at large. The journey towards women leadership, particularly headship in primary schools in Tanzania, had a lot of obstacles. Through various scholars it was reported that weak policies and biasness in appointment were among the limiting factors that pushed women back in leadership positions in many African countries. Under this circumstance, it was the researchers' assumption that this theory would correct these barriers and prepare women to fight for their rights in leadership position.

2.6 Empirical Literature Review

Many literatures had investigated on women under representation in education leadership, which gave direction on why, where and how women were being under represented in leadership positions. Mbepera (2015) did a study on the factors for women under representation in junior secondary schools in Tanzania rural area and found that individual factors, governmental factors, and community factors pushed women behind from top leadership positions. Mollel & Tshabangu, (2014) did a study which focused on women in educational leadership in Tanzania. On their study they found that women teachers were suffering from paternalistic cultures as leadership was more dominated by men. Meena, R at el. (2017) did a study with a

focus on women and political leadership in Tanzania. On this study, it was found that parents and their partner empowered women by giving them financial assistance so that they could struggle in leadership, also by investing their daughters in schools preparing them for future leadership, furthermore their partner helped them to take care of the family so that they could be free in reaching their long journey of leadership. A study done by Barmao (2013) which focused on overcoming the causes of under representation of women in primary school found that, poor support from family members and the government as well, poor cultural values and pressure from politics results to women underrepresentation in leadership.

Moreover a study done by Kagoda & Sperandio (2010) on women and teachers' aspirations to school leadership, reported that, majority of women teachers who were investigated were eligible to hold the school headship positions but they were not appointed because of inadequate confidence.

From the discussed empirical literature review, it was observed that many studies have addressed factors which lagged back women from top leadership positions. That being the case, this study opted to address the influence of appointment criteria on the selection of women leaders in primary schools in Ikungi district so as to identify how leadership appointment criteria hinder women participation from education leadership positions.

2.7 Knowledge gap

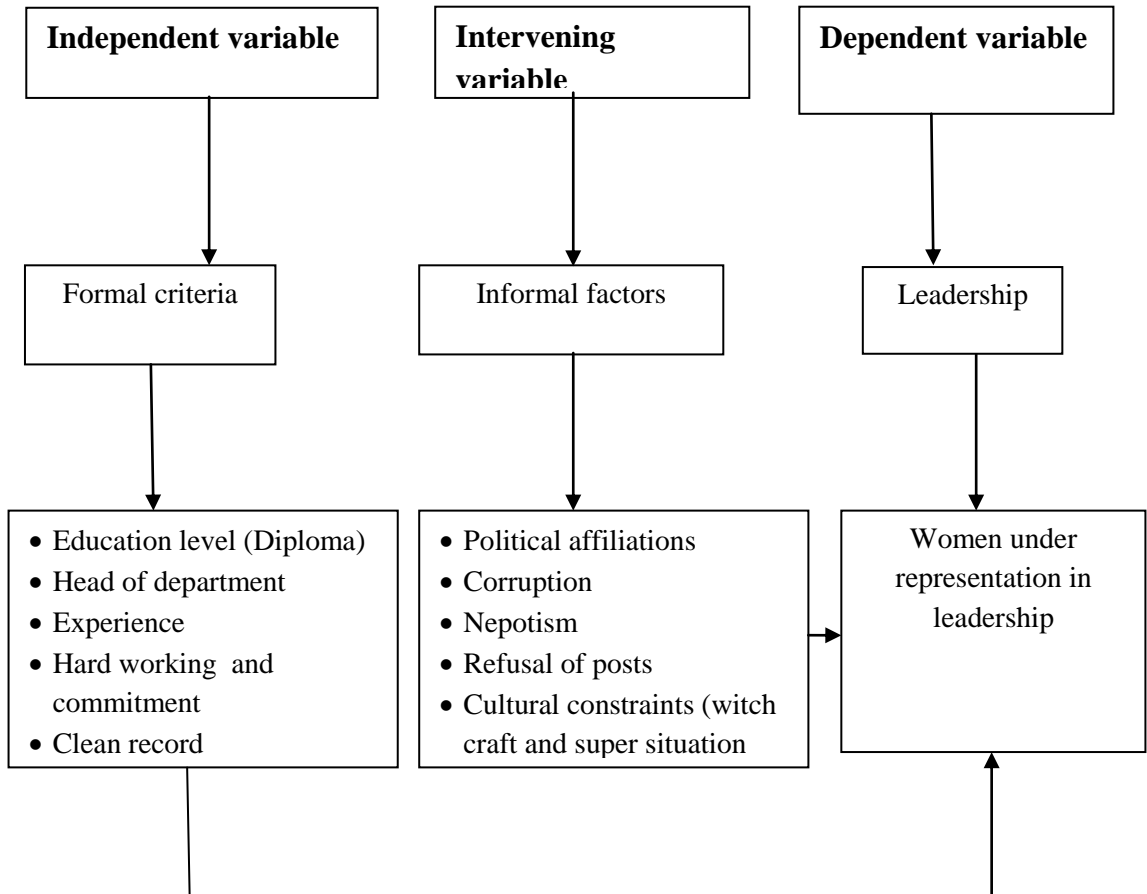
From the presented and discussed empirical literature review in Tanzanian context, several studies on women leadership were done in varied perspectives. The studies included those done by; Mbepera (2015), Mollé & Tshabangu (20014), Meena, R et al. (2017), Barmao (2013), Kagoda & Sperandio (2010). From, the fore mentioned researchers, none of them have addressed the influence of appointment criteria on the selection of women leaders in primary schools, in which this study seeks to address.

2.8 Conceptual framework

Conceptual framework refers to an assemblage set of a research concepts cum variables together with their logical associations often represented in the form of ; diagrams charts, graphs, pictographs, flow-charts, mathematical equations (Ndunguru,2007). In the contexts of this study, it refers to the concepts that are linked to the research topic. It tries to show the relationship between two variables, that is the independent and dependent variables. In line with this study, formal criteria for appointing head of schools which consist of education level (diploma in education, degree), being at the level of deputy, hardworking and commitment and experience are the independent variable because they define leadership appointment. On the other side, leadership is a dependent variable because for one to become a leader should have defined formal criteria. Despite formal criteria, informal criteria such as nepotism, corruption, political affiliations, refusal of leadership posts and cultural constraints stand out as intervening variable because it define also leadership appointment as explained in a conceptual framework hereunder.

Figure 2.2: Conceptual framework

The conceptual frame work in women leadership in primary schools



Source: Researcher’s construct (2018)

2.9The summary of chapter.

This chapter presents and summarized all issues in a literature review. They include; Definitions of key terms and concept theoretical framework which consist of Global perspective primary schools leadership, Africa perspective and Tanzania perspective primary schools leadership. Furthermore, it represents, the theoretical framework which consist transformational leadership theory and liberal feminist theory. Also empirical literature review, knowledge gap, conceptual frame work and summary of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents and discusses the research design, research approach, and the study area, the target population, sampling techniques, data collection instruments and the data processing and analysis.

3.2 Research design

Research design is the plan of action that linked the philosophical assumptions to specific methods, Creswell & Planolark (2007). This is an important part in a research since it speculates from the beginning of the research to the end. The questions such as what, where, when and how, were crucial in the whole process of conducting research. Moreover, research design deals with the entire process of data collections, instruments used data analysis and interpretations of data. The descriptive survey design was employed in this study. Descriptive survey design enables the researcher to examine with predictions, narration of events, and drawing conclusions based on the information obtained from relatively and representative samples of the targeted population (Kothari, 2004).

3.3 Research approach

This study employed mixed methods approach namely; quantitative and qualitative, the approach employed this because of its reliability and validity in gathering research information. This approach show exactly ways on how women were being left behind in leadership positions in primary schools in Ikungi district and Tanzania in particular. The mixed methods were good because of its validity and flexibility in correcting errors and avoiding biasness in research activities. Furthermore the mixed methods strengthen the reliability of the results of the study and overcome the weakness (Creswell, 2010). Moreover, from the mixed approach, the qualitative approach was applied because would provide richer information's in the studied areas since the researcher explored on teachers and community perceptions on

believes, attitudes and feelings which limits women teachers in participating in leadership positions in primary schools in Ikungi (Leedy & Ormrod, 2001).

3.4 The study area

This research work was done in Ikungi District in Singida region in Tanzania. Geographically, Ikungi district is bordered to the North by Iramba District, Singida Urban District, and Singida Rural district. To the East is bordered by Manyara Region and on the Southern part by Manyoni district, and to the West side is bordered by Tabora Region. According to the National census of 2012 the population of Ikungi district was 272,959 (Singida rural district home page for the 2002-Tanzania National census). The major tribes found in this district were the Nyaturu and Nyiramba. The major economic activities in this district are agriculture and livestock keeping. The studied area was chosen by the researcher because of existing gap in leadership between women and men teachers in primary schools in Ikungi district. In Ikungi district there are 109 primary schools, out of these 109 primary schools, only 17 schools were headed by women head and the rest 92 primary schools were under men dominations as head of schools. This inequalities in leadership marginalized women since some important decisions about them were not taken seriously such as the right to participate in leadership and the freedom to get right education.

3.5 Population of the study

Creswell (2002) defines population as a group of people who have similar characteristics and who provide data to answer the study questions. This study involved 75 respondents, the respondents were head teachers from 15 selected primary schools in Ikungi district, community members, Ward Education Officer (WEO), the District Educational Officer (DEO) and District Executive Director (DED) were involved in this study. This population of the study was chosen by the researcher because of their potentiality in this study, since they were knowledgeable enough and having important details regarding women under representations in leadership positions in Ikungi district.

3.6 Sampling procedures

Kothari (2004), defined sampling technique as a procedure that the researcher would adopt to select items for the sample. This study used both sampling techniques, that's, probability and non-probability sampling technique to obtain the representative sample units for this research work as explained below;

3.6.1 Non-probability sampling technique

Non-probability sampling technique is the selection of participants basing on their availability, convenience and having features that the researcher seeks to study (Creswell, 2002). This sampling technique was so crucial because it identified “knowledgeable people” with in-depth information about women in leadership due to their professional role and experience (Corbetta, 2003). In this study the participants (respondents) were chosen for specific research purpose by the virtue of their positions and roles in education. The District Educational officer (DEO), heads of schools and the District Executive Director (DED) and Ward Education Officer (WEO) were chosen purposely because they gave crucial information in the studied phenomenon. In addition, head teachers were through non-probability sampling, this was because of their experience on the challenges and obstacles they face before and after they become leaders.

3.6.2 Probability sampling technique

Probability sampling is the selection of individuals from a population to represent the entire population (Creswell, 2002). In probability sampling, each person in the population has an equal chance of being selected to participate in a study (Creswell, 2002). The probability sampling technique was used to select 28 representative teachers from the 15 selected primary schools. Further, this technique was used to select 28 community members to represent the entire population of Ikungi district situated around the 15 selected primary schools. The technique gave all members an equal chance of being participated in the study. The aim of using this technique was to choose a sample of teachers and community members and get their opinions on the effect of appointment criteria and women under representation in leadership position in primary schools in Ikungi district. Teachers were randomly selected from school, while community members were randomly selected from their residence.

3.6.1 Sample size

Best and Kahn (2006) defined a sample as a small proportion of a population selected for observation and analysis, the distinctiveness of which can allow the investigator to make certain inferences about the inhabitants from which sample was taken. Basing on this, there is no sample size that is the best; any sample can be suitable depending on the nature of the study. However, a good sample should be that which reflects an actual profile of population from which it is drawn. The whole process of sample selection must be aimed at minimizing bias in the sample (Veal, 1997) This study used 75 participants as a study sample. The study sample included 15 head teachers, 28 male and female teachers, and 28 community members, 2 WEO, the DEO and DED. This sample size were taken because of the crucial information's that they had concerning the studied area

Table 3.6.1 showing the number of participants and their involvement in the study

| Participants | Total number of participants | Questionnaires | Interviews |
|--------------|------------------------------|----------------|------------|
| DED | 1 | 1 | 1 |

| | | | |
|-------------------|----|----|----|
| DEO | 1 | 1 | 1 |
| WEO | 2 | 2 | 2 |
| HEAD OF SCHOOLS | 15 | 15 | 15 |
| TEACHERS | 28 | 28 | 28 |
| COMMUNITY MEMBERS | 28 | 28 | 28 |
| TOTAL | 75 | 75 | 75 |

Source; Resercher construct.

DED-District Executive Director.

DEO-District Education Officer

WEO-Ward Educational Officer

3.7 Instruments for data collection

This study used semi-structured interview to obtain qualitative data and questionnaires were used to gather quantitative data.

3.7.1 Semi-structured interviews

In order to gain an understanding of people’s feelings, perceptions and interpretation of a phenomenon, interviews were used. Semi-structured interviews were employed with a flexible structure, content and format for asking questions (Sarantakos, 2005). This method was used because of its potentiality in exploring the information to the targeted population. The method gives less hierarchical and more autonomy to the participants to express their views for the trustworthiness of the data. The participants both male and female head teachers, District Educational Officer (DEO) and District Executive Director (DED), the class teachers and community members were both interviewed. This method gave freedom to participants to share their knowledge on the research interview with regard to what happens in their environment in association to the research objectives. The interviewer asked similar questions to all respondents.

3.7.2 Questionnaire method

This is a research instrument in which respondents fill answers in written forms and the researcher collects the forms with the completed information (Kombo and Tromp, 2006). In this study, two sets of questionnaires with both open and close-ended questions were distributed to respondents. This study employed questionnaires in data collection. Questionnaire is a list of questions to a number of persons for them to answer (Rwegoshora, 2006). In this both English questionnaires were constructed for the teachers, heads of the schools, District Executive Director (DED), District Education Officer (DEO) and Kiswahili questionnaire which in turns translated to English was used to collect all data.

The questions were good arranged in a sense that each question has only one answer. The investigator employed simple language so as to make questions short and clear to the respondents. . This technique was used so as to make respondents able to fully express their views and opinions and also it was the simplest way of collecting data since it saved time.

3.8 Framework for data processing and analysis

Qualitative data are analyzed by reducing, displaying and drawing conclusions (Miles & Huberman, 1994). Creswell (2009) identified six stages of data analysis, which are data organization and preparation for analysis, reading through the data, coding, generating themes using codes, and presenting, describing and interpreting the themes. This study employed both interview and open ended questions. In this study the data analysis was based on the main research questions. The main data collected was qualitative but supplemented by some elements of quantitative approach. Therefore, thematic analysis was used for the qualitative data, whiles the Statistical Package for Social Sciences (SPSS) version 16.0 was used on the closed-ended questions in the quantitative data, from which numerical data were gathered. Moreover, data were analyzed and presented in chapter four by presenting figures with percentages from the quantitative data. This was followed by presentation of tables summarizing the themes generated from the qualitative data.

3.9 Summary of the chapter.

This chapter presents and summarized research methodology which includes; research design, research approach, research study, population of the study, sampling procedures which involve probability sampling and non probability sampling, sample size, instruments for data collection which involved questionnaire and interview, finally data processing and analysis.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents and analyses data collected from the field and highlights the main finding and organized according to the study's research questions. Before data presentation, Demographic information's was presented based on background of the participants in regard to sex, age and educational level.

4.2 Demographic profile.

4.2.1 sex and age

Age and Sex of respondents are presented in this chapter. It was the researchers' assumption that, these two variables helped to establish the appropriateness between data collected and the research findings. Age structure has vast implications for management of resources and administrative functions while sex has influence on the prioritization of the various activities in the society (Warioba, 2008). In this study majority of the respondents are matured enough to provide adequate information on the research questions, presented through questionnaires and interview guides. The study finding shows that majority of respondents age ranged between 30-39 and 40-49 years. In terms of sex both male and female informants are involved in the study. A summary of informants age and sex is presented in table 4.1 below

Table 4.1: Categories of respondents by sex and age

| Variable | | Frequency | Percentage (%) |
|----------|--------------|-----------|----------------|
| Sex | Male | 40 | 53.3 |
| | Female | 35 | 46.7 |
| | Total | 75 | 100.0 |
| Age | 20 – 29 | 20 | 26.7 |
| | 30 – 39 | 19 | 25.3 |
| | 40 – 49 | 28 | 37.3 |
| | 50 – 59 | 08 | 10.3 |
| | Total | 75 | 100.0 |

Source: Field data, 2018

Table 4.1 above show that 40 (53.3%) respondents were male while 25 (46.7%) were female. Based on the Table 4.1, majority of respondents were men compared to women. Although women were few in number, this didn't harm the study since their views were also considered and compared with those from their counterparts men. The aim was to trace the ratio of the experts with regards to sex and age. (Table 4.1) shows that most of the respondents aged between 20 and 49 which is equivalent to 89.7% were many in number and contribute much to the development of this study. This was the most active group in socio- economic development within the country. This could also be an advantage to the Ikungi as young people were full of energy to economic development and production.

4.2.2 Education level

Table 4.2 indicates the frequency and percentage of the 75 respondents based on their level of education. Most of the respondents attained college certificates in education 25 (33.3 %,) respondents). Besides that, 22 (29.3 %) of respondents were standard seven leavers. 12 (16%) were degree holders, 04 (5.3) respondents were secondary education leavers, 02 (2.8%) were with masters' holders. The study show that majority of the respondents were certificate holders. The situation was so because the study was done at primary school levels in Ikungi where most teachers were with college certificate holders.

The purpose of categorized them to their level of education was to get accurate in formations from all group in a studied area. Focusing on the education level, majority of teachers were college certificate holders. Moreover, other education levels such as primary school levels (standard seven), diploma, degree, and master degree in education were witnessed among teachers and other respondents in this study. A summary of education level of the respondents is presented in table 4.2 below.

Table 4.2: Level of education of the respondents

| Education level | Frequency | Percent |
|---------------------|-----------|--------------|
| Primary | 22 | 29.3 |
| Secondary education | 04 | 5.3 |
| College Certificate | 25 | 33.3 |
| Diploma | 10 | 13.3 |
| Degree | 12 | 16 |
| Masters | 2 | 2.8 |
| PhD | - | - |
| Total | 75 | 100.0 |

Source: Field data, 2018.

4.2.3 Position of respondents in Ikungi district

The result of the finding presented in Table 4.3.shown that only one respondent (1.3%) was DED, other respondents (1.3%) were DEO, 2 respondents (2.6%) were WEO, 15 respondents (20%) were Head Teachers, 28 respondents (37.3%) were Teachers, and 28 respondents (37.3%) were community members. Basing on Table 4.3 below majority of respondents who were interviewed were teachers and community members.

Table 4.3: Distribution of position of respondents in Ikungi district

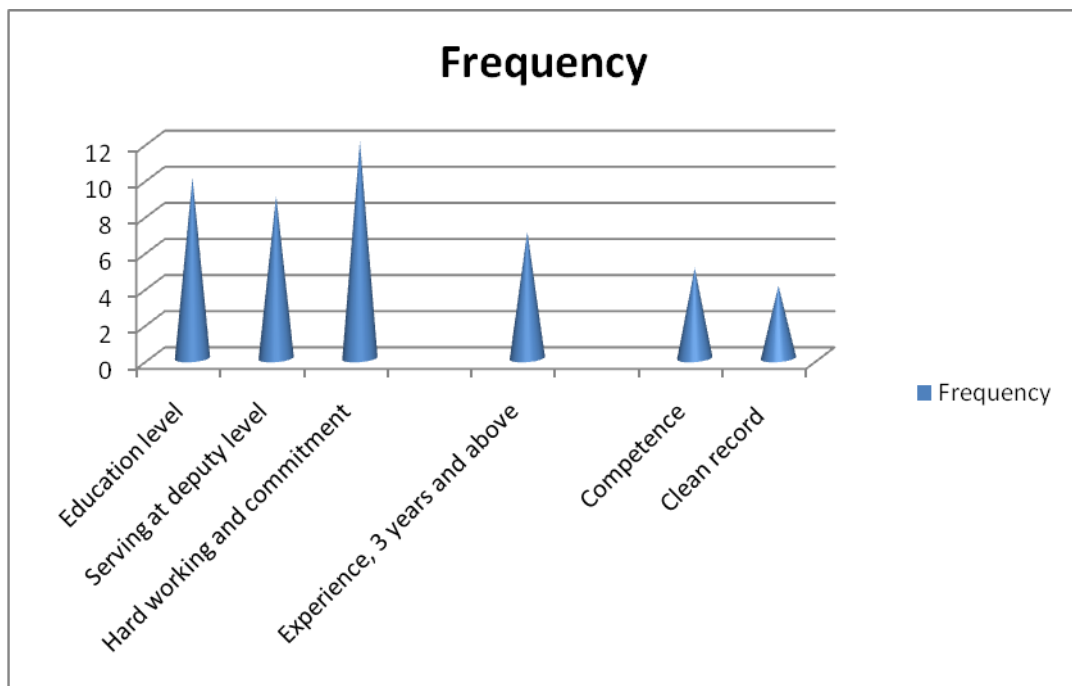
| No. of respondents | Frequency | Percent |
|-----------------------------------|-----------|--------------|
| District executive director (DED) | 1 | 1.3 |
| DEO | 1 | 1.3 |
| WEO | 2 | 2.6 |
| Head teachers | 15 | 20 |
| Teachers | 28 | 37.3 |
| Community(Farmers) | 28 | 37.3 |
| Total | 75 | 100.0 |

Source: Field data 2018.

4.3 Criteria for appointment of the head teachers

The findings as indicated in Fig4.2. below shown that 20 respondents (21.2%) indicated that education level is the criteria for appointment of the head teachers, 09 respondents (19.2%) revealed that serving at deputy level was the criteria for appointment of head teachers, 24 respondents (25.5%) commented that hard working and commitment were criteria for appointment of head teachers, 13 respondents (14.9%) stated that experience of three years and above was the criteria for appointment of head teachers, 05 respondents (10.6%) argued that competence was the criteria for appointment of head teachers and 04 respondents (08.6%) argued that clean record was the criteria for appointment of head teachers. The finding revealed that majority of the respondents argued that education level, hardworking and commitment were criteria for appointment of the head teachers. The figure 4.1.below indicates the criteria for appointment of female head of schools.

Figure 4.1: Criteria for appointment of women head teachers

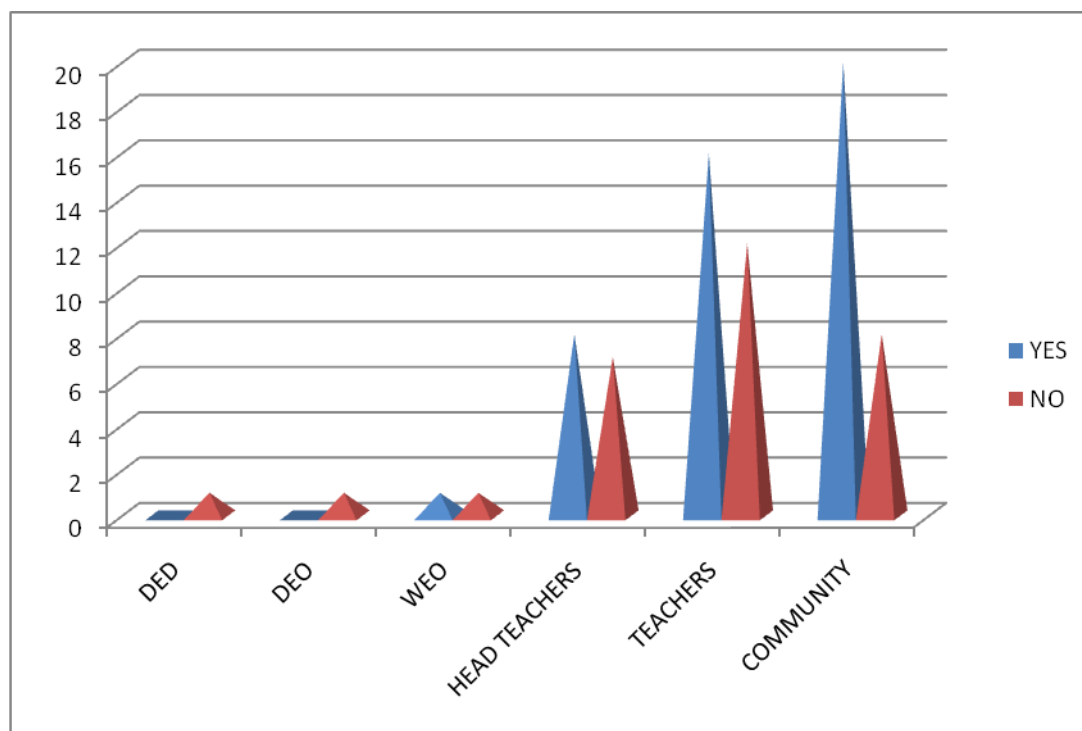


Source: Field data, 2018.

4.4 Response of respondents on criteria that limits women to leadership

The researcher asked the respondents whether they agree or disagree that, the criteria set by the government limits women teachers from participating to the leadership posts. The majority of respondents 60% agreed while 40% disagreed (see figure 4.2.below).

Figure 4.2: Response of informants on criteria that limits women appointment into leadership position



Source: Field Study, 2018.

4.5 Factors that limits women appointments into leadership position

The respondents were asked on the criteria which limit women appointment in leadership positions. The findings indicates that 16 respondents (21.3%) argued that personal factors such as refusal of leadership post, lack of confidence and qualifications, lack of commitment and family issues limit women involvement in leadership, 10 respondents (13.3%) suggested that societal factors such as negative attitudes by the society and traditions (witchcraft, superstitions) hinder women

involvement in leadership, 11 respondents (14.7%) said that organizational factors that is weak policy, lack of support and biasness in appointment limits women involvements in leadership and 38 respondents (50.7%) said that informal factors like corruptions, nepotism and political affiliation limit women involvement in leadership. The finding revealed that majority of the respondents from both the questionnaires and the interviews argued that informal factors such as corruption, nepotism and political affiliation limit women involvement in leadership as shown in the table 4.4 below.

Table 4.4: Factors that limits women appointment into leadership positions

| Factors/Respondents | DED | DEO | WEO | H/Teachers | Teachers | Community | Total | Percentage (%) |
|--|----------|----------|----------|------------|-----------|-----------|-----------|----------------|
| Personal Factors | 1 | 1 | 1 | 5 | 5 | 3 | 16 | 21.3 |
| <ul style="list-style-type: none"> • Refusal of leadership post • Lack of commitment and family issue • Lack of confidence and qualifications | | | | | | | | |
| Societal Factors | - | - | - | 4 | 3 | 3 | 10 | 13.3 |
| <ul style="list-style-type: none"> • Negative attitudes by the society. • Traditions (witch craft, superstitions) | | | | | | | | |
| Organizational Factors | - | - | 1 | 3 | 5 | 2 | 11 | 14.7 |
| <ul style="list-style-type: none"> • Weak policy. • Biasness in appointment | | | | | | | | |
| Informal Factors | - | - | - | 3 | 15 | 20 | 38 | 50.7 |
| <ul style="list-style-type: none"> • Corruptions. • Nepotism. • Political affiliation. | | | | | | | | |
| Total | 1 | 1 | 2 | 15 | 28 | 28 | 75 | 100 |

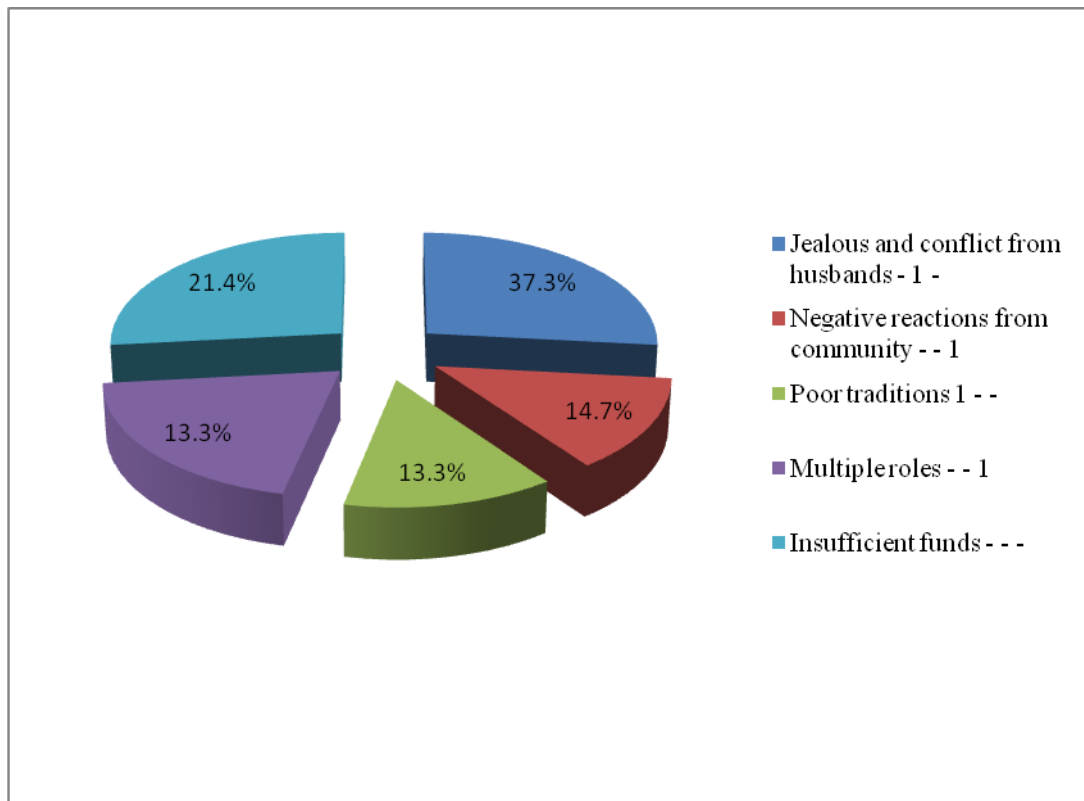
Source: Field Study, 2018

4.6 Challenges that face women head teachers

The information collected from the questionnaire revealed that women head teachers encountered different challenges, these challenges include; jealous and conflict from their husband, negative reactions from their community, poor traditions, many roles, and inadequate funds. The results shows that, 28 respondents (37.3%) suggested that jealous and conflict from husbands is the challenge facing women leaders, 11

respondents (14.7%) argued that negative reactions from community was a problem which limit women leaders, 10 respondents (13.3%) argued that poor tradition was a problem facing women leaders, 10 respondents (14.7%) commented that Multiple roles is also a challenge facing women leaders, 16 respondents (21.4%) reported that Insufficient funds was a factor facing women leaders. Figure 4.3 shows that majority of the respondents who were given questionnaires and those who were interviewed mentioned the challenges below.

Figure 4.3: Challenges that face women head teachers



Source: Field data 2018.

The finding revealed that majority of respondents mentioned jealous and conflict from the husbands as big challenges that faces women head teachers, followed by the multiple roles which in turns increase the stress to women head teachers (37.3%).

4.7 The perceptions of teachers and community on women head teachers

Table 4.5 Shows responses from the question that tries to understand the perceptions of women head teachers. The finding revealed two levels of perceptions regarding women head teachers. The findings revealed that 42 respondents 56% perceived women head teachers positively and 33 respondents which are 44% perceived them negatively. Those who argued negatively mentioned that women lacked confidence, poor in solving problems, lack of leadership skills and also culturally women were see as weak creatures. Those who perceived them positively argued that women are highly confident, good ability in leadership, good innovators and problems solvers as well as involves participation in their leadership system. The finding revealed that majority of respondents treat women positively as shown in (Table 4.5) below.

Table 4.5: Perceptions on women head teachers

| Respondents | Positive | Negative | Total |
|-----------------------|-----------------|-----------------|--------------|
| DED | 1 | - | 1 |
| DEO | 1 | - | 1 |
| WEO | 2 | - | 2 |
| H/TEACHERS | 12 | 3 | 15 |
| TEACHERS | 18 | 10 | 28 |
| COMMUNITY | 8 | 20 | 28 |
| TOTAL | 42 | 33 | 75 |
| PERCENTAGE (%) | 56 | 44 | 100 |

Source: Field Study, 2018.

4.8 The summary of the chapter

This chapter presented the main findings from the field; it begins with demographic profile of the respondents, criteria for appointments of women head teachers, the response of the informants on the criteria that limit women from leadership positions. Factors that limit women from participating into leadership positions. Furthermore the challenges that face women head teacher and the teachers and community perceptions on women head teachers were presented.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents and discusses the study results as highlighted in chapter four. The general objective was to examine the influence of appointment criteria on the selection of women leaders in primary schools in Ikungi district in Tanzania. The specific objectives were; to examine criteria of appointing head teachers that limit women from getting into leadership positions in primary schools, challenges facing women head teachers in their leadership positions in primary schools, teachers and community perceptions to women selected to become head teachers in primary schools. The above specific objectives linked with the research questions and the literature review. Before discussions of the study findings, demographic profile information of respondents was presented.

5.2 Demographic profile

5.2.1 Sex and age

The researcher arranged the respondents according to age and sex. The age were between 20-29, 30-39, 40-49, 50-59. These distributions of age were good since the researcher aimed at getting information from variety of the population on the influencing criteria on the appointment of head teachers and women under representations in leadership positions in primary schools in Ikungi. Furthermore the age and sex were active and matured enough since majority of them were found between 30-39 and 40-49. This helped the researcher to get the required information (see table 4.1).

5.2.2 Education level

Since the study aimed at examining the influence of appointment criteria of head teachers and women under representations in leadership positions, the researcher arranged the targeted population according to their level of education as seen in

(table 4.2).The education of the respondents began from standard seven, secondary level, certificates, degree and masters. The aim of arranging them according to their level of education was to get accurate information from all groups in the studied area.

5.2.3 Position of respondents in Ikungi district

The researcher arranged the target population according to their positions. The participants were chosen for a specific research purpose basing on their official status in educational ground. In a hierarchical position, the study constituted the District Executive Director (DED), District Educational Officer (DEO), Ward Education Officer (WEO), head teachers, teachers and community members. The selection of the informants with a consideration on their positions was because of their good knowledge they have concerning the studied area. The inclusion of various stakeholders during data collection process, make it possible to collect different perspectives on the research questions. Generally, these groups of respondents contribute much to the development of this study since what was gathered was from original source. (See table 4.3).

5.3 Criteria for appointment of head teachers

The findings through questionnaires on the criteria for appointment of a head teacher were found to be level of education (diploma in education, degree and so on), positions previously held, hardworking and commitment, experience, competence and clean record. Through the interviews with the DEO on the criteria for appointments, he argued that on this globalised countries, level of education was very important in leadership. This entails that; for a teacher to be selected in the leadership post, he or she is supposed to hold a certain acceptable level of education. In responding to an interview question, the DEO argued:

Education and hard working are crucial elements for one to be employed in any school or organization both at local and global. There is no way a teacher could be appointed in the leadership post without being qualified in the educational ground (DEO).

Either, other women classroom teacher from school X commended that;

What is important in appointment and recruitment of personnel's in primary schools is hardworking and commitment, education level was not an a problem since majority of teachers, had with their degree but they lacked confidence and sometimes, teachers with certificates had a lot of confidence, so hardworking and commitment were crucial (WToS-X).

Furthermore, one women head teacher from school U argued that;

Off course, hardworking, personal characteristics, and experience are highly needed for this globalized country, there was no way that the one would be appointed without having the above mentioned traits. (WHoS-U).

5.4 Respondents' response on criteria that limits women to leadership

The findings revealed that the society had both negative and positive attitudes towards women head teachers in the society. They don't realize women in the society; they argued that women were special for taking care of the families. Basing on these views, the society members were extremely entrenched in the traditional views that educating women to higher level of education was wastage of time. One woman head teacher from school X –commended that;

It is more danger to educate girls to high tutoring since mass of them falls down through pregnancy which brings shame to their parents and relatives at large. Because of this many hesitate to send their daughter to school.(WHoS-X).

Either this was well supported by (Dimmock & Walker, 2006.), who commented that, cultural traditions had created females to be regarded as home and family cares, while males were perceived and trained to be office workers, breadwinners and heads of families.

Another men community member from village –X commended that putting women into leadership positions is against the will of God, he argued;

To be honest, I won't be under women control since the God commended men to become leaders and control all things around. Women should perform luxurious and simple work; tough issues such as decision making should be under man control (CMo V-X).

The study shows that some women were good in leadership, very committed, hardworking, involve participatory means of leading, more innovative, and always appreciate the work done by her subordinates. This was evidenced by the DEO, through face to face interview when he commended that;

Women leaders were so much committed than their counterparts, men, they were good in solving problems in schools compound, innovative, follow rules and regulations effectively involve participatory approach of leadership which avoids conflict in schools(DEO).

Either the other respondent from village –Y argued that women were the cornerstone at his village and district at large, this was highlighted when he said;

Women were good leaders since they know how to care, family, they use their entire time in schools management than their personal issues, they should be given leadership positions so as to cut off the problems which were at our schools (CMo-V Y).

These views were highly supported by the transformational theory, that is, the theory believed that women were feminine style, less hierarchical, more collaborative and more oriented to interpersonal relations than men (Carless, 1998). This was also supported by Coleman (2003), who argues that female leadership had a positive relationship with transformational leadership. Basing on these views, it was with no doubt that women teachers could perform more and even better than their counterpart's men in leadership positions, therefore they should be given leadership posts so that they could solve different conflicts that prevail in schools between teachers and students and other social, economic and political problems that encountered our primary schools found in Tanzania.

5.5 Criteria of appointing head teachers that limit women from getting into leadership.

The findings shows that education level, hardworking and commitment, working experience, competence and clean record were used as criteria for appointment and recruitment of head teachers in primary schools in Tanzania, the findings revealed that these criteria limit women from top leadership through personal factors, societal factors, organizational factors, and informal factors (see table 4.4).

5.5.1 Personal factors

Through the questionnaires being distributed and the interviews done to the respondents of this study, the data revealed that personal factors such as refusal of leadership post, lack of commitment and family issues, qualifications and confidence issues limits women involvement into leadership as discussed below;

5.5.1.1 The refusal of leadership posts

The findings revealed that some few women teachers refused the leadership posts. This was well supported by the interview done by the DEO who argued that, some female teachers were appointed but refused because of different reasons such as lack of social services like Water, electricity, poor housing conditions and family activities. Either the same views was supported by (URT, 2013 & URT, 2010) on the importance of improving schools infrastructures for better teaching and learning environment. This was evidenced by the researcher when he found one woman head teacher fetching water from school X , she said;

We really go too far for fetching water, we are scared with our health because we share water with wild animals and cattle...moreover, during dry season in the dams, there is always a long queue and if you need to get clean water you need to wake up in the midnight, this situation is terrific and if a person has never experienced such a life, it is difficulty and sometimes impossible for guests to live in this area, this is among the reasons for women refusal of leadership posts in primary schools Ikungi . (MHoS-X. (See photo5.1 and5.2below).

Figure 5.1: Women fetching untreated water from a locally designed well in Ikungi.



Source field data 2018

Figure 5.2: Water sources which shared by both people and animals in village X in Ikungi.



Source: Field data 2018

The research findings further revealed that 2% of women teachers refused the appointment of becoming head teachers in different schools in Ikungi district for the year 2015\2016, as commended by the DEO

We were appointing female head teachers in primary schools in the year 2015/2016 but two women refused the headship offer with the reasons that they cannot stay far from their families (DEO).

5.5.1.2 Lack of commitment and family issues

The findings revealed that female teachers were not committed with school general time table, they were dormant, slow and always wanted to be forced to work. This discouraged those in power in selecting and granting headship posts. In supporting the study findings, WEO, he commented these through face to face interview:

Working spirit is something personal and sometimes an inborn trait...with consideration to teaching profession, currently teachers are not highly committed to their teaching career starting from head teachers to classroom teachers, in some schools which are headed by female head teachers in this district, there is an ultimate lack of commitment from school heads where they mostly choose to give high priorities to their family matters and not their teaching responsibilities, in one scenario, I saw a female head teacher signing school documents in her home place sent by her subordinates and she was busy with her family matters (WEO)

Furthermore, majority of respondents revealed that families activities such as cooking, general cleanliness, fetching water, and many other activities, limit women from participating into leadership positions (see photo no.5.1&5.2).These multiple roles by women discourage them in participating into leadership as reported by one of women head teacher, who said that;

To be hornets women head teachers work under high pressure because I have to prepare for food, find water, making general cleanliness and at the sometimes balancing school timetable, it is hard since we are not as machine, while men head teacher were free from this (WHS-B).

In supporting to this aspect another respondent had this to say:

Women are overworked in family matters, such as providing general care of the children, cleanliness, food and many others. This made women to miss time for rest and balancing these multiple job. Although as a mother, my families should be considered first then my professional. (WHoS-A)

These cultural constraints were in turns supported by (Temba et al, 2013, Mbepera, 2015) who comments that cultural constraints such as family chores, bride price, witchcrafts hindered women in participating in educational ground and leadership in particular.

5.5.1.3 Lack of confidence and qualifications

The findings also show that majority of women teacher were with inadequate confidence, this was so, even to the one with bachelor degrees as witnessed by DEO, through face to face interview, he said;

Throughout of my experience as the DEO, I have realized some female teachers lacked confidence towards leadership, this was through appointment that I have done, and they refused with the reasons that they were not able to lead others. This sometimes happen to the qualified women with a degree level (DEO).

Either one of respondent, head of school –O, argued that women teachers were being affected by cultural values which marginalized them in decision making and placed them in family chores and taking care of the family. This was so when she said;

Culturally women were preserved for family chores and taking care of the children, they were allowed to perform simple activities. These poor cultural values were the big enemy of women since tough things such as leadership, found them unable to perform, and hence lacked the confidence (MHoS-O).

Moreover, the study findings show that most female teachers have not gone for further studies like pursuing diploma, degrees, and masters' levels of education. Furthermore, few female teachers who had with a diploma and degree level of education were not promoted. The essence of not promoting them, widened the leadership gap between male and female teachers where females are lagged behind.

With regard to this situation, policy makers and all those stakeholders who are in power of appointing head teachers should rely on gender balance when the appointment is done.

5.5.2 Societal factors

Through the questionnaires and interview done, the respondents commended that societal factors like negative attitudes by the society and poor traditions believes (witchcraft, superstitions) limit women involvement into leadership.

5.5.2.1 Negative attitudes by the society

Through the questionnaires being distributed and interviews done, the findings revealed that the society had with negative altitudes with women in the society. They don't appreciate girls in the society; they argued that women were special for taking care of the families. On this view the society members were intensely entrenched in the traditional views that educating women to higher level of education was not suitable. One of the women head teacher from school X –commended that;

It was more danger to educate girls to senior tutoring since mass of them fall down through pregnancy which create shame to their parents and relative at large. Because of this many hesitate to send their daughter to school (WHoS-X).

In similar views, another respondent argued:

It is quite clear that educating girls is like gambling...on their education way most of them tend to drop due to several factors including: their likelihood to luxurious life which results to unplanned teenage pregnancies, absenteeism from school which pool back their academic progress (MToS-F).

Either this was well supported by (Dimmock & Walker, 2006),who comments that women were regarded as home and family cares, while males were perceived and trained to be office workers, breadwinners and heads of families.

5.5.2.2 Traditional believes (witchcraft and superstitions)

The finding also revealed that traditional believes such as witchcraft and superstition was among of the limiting factor that made women not to participate into leadership positions. This was well evidenced by the DEO, through the interview done, he commended that;

Most of women refused the chance of leadership positions because of witchcraft and superstition, I have received many women cases to my office complaining that, they were being witched and once she worked up, at morning ,women found as if she were slept with someone else (DEO).

Either through interviews done, the female head teacher from school-K, commended that in remote areas they are getting trouble, they are being witched,

During the mid-night I had the voice of lion in my rest room, and when I worked up I found myself too tired and my legs with a mud, this shows that they took me at night working to their plantations. I have reported these cases more than one to the DEO but he still told me to tolerate the situation (WHoS-K).

The study findings confirm earlier results by Mbepera (2015) who argued that poor traditional believes make female teachers refuse leadership positions in rural areas in Tanzania.

5.5.3 Organizational factors

The study findings revealed that, organizational factors were among of the factors that limit women teachers from getting into leadership positions and hence caused women under representation in leadership posts. Through questionnaires and interview guides distributed to the research respondents, it was observed that those organizational factors include weak policy, and biasness in appointing and recommending school leadership nominees (See table 4.4). Further discussion on these aspects is presented hereunder.

5.5.3.1 Weak policy

The study findings revealed that, weak policy is another factor which leads to female under representation in school leadership. With reference to Public Service Commission Act No.3 of 2014, this policy stipulated only the criteria for selecting school leaders but it did not address gender balance in the whole process of appointing teachers. In responding to interview question on this aspect, the DEO had this to say:

The appointment of heads of schools is obviously done under certain criteria which are derived from the national policy, speaking of the policy, especially that of 2014, honestly there is no page which have spoken about gender balance criteria in the appointment process, what we do is to make sure that we accommodate the two sex in every aspect including in the leadership arena so that we create a fair working atmosphere (DEO).

Another men teacher respondent argued:

Women are complaining that there is no gender balance in school headship appointment and men are mostly favored, but to my views, men are more capable in the leadership posts, taking example from this district, no men head teachers are complaining from being leaders in the remote areas, so women sometimes create the gendered leadership gap by not accepting the posts (MToS-B).

The existing weak policy on appointing school leaders creates hard way for reaching the 50/50 world directives in leadership positions each sector between men and women which would enhance a shared strategies on national progress. Moreover, the absence of a gender policy on school leadership appointment creates a room for patriarchy system, corruptions, favoritism, stereotypes and bias in school heads appointment. (See table 4.4).

5.5.3.2 Biasness in appointing and recommending head teachers

The findings on this study revealed that, there was biasness and stereotype in appointing and recommending heads of schools, many respondents commended that nepotism, corruption, patriarchy, political affiliation and cultural aspects dominate much on appointment process. This was supported by one women head teacher from school-M, who argued that;

In an appointment system, informal factors such as nepotism, corruption, and political affiliations are so much strong than the formal criteria. That is why many heads of schools in this district were not qualified (with diploma in education), they really use funds to corrupt those in power so that they could appoint them. Therefore the formal criteria for appointment had been absorbed by informal factors (WHHoS-M).

Moreover the findings revealed that there were existence of stereotype to women This was evidenced by one women teacher from school-D who had this to say;

In 2015-2016, I contested one post of District Executive secretary in Ikungi district. In the interview day, those interviewers stereotyped me, they first asked me whether I have done any sexual intercourse with any one in that district and mention them in regarding to their age. This question removed me from the mood, since it was out of the topic (WToS-D).

The results from this study, was well supported by (Lorber, 2001) who argued that on the interviews process to women teachers questions are more based on personal issues than officials so as to disqualify them from the system. Furthermore, the findings revealed that patriarchy had created its roots in different sectors which made men to survive smoothly in leadership positions, this was well supported by liberal feminist theory which states that, women were under-represented in leadership positions because of biasness in promotion committees, with better paid positions (Fagenson, 1990; Blackmore, 1999; Lorber, 2001),thus, this kind of committee for appointment was likely to be gender discriminatory because those who appoint heads were socialized in patriarchal system.

5.5.4 Informal factors

Through the questionnaire being done, the findings revealed that 38 respondents (50.7%) said that informal factors like corruptions, nepotism and political affiliation limits women involvement into leadership. This factor was seen having higher percentage than the other hence contributing to the enlargement of the gap towards women leadership as shown in (the table no.4.4). The findings of this study was further supported by the (Ruijs, 1993) who in his study argued that recommendations and appointments to leadership positions were based on gender bias, nepotism and favoritisms. Through questionnaires and interview guides similar aspects were

reported in appointing heads of schools in Ikungi district (see table 4.4). The discussion of those aspects is as presented hereunder.

5.5.4.1 Corruption

Through questionnaires and interviews being done, the findings revealed that corruption was a means for participating in leadership positions. Under this the respondents argued that men teachers use their financial and sexual capability in corrupting those in power so as to enjoy leadership positions. Either the findings was well evidenced by the data collected through interview done to heads of schools, women teachers, and community members. The above mentioned group reported through face to face interviews that some head of schools, ward educational officers demanded sexual corruption as the payment for the ones to be appointed as the head of the schools. Although the finding on this results revealed that many women teachers who where sexualized refused the offer hence where pushed down from the leadership posts. This was well evidenced by one woman teachers from school -p who said that:

Through my experience of teaching I have realized one of my discipline mistresses who failed to get chance of top leadership, because she failed to sexualize with one of the top leader who was among of appointment committee. Furthermore when I was employed, they posted me to the remoteness areas where means of transport where so poor such as hospital and road. Apart from giving them my sick sheet which define more my body sickness, they didn't pay attention on me, at the end they wanted me to have sexual intercourse with them so as to be in urban areas hence I refused the offer, that is why you find me in this remoteness area (WHoS-P).

In confessing the reality on sexual demand by men head teacher for leadership appointment, a female head teacher had this to say:

As a women head teacher, I passed across several temptations to the achievement of this post, I remember that I have been asked to offer sexual corruption to one man who was on power by that time if I demanded to be a head teacher, frankly speaking I could not dare to offer my body to that man because of the leadership post and I believed through hardworking, I will win the chance in the future (WHoS-D).

5.5.4.2 Nepotism and political affiliation

These were among of the factors that emerged into leadership positions, through the data collected by questionnaires and face to face interviews the respondents revealed that many men teachers got into leadership positions through nepotism and political affiliations. (See table 4.4).Men head teachers who were interviewed reported that the sense of nepotism, religion and tribe were elements for appointment. This was evidenced by one men head teacher from school –Z who argued that;

“If I could be in an appointment channel I could appoint teachers whom I know better, friends, and a one from my tribe .There is no way that, the appointment committee could escape from these (HoS—Z)”.

Either this went hand in hand with the previous study by Mbepera (2015) who commended that nepotism, sexual corruption; political affiliation and cultural traditions and patriarchal system, limits women from participating into leadership positions. This is against with liberal theory which argued that biological differences, glass ceiling, politics and any form of discriminations should be ignored in order to achieve gender equality, People should be treated in accordance with their talents and determination, rather than based on their biological differences (Mascarenhas, 2007). The theory holds that women’s mental ability was equal to that of men, and hence they should have the same rights in the political, economic and social sphere (Lorber, 2001).Either through the interviews done by the women classroom teachers they commended that political affiliation was a serious issues in school management, that’s many people who were appointed as the head teachers should direct connected with CCM political party commonly called Calder. This was well evidenced by one men teacher from school- G who argued that;

Many top leadership were appointed based on political affiliations, in this district many men belong to CCM political party than there fallow women, Being a member of CCM, men had with the advantage of being appointed to the top leadership positions and this is how it is. Although this was done secretly (MToS-G).

5.6 Challenges facing women head teachers on their leadership positions

Through the research findings and interview the researcher come out with challenges encountered women in participating into leadership position such as jealous and conflict from the husband, negatives reactions from the community, poor traditions beliefs, multiple roles and insufficient funds. These responses were obtained from respondents who filled questionnaire and interviews. As described below.

5.6.1 Jealous and conflict from their husband

Data from the field revealed that many women teachers who were appointed to take up position as the head teacher were engaging with sexual relationship with their bosses. This was a serious issues which was highly reported by men head teachers, women and men classroom teachers; they really exchange leadership with love affairs. Either women head teachers themselves confirmed that they were mistrusted with their husband, they argued that most of us, were not trusted as others were engaging with love affairs with our bosses which create quarrel to their husband, though others were trustful. This was evidenced by one women head teacher from school –R when she commended that the conflict rose up because of jealous and lack of trustful between their spouses and women head teachers, their spouses believed that their wives were engaging with love affairs with the policy makers who appoint them. This made them either to prohibit the chances of participating in leadership nor blocks down the relationship.

She further argued that;

When I was selected as the head teacher, the clash rose up from my husband as he suspects me to be engaging with sexual relationship with my policy makers who appointed me; he said “why did they appoint me and not other person elsewhere?, What qualities and qualifications do I have which prohibit other women from being appointed?”. This was a very tough moment to me because I was finding a way to correct my husband’s misconceptions for rescuing family stability, but I thank God I was stable and he understood my explanations on this scenario and I still work under my headship position without being discouraged (WHToS-R).

Either the DEO supported the same view when he reported that, he had received different cases from women head teachers and their husband each sides complaining mistrustful in loving affairs, that women head teachers were engaging with sexual

relationship with other people. Also reported that some few women would refuse the posts for the sake of maintaining and creating peace in their marriage system.

The DEO further commended that;

Schools are scattered throughout this district and all schools should be distributed with equal number of teachers including head teachers, in the appointment, when appointing female head teachers there is a tendency of family interruptions, in one scenario a female head teacher who was appointed as a school head teacher in a far distanced school from her family, reported in my office that she was given a conditional ultimatum by his husband either to choose the headship post or to divorce, this is another obstacle for women head teacher appointment in this district (DEO).

This create quarrel to them since they had to verify to their husbands that they were blameless. The study finding was support by Chabaya et al. (2009) who argued that “some men felt that their partners would have love affairs with other men if they got to be head of schools far away from them”. Moreover it was reported by women head teacher that soon after appointment has been done particularly to the remoteness area, their husband betrayed them by getting marriage by the other women by arguing that their wife were always thinking about school development and ignore ling them. This increase pressure for women to refuse participating into leadership positions. So basing on the study findings many women refused the offer of leadership which in turn limit them from participating in the education leadership system.

5.6.2 Negative reactions by the community around

This was another issue that was emerged from the study, the findings revealed that culturally women where special for luxuries things and family chores while men were the one who deal with tough things including decision making. This was well supported by (Mbepera 2015), who argued that cultural traditions and men patriarchy system limits women to participate in leadership, this means that cultural traditions and patriarch are bridge used by men in enjoying into leadership positions.

Furthermore, the findings revealed that women teachers were highly stereotyped in different ways particular when the interviews were held. This was evidenced by one women classroom teacher from school- P who commented that

When I was contesting the chance of chairperson from the Ikungi teacher's party, I experienced intensive stereotype. During the interview day they asked me more personal question such as how many children do you have,? have you got marriage?(WCo S-P)

The finding further found that the cultural traditions and patriarchal system had with the strong root in the society since some parents and men classroom teachers did not appreciate women heads and sometimes they refused them from participating in leadership. For example through the interview done by women head teacher from school-Y commended that

Following my appointment as the head teacher, the community around the school, they treat me negatively “, they said things had follow a part, the woman had just come as the head of school. Though after time there mentality changed after seeing my performance, other community members said “Off course we didn't know, you are biologically woman but man in action since your are performing more than men head teachers (WHoY).

The appreciations of some members of community to their women head of school, relied direct with transformational leadership theory in chapter two, which portrayed women to be good in solving problems, creativity and innovative, who use participatory way of leading and appreciate the roles done by his subordinates(Bass, 1999).

5.6.3 Poor traditional believes

The finding from the field revealed that, witchcraft and superstitions were the challenging issue to women head teacher. The respondents argued that witchcraft was a serious problem to women particularly who were found at remoteness areas, this was evidenced by the DEO, through face to face interviews who argued that,

Different cases had been reported by women head teacher to our office, complaining that they are being witched, though I suggested them to be strong and tolerate the situations (DEO).

This went hand in hand with the previous study by Mbepera (2015) who argued that, they believe of witchcraft and superstitions challenged more women head and other teachers at rural areas in Tanzania. Basing on this fact, it was with no doubt that witchcraft as the myth creates pressure and fear to both men and women though women were seen more affected by this study. Either respondents further reported that women head teachers and classroom teachers where witched by students particularly when they where punishing them. For instance through the interview by one of the men teacher from school-M, he argued that

We don't punish pupils in this school since they were witch, for instance four teachers were punishing some of standard six pupils for discipline cases, after the events they found themselves in deep sleep at their teachers' office for the whole day. (MToS-M).

The study findings relate to Cheruto & Kyalo (2010) who pointed out that students' misbehavior was a threat to teachers in developing countries because of witchcraft and violence, including throwing stones to their teachers when they were punished. From massive misbehaving students, most female teachers were discouraged from becoming heads of schools even in Ikungi district.

5.6.4 Multiple roles

The study findings show that female head teachers had multiple roles such as darling with official work, taking care of the family, participating in community social events such as ceremonies, funnels, and so on. Women had to balance for all these so as to met the demand of both school level and community level, this create trouble to women head teachers and contribute to the increase of the conflict between them and community around the schools. This was evidenced by the one women teacher through face to face who had this to say;

Honestly, I don't like to be a leader since leadership is like slavery who works many works with low wages or no payment at all. It is better to remain a normal teacher because it would put me far from tough job, either this would made me easy from balancing school activities from that of the community such as burial activities and community ceremonies.(WToS-B).

The study findings were supported by (Chabaya et al. 2009; Coleman, 2003b), In their study, they observed, that female heads face the challenge of balancing multiple roles. Women head teachers find themselves in a trouble as it was difficult for them to deal with all issues as human being; this was against to their counterpart's male teachers who were being helped by their wives. Either the study further revealed that women head teacher challenges emanating from the culture where women had been placed by many roles including taking care of the family. This was supported by one men head teacher through face to face who had the following to say;

Culture transformed and prepares women to perform traditional activities such as family chores, cooking, washing clothes, and taking care of the family. Furthermore, it made women to become inferior in the society and give more power to their counterparts men to behave in a superior complex and engage full in decision making (MHoS-K).

It is with no doubt that women head teacher at remoteness areas had with many roles than those schools found at town, for stance women teachers from remote areas performs many chores, such as collecting firewood, fetching water, cooking, cleaning, washing, child rearing, taking care of husbands, monitoring their families, planning, budgeting and controlling their children's behavior each day, female heads, on top of this, would supervise, guide and control both the school and the household, and be involved in social issues. This made women teachers to run from leadership position and in turns limit them from the system.

Leadership brings stressful and pressure to women since many family activities visit us such as making general clean less, cooking for families, teaching families how to behave and fetching water. Men are far from these activities, they had with enough time to concentrate on official issues and participating on decision making (WCoV-U).

5.6.5 Insufficient funds and other resources to run the schools

This was another theme that was discovered by this study which limit direct women from participating into leadership positions in primary schools in Ikungi district, both women and men head teachers reported that the funds that government directed to the primary schools are not enough and sometimes they don't pay on time which in turns made us to use our own salary in running the schools. This made us not to enjoy in leadership positions and in turns limit other women teachers to run from

leadership positions. This was evidenced by one women head teacher who had this to say;

Running Tanzanian schools, needs a lot of tolerance, because sometimes, we lacked teaching and learning materials such as chalk, pen and books .These materials were so crucial in teaching and learning process hence as the head of school, we really use our salary for buying these goods.(WHoS-K)

Furthermore one women classroom teacher argued that;

Primary schools found in Tanzania are men ground since their infrastructure system is not favorable for women but rather for men. Shortage of classrooms, teachers house, toilets were poor and the money that the government provide was little and where not coming on time which in turns create difficult in managing the school. To be honest I don't like to be head teacher (WCoS-G).

This was well supported by previous study by Wangui (2012) and Haki Elimu (2011), who found that the amount of money provided by the government for secondary schools was not enough and, more often than not, was delayed. The delay and shortage of money in Tanzanian schools brought direct and indirect effects to the consumers particularly students. They were affected through academic and sometimes failed to get those performance which were in a measurable terms, which in turns brought back the social economic of the Nations.

5.7 Teachers and community members perceptions on women head teachers

This was a third question discussed in this study, through face to face interviews and questioners had revealed that most of the respondents perceived women head teachers both positive and negative as described below.

5.7.1 Positives perceptions

Through the questionnaires being distributed to the respondents, most of them perceived women positively, the respondents under this category argued that, women head teachers were innovative, use participatory methods of leading, high confidence, follow effective rules and regulations. The findings were supported by transformational theory which believes in the ability of a leader to motivate and

empower followers and to promote change in the organization (Peeke, 2003). Either this theory mostly fits female leaders, as they have the ability to interact well with subordinates.

Eagly and Karau (1991) and Rosener (1990) found that female leaders always build good relationships with their followers and tend to make subordinates feel part of the organization, from setting performance goals to determining strategy.

5.7.2 Negative perceptions

The findings revealed that both men and women classroom teachers, members of school community treated them negatively as they suspected them to be poor in solving problems and lacked leadership skills. They argued that women head teachers were so poor in solving problems; either when the problems occurred in the schools, women head teachers were solving randomly without following systematic ways of solving them. Through the interview done by women community member from village C-she argued that women head teachers had with poor leadership skills in solving problems as she commended that;

Our females head ignored us and our problems are not taken into considerations, she managed the school as if it belongs to her. We parents want all teachers and school body to value our problems, listen our views and suggestions. The school is our property; nothing will go on without our concern. If the head of school failed to listen our problems, it is obviously poor communication will develop between two sides hence things fallen apart (WCMoV).

This negative altitude to women teacher went against transformational leadership theory as portrayed in chapter two, which identified women leaders to be good in solving problems, more democratic, good listener and more creative in achieving the organization goals(bass, 1999).

Either the other women teacher from school -S commended that; “*Women head teachers were far from leadership since their roles were still at kitchen and taking care of the families*”. (WCTo-S).

Basing on this ,it is with no doubt that cultural traditions humiliate women from enjoying into leadership through assigning them with many family roles compared

with their counterparts men, either culturally patriarchal system had well created intended for making men to shine in leadership positions, the findings revealed that even in the areas where women were many in number and more qualified compared to their counterparts men, still they were pushed behind in top leadership in primary schools in Ikungi district. This was evidenced by one of the women teacher from school –D who commended that;

In this village women teachers were many compared with men teachers, but worse enough, women teachers who where in leadership were too few. This is so because of the glass ceiling that had been created by men. They really use it for enjoying and discriminate us. To be honest many women teachers had gone to school with good qualifications, but we still being out of the system.(WHS-D).

Other men teachers commended that;

The under representations of women in leadership in Tanzania has a long history, it began from the religions institutions. For instance in Roman Catholic, women were not allowed to be in the top leadership positions. The system had grown up to other sector, therefore, there is no way that women would run from under representation in leadership positions.(MCToS-D).

Another women head teacher commended that;

Leadership needs tolerance; otherwise you may end up with frustration. When I was appointed as head teacher in this school, the community around treat me negatively, they argued that, this school should be managed by men because of its problems which cannot be solved by women. I have done many thing in this school, including good performance to their children, agricultural activities but no appreciations were given to me.....it needs tolerance to live in this school. (WHS –P).

Furthermore, the findings show that, if any mistake where done by men head teacher, the community around the schools, they consider it in a normal way than if the same would be done by women head teacher, community around define it as a crime.

This was evidenced by one women head who commended that;

Two weeks ago, I punished some few students following the discipline cases that they were faced with. Following this events, many parent complained, they said how did I manage to punish their families?, they said what I have done were illegal for them. They further said this could be done by men teacher and not women, though all punished students where girls....(Who-SL).

This was in turns supported by (Lorber, 2001).Who indicates that when female leaders make mistakes, it was considered worse than men mistakes.

CHAPTER SIX

CONCLUSSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary conclusion, recommendation and suggestions for further research.

6.2 A summary of findings

The study was guided by three research questions namely; how criteria of appointing head-teachers limit the women from getting into leadership positions in primary schools?, what were the challenges facing women head teachers on their leadership positions in primary schools?, what were the teachers and community perceptions to women selected to become head teachers in primary schools?.Basing on the first questions the findings revealed that personal factors limit women in participating in leadership position through, refusal of leadership posts, lack of qualifications and lack of confidence, others are societal factors such as negative altitude by the society to the women and poor traditional believes(believe of witchcraft and superstition),organizational factors which limits women to participate in leadership through biasness in appointment and recruitment, weakness of the policy, and informal factors which limit through corruption, nepotism and political affiliations.

Either on the second questions, the findings revealed that female head teachers were being encountered by the challenges such as jealous and conflict from their husband, negative reactions from their community, poor traditions, many roles, and inadequate funds, and the third question whose findings revealed that the society and community at large perceived female head teachers positively and negatively. Those who argued negatively, they mentioned lack of confidence, women were poor in solving problems, they lacked leadership skills and culturally women were weak creature. Those who perceived them positively argued that women were with high confidence,

good ability in leadership, good innovative and problems solvers as well as involves participatory in their leadership system

6.3 Conclusion

This study addresses the influence of appointment criteria on the selection of women leaders in primary schools in Ikungi. The study aimed at examining the factors that limit women from participating into leadership positions, challenges that women head teachers faces in their leadership positions and perceptions of teachers and community members concerning female head teachers.

The study used both qualitative and quantitative approaches and the methods of data collection used were questionnaires and interview. Content analysis was used in analyzing data obtained through interviews and those from questionnaires were analyzed through statistical package for social science (SPSS) version 16.0.

The findings revealed that, the criteria of appointments limit women participation in leadership positions through personal factors such as refusal of leadership posts, lack of confidence and qualifications and lack of commitment and family issues, also societal factors such as negative attitude by the society and traditional believes (witchcraft and super situations),organizational factors such as weak policy, and biasness in appointments, and informal factors such corruptions, nepotism and political affiliations. Furthermore, the findings revealed that the challenges facing women head teachers includes jealous and conflicts from their husband, negative reactions from the community, poor traditional believes, multiple roles, and shortage of funds.

The study recommends that the policy used for the recommendations of head teachers in Tanzania should consider gender balance, the policy for appointment should encourage transparency to avoid favoritism and biasness in the appointment and recruitment process, the activists and other stake holders should provide education based on gender equity in both rural and urban and also fight against

negative cultural values emanating from the community which encourage negative perception and those marginalizing women in leadership.

6.4 Recommendation

Basing on the result of this study, the researcher comes out with the following policy implications as follow;

6.4.1 Changes of educational policy

The findings of this study revealed that the policy used for the recommendations of head teachers in Tanzania didn't consider gender. The ETP of 1995 and 2014 educational policy both address only the criteria for appointment and recruitment of head teachers, rules and regulations to be followed for the accomplishment of educational goals. Therefore the policy should consider gender balance in appointments and recruitment of head teachers.

6.4.2 Transparency and democratic in appointments

In Tanzania the process of appointment of head teachers involves identifying the candidates for recruitment and appointment by Ward educational officers (WEO) who chose the names of those to be appointed and send them to the District educational officer (DEO), who recommends those names to the district executive director (DED) who eventually makes an official appointment. Despite the existence of these appointment criteria and procedures, the findings revealed that the informal factors dominate much on the appointment channels such as favoritism and corruption (other than qualifications and merit) applied in Tanzania. Therefore the policy for appointment should be more transparency and democratic so as to avoid favoritism and biasness in appointment and recruitment process.

6.4.3 Sexual corruption and harassment policy

Basing on this study, it revealed that leaders who were in power miss use their power through sexualizing women teachers with the promises of appointing them towards leadership positions. . Therefore the government should introduce strictly policy which will guide and punish those leaders who miss use their power, this should be

so despite of having a code of conduct for public servants (United republic of Tanzania, 1998).

6.4.4 Awareness of the society on the importance of education system

The government and activists should encourage the society both in rural and urban areas to participate effectively in formal educations where gender issues will be taught. Both TGNP and TAMWA as activists' organizations should provide education based on gender equality in both rural and urban areas so as to fight against negative cultural values emanating from the community which perceived women negatively and marginalized them in leadership positions. Furthermore the sensitization program should be taught from the family level, societal level, up to the national level. Through sensitization program, children will develop the sense of togetherness basing on the two genders. Eventually, gender equality and women acceptance in different societal positions including leadership will be enhanced.

6.4.5 Improvement of infrastructure

The findings under this revealed that, few women refused the leadership posts because of poor infrastructure. This includes poor teachers housing, lack of electricity, poor road, lack of clear water as well as hospital. These discourage female teachers from participating into leadership (See photo 1 and 2 in chapter five).Therefore the government should introduce and improve infrastructure system such as electricity, teacher's house water and hospital. These will make women and men teachers enjoy their teaching career and hence increase social economic developments.

6.5 Suggestions for further study

This study focused on the influence of appointment criteria in selection of head teachers and women under representation in leadership positions. The study was done in Ikungi district using small sample, this was so because of shortage of time. Therefore another research with similar focus should be done consisting of a large sample and a larger area of the study. Either more research should be done on how witchcraft and superstitions affect female teachers in leadership positions.

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APPENDICES

APPENDIX 1

QUESTIONNAIRES FOR DED

FORM NO.....Date of the Interview:.....

Name of the Institution:.....Place:.....

Informed Consent:

I am **ALFONS SILIVERIUS NDIMBO**, a student of Mzumbe University pursuing a Master of Arts in Education. Currently I am conducting a study on **“THE INFLUENCE OF APPOINTMENT CRITERIAL IN SELECTION OF HEAD TEACHERS AND WOMEN UNDERREPRESENTATIONS IN LEADERSHIP POSITIONS IN PRIMARY SCHOOLS,**’ Kindly fill in the questionnaire by **ticking appropriate responses and filling in spaces provided, you are assured that all information and data you provide, will be used for academic purpose only.**

1. (i) Age

(ii) Level of education.....

2. Sex: Male () Female () (Tick the appropriate)

3. (ii) For how long have you been a DEO? Years

(ii) Do women teachers participate effectively in the whole process of (ii teaching and learning process? (a) yes.....(b) No.....

(iii)Is there any kind of stereotype being done to women teachers during the appointment to leadership positions? (a)yes.....(b)No..... If,

Yes mention those stereotype being done

.....
.....
.....
.....

4. Do the criteria made by the government limits women from participating into leadership positions? Yes No

5. Mention the criteria used by the government for appointment of head teachers in primary schools in Tanzania.

(a).....(b).....

(c).....(d).....

(e).....

6. Mention factors that limit women from participating into leadership positions

(a).....(b).....

(c).....(d).....

(e).....

7. Do leadership challenges made women from not participating into leadership? (a) yes.....(b)no.....

8. How do teachers and community perceive women head teachers? (a) positive(b) negative.....

APPENDIX II
INTERVIEW QUESTIONS FOR DED

1. Do criteria made by the government limits women from participating into leadership positions? Give reasons
2. What do you think are the main reasons for having few women in school leadership?
3. Do leadership challenges made women from not participating into leadership? Explain
4. How do teachers and community perceive women head teachers? explain

APPENDIX III

QUESTIONNAIRES FOR DEO

1. (i) Age
- (ii) Level of education.....
2. Sex: Male () Female () (Tick the appropriate)
3. (ii) For how long have you been a DEO? Years
- (ii) Do women teachers participate effectively in the whole process of (ii) teaching and learning process? (a) yes.....(b) No.....
- (iii)Is there any kind of stereotype being done to women teachers during the appointment to leadership positions? (a) yes.....(b)No..... If, Yes mention those stereotype being done
-
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-
4. Do the criteria made by the government limits women from participating into leadership positions? Yes No
5. Mention the criteria used by the government for appointment of head teachers in primary schools in Tanzania.
- (a).....(b).....
- (c).....(d).....
- (e).....
6. Mention factors that limit women from participating into leadership positions
- (a)..... (b).....
- (c).....(d).....
- (e).....
7. Do leadership challenges made women from not participating into leadership? (a) yes.....(b)no.....
8. How do teachers and community perceive women head teachers? (a) positive(b) negative.....

APPENDIX IV

INTERVIEW QUESTIONS FOR DEO

1. Do criteria made by the government limits women from participating into leadership positions? Give reasons
2. What do you think are the main reasons for having few women in school leadership?
3. Do leadership challenges made women from not participating into leadership? Explain
4. How do teachers and community perceive women head teachers? explain

APPENDIX V

QUESTIONNAIRES FOR WEO

1. (i) Age
- (ii) Level of education.....
2. Sex: Male () Female () (Tick the appropriate)
3. (i) For how long have you been a WEO? Years
- (ii) Do women teachers participate effectively in the whole process of (ii
 teaching and learning process? (a) yes.....(b) No.....
- (iii) Are there any kind of stereotype being done to women teachers during the
Appointment to leadership positions? (a) yes.....(b)No..... If,
Yes mention those stereotype being done
.....
.....
4. Do the criteria made by the government limits women from participating into
leadership positions? Yes No
5. Mention the criteria used by the government for appointment of head teachers in
primary schools in Tanzania.
(a).....(b).....
(c).....(d).....
(e).....
6. Mention factors that limit women from participating into leadership positions
7. Do leadership challenges made women from not participating into leadership? (a)
yes.....(b) no.....
8. How do teachers and community perceive women head teachers? (a) positive
.....(b) negative.....

APPENDIX VI
INTERVIEW QUESTIONS FOR WEO

1. Do criteria made by the government limits women from participating into leadership positions? Give reasons
2. What do you think are the main reasons for having few women in school leadership?
3. Do leadership challenges made women from not participating into leadership? Explain
4. How do teachers and community perceive women head teachers? explain

APPENDIX VII

QUESTIONNAIRES FOR HEAD TEACHERS

1. (i) Age
- (ii) Level of education.....
2. Sex: Male () Female () (Tick the appropriate)
3. (i) For how long have you been a head teacher? Years
- (ii) Do women teachers participate effectively in the whole process of (i) teaching and learning process? (a) yes.....(b) No.....
- (iii) Are there any kind of stereotype being done to women teachers during the appointment to leadership positions? (a)yes.....(b)No..... If, Yes, mention those stereotype being done
-
4. Do the criteria made by the government limits women from participating into leadership positions? Yes No
5. Mention the criteria used by the government for appointment of head teachers in primary schools in Tanzania.
(a).....(b).....
(c).....(d).....
(e).....
6. Mention factors that limit women from participating into leadership positions
7. Do leadership challenges made women from not participating into leadership? (a) yes.....(b)no.....
8. How do teachers and community perceive women head teachers? (a) Positive (b) negative.....

APPENDIX VIII

INTERVIEW QUESTIONS FOR HEAD TEACHERS

1. Do criteria made by the government limits women from participating into leadership positions? Give reasons
2. What do you think are the main reasons for having few women in school leadership?
3. Do leadership challenges made women from not participating into leadership? Explain
4. How do teachers and community perceive women head teachers? explain

APPENDIX IX

QUESTIONNAIRES FOR TEACHERS

1. (i) Age
- (ii) Level of education.....
2. Sex: Male () Female () (Tick the appropriate)
3. (i) For how long have you been a teacher? Years
- (ii) Do women teachers participate effectively in the whole process of (i) teaching and learning process? (a) yes.....(b) No.....
- (iii) Are there any kind of stereotype being done to women teachers during the appointment to leadership positions? (a)yes.....(b)No..... If, Yes mention those stereotype being done
-
-
-
4. Do the criteria made by the government limits women from participating into leadership positions? Yes No
5. Mention the criteria used by the government for appointment of head teachers in primary schools in Tanzania.
(a).....(b).....
(c).....(d).....
(e).....
6. Mention factors that limit women from participating into leadership positions
7. Do leadership challenges made women from not participating into leadership? (a) yes.....(b)no.....
8. How do teachers and community perceive women head teachers? (a) Positive(b) Negative.....

APPENDIX X

INTERVIEW QUESTIONS FOR TEACHERS

- 1 Do criteria made by the government limits women from participating into leadership positions? Give reasons.
- 2 What do you think are the main reasons for having few women in school leadership?
- 3 Do leadership challenges made women from not participating into leadership? Explain
- 4 How do teachers and community perceive women head teachers? Explain

Questionnaires for community

1. (i) Age
- (ii) Level of education.....
2. Sex: Male () Female () (Tick the appropriate)
3. (i) For how long have you stayed in this district? Years
- (ii) Do women teachers participate effectively in the whole process of (ii teaching and learning process? (a) yes.....(b) No.....
- (iii) Are there any kind of stereotype being done to women teachers during the appointment to leadership positions? (a) yes.....(b)No..... If, Yes mention those stereotype being done
4. Do the criteria made by the government limits women from participating into leadership positions? Yes No
5. Mention the criteria used by the government for appointment of head teachers in primary schools in Tanzania. (a).....(b).....

(c).....(d).....

(e).....

6. Mention factors that limit women from participating into leadership positions

7. Do leadership challenges made women from not participating into leadership? (a)

Yes..... (b) no.....

8. How do teachers and community perceive women head teachers? (a) Positive

..... (b) Negative.....

APPENDIX XI

MASWALI KWA KISWAHILI

1. (i) Umri wako.....
(ii) Elimu yako.....
2. Jinsia me.....ke.....
3. (i) Una mda gani kwenye hayo makazi?.....
(ii) Je unafikili walimu wanashiriki kikamilifu katika mwenendo mzima wa ufundishaji na ujifunzaji mashuleni ?(a) Ndio.....(b) hapana.....
(iii) Je umesha wahi kuona au kusikia vitendo vyovyote vya uzalilishaji wa kijinsia unaofanywa dhidi ya wanawake hasa kipindi cha uteuzi?
(a) ndio.....(b) hapana.....Kama jibu ni ndio yatajehayo mazalilisho
.....
.....
.....
Je, sifa za uteuzi zilizowekwa na serikali zinawanyima nafasi wanawake kuto kuchaguliwa? (a) Ndio.....(b).....
4. Taja vigezo au sifa zinazotumika kumteua mwalimu mkuu wa shule ya msingi katika Tanzania.
(a).....(b).....(c).....(c).....(d).....(e).....
5. Taja sababu zinazopelekea wanawake kutokuchaguliwa kwenye uongozi
(a).....(b).....(c).....(d).....(e).....
(f).....(g).....(h).....
6. Je matatizo ya kiuongozi wanayokutananao wanawake wakuu washule, zinawafanya wasijihusishe katika uongozi?
(a) Ndio(b) Hapana
7. Nini maoni yako juu ya uongozi wa mkuu wa shule wa kike?
(a) Mazuri.....(b) Mabaya.....

APPENDIX XII
INTERVIEW QUESTIONS FOR THE COMMUNITY (TRANSLATED INTO
KISWAHILI)

1. Do criteria made by the government limits women from participating into leadership positions? Give reasons
2. What do you think are the main reasons for having few women in school leadership?
3. Do leadership challenges made women from not participating into leadership? Explain
4. How do teachers and community perceive women head teachers? Explain

MASWALI KWA KISWAHILI

1. Je, sifa za uteuzi zilizowekwa na serikali zinawanyima nafasi wanawake kutokuchaguliwa? Toa sababu
2. Unafikili ni sababu zipi zilizo pelekea wanawake kutokuchaguliwa katika uongozi? Toa sababu.
3. Je matatizo ya kiuongozi wanayo kutana nao wanawake wakuu wa shule, zinawafanya wasijihusishe katika uongozi?
4. Nini maoni yako juu ya uongozi wa mkuu wa shule wa kike? Toa maoni yako

THANK YOU FOR YOUR COORPERATION