

**THE CONTRIBUTION OF GENDER FACTORS IN ENHANCING
GOOD LEADERSHIP IN SELECTED SECONDARY SCHOOLS IN
MOROGORO MUNICIPAL COUNCIL**

**THE CONTRIBUTION OF GENDER FACTORS IN ENHANCING GOOD
LEADERSHIP IN SELECTED SECONDARY SCHOOLS IN MOROGORO
MUNICIPAL COUNCIL**

By

Lucy Barnaba Allay

**The Thesis Submitted to the School of Public Administration and Management
(SOPAM) in Partial Fulfillment of the Requirements for the Award of Master of
Research and Public Policy of Mzumbe University**

2019

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a Thesis entitled “**The Contribution of Gender Factors in Enhancing Good Leadership in Selected Secondary Schools in Morogoro Municipal Council**” in partial/fulfillment of the requirements for the award of Master of Research and Public Policy of Mzumbe University, Tanzania.

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Major supervisor

Internal examiner

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Accepted for the Board of School of Public Administration and Management

Chairperson / School Board

DEDICATION

This Thesis is dedicated to my lovely daughter Doreen and my beloved parents, Barnaba Allay and Josephine Baynit, all my sisters, Mary .Veronica, Asteria, Basilisa and brothers Josephy, Boniphace and Raymond and all members of academic staff who taught me during the duration of my study at Mzumbe University.

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DECLARATION

I, Lucy Barnaba Allay hereby declared that the thesis entitled “The Contribution of Gender Factors in Enhancing Good Leadership in Selected Secondary Schools in Morogoro Municipal Council” is my own work and to the best of my knowledge it has not been presented in any other university for similar award

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ACKNOWLEDGEMENT

Many people have directly or indirectly contributed towards the achievement of this study and their contribution and effort are greatly appreciated. Firstly, I would like to express my heartfelt thanks to my supervisor Dr. Montanus C. Milanzi for his great encouragement, patience and constructive criticisms and support throughout the study period. Secondly, special thanks to my parents who encouraged and supported me throughout my studies at Mzumbe University. Lastly, my beloved brothers and sisters for they are support.

LIST OF ABBREVIATIONS

ATs	Academic teachers
DQASO	District Quality Assurance and Standards Officer
DHTs	Deputy Headteachers
HDTs	Headteachers
LGA	Local Government Authority
MEO	Municipal Educational Officer
MMC	Morogoro Municipal Council
MoEST	Ministry of Education, Science and Technology
MRPP	Master of Research and Public Policy
MSBs	Member of the School Board
REO	Regional Education Officer
SOPAM	School of Public Administration and Management
WEOs	Ward Education Officers

ABSTRACT

This study examined the contribution of gender factors in enhancing good leadership in selected secondary schools in Morogoro Municipal Council in Tanzania. The main objective of this study was to determine the contribution of gender factors in enhancing good leadership in selected secondary schools in Morogoro Municipal Council. The specific objectives of the study were to identify the leadership qualities of male and female teachers in Morogoro Municipal Council, to determine the mode of administration of male and female headteachers and their contributions of gender factors in enhancing positive leadership in secondary schools in Morogoro Municipal Council.

A sample size of 58 was considered in the study, purposive and simple random sampling techniques were used. Both primary and secondary data were collected. Microsoft excel was applied in analyzing the data.

The findings of the study demonstrated that gender is very important factor in enhancing positive leadership in senior post in school administration, the contribution of women is very high though the perception of community is negative in some schools whose heads are female teachers.

The conclusion of the study shows those females are good in headship in secondary schools hence more female teachers should be appointed in headship of secondary school because they have strong positive attributes. This study recommends that similar studies should be carried out on the contribution of gender variables in other parts of the country in the future research and large population should be employed to get different responses.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides an introduction of the thesis. It sets the problem of the study. The chapter constitutes the following sections: the background of the study, statement of the problem, study objectives, research questions, significances of the study, the scope of the study, study limitations, delimitation of the study, theoretical framework definition of the key terms and organization of the thesis

1.1 Background of the Problem

In any society in the world the term leadership is construed as masculine rather than feminine (Mascarenhas, 2007 Mruma, 1995; Visser, 2011), Tanzania is one of the country which regards leadership as a masculine. Socio-cultural factors appear to determine who leads and what a leader should look like, both literally and figuratively. There have been global forces regarding the contribution of female in leadership styles and skills in different sectors. Leaders has the responsibility to direct the efforts of subordinates to achieve organizational goals and objectives .educational institution are not from this leadership roles in secondary schools. Principal perform a vital function in secondary school administration .These perspective show that leadership is either inborn or can be learnt. Female leaders have something different when given chance in all..

This study focused on the contribution of gender variable/factor in enhancing good leadership in secondary schools in Morogoro Municipal Council (MMC).Morogoro Municipal Council has 50 secondary schools, 27 private secondary school and 23 are public secondary schools, The study gives the insight for the value and qualities of appointing female Headteachers in educational institution in Tanzania

1.2 Statement of the Problem

Several studies that have looked gender in school leadership have brought to the view the situation of women leadership for a long time ,despite a large number of female teachers compared to that of males, leadership in schools has been dominated by males leading to limited opportunity to women to occupy leadership positions (Nzeli 2013).Gender roles such as domestic chores and child rearing interferes more with women's performance of school duties as compared to male teachers .some 30% female teachers against 5% male teachers indicate that children always interfered with their school work. These hinder women from appointment and taking up leadership positions in the institutions.

Although women perceived themselves as having leadership qualities for example they perceived themselves as having integrity and confidence with 75% and 65.5% respectively. Therefore, this study aimed to explore the contribution of gender factors as one of the important value in enhancing good leadership in secondary schools in MMC.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study was to explore the contribution of gender factors in enhancing good leadership in selected secondary schools in Morogoro Municipal Council in Tanzania.

1.3.2 Specific Objectives

1. To identify the leadership qualities of male and female Headteachers in selected secondary schools in Morogoro Municipal Council.
2. To determine differences of mode of administration between male and female HDTs in selected secondary schools in Morogoro Municipal Council.
3. To identify the contribution of gender factors in enhancing positive leadership in selected Secondary schools in Morogoro Municipal Council.

1.4 Research Questions

1. What are the leadership qualities of male and female Headteachers in selected secondary schools in Morogoro Municipal Council?
2. What are the differences in the mode of administration and leadership between female and male Headteachers in selected secondary schools in Morogoro Municipal council?
3. What is the contribution of gender factors in enhancing good leadership in selected secondary schools in Morogoro Municipal Council?

1.5 Significance of the Study

The finding of this study has the following significance:

Theoretically, the study is significant in understanding gender variable in appointing Headteachers in secondary school in MMC. It gives the insights to academicians and decision makers on theoretical perception and contribution of gender as one of the important variables in enhancing positive leadership.

The study also gives the insights to the government, policy makers and stakeholders to give more chances to women on important post in educational institutions in Tanzania

Lastly, the study is significant to the researcher as it enables her to earn Master Degree of Research and Public Policy of Mzumbe University.

1.6 Limitations of the Study

This study intended to explore the contribution of gender in enhancing good leadership in secondary schools in Morogoro Municipal Council from 2014 to 2019 after the formulation of the existing education policy which has strong focus in the provision of quality education and the issue of gender equity in schools. This study focused on the selected secondary schools, from both private and government schools headed by female teachers and those headed by male teachers in the Council.

1.7 Delimitations of the Study

The study confined to selected private and public secondary schools headed by female teachers and male teachers in MMC. It confined to the Headteachers, Deputy Headteachers and Academic Teachers, Ward Educational Officers of the targeted schools as well as Municipal Educational Officer and Regional Educational Officer at Morogoro Municipal council.

1.8 Definition of Key Terms

Public school - means any school maintained by the Ministry of Education or by a local authority.

A leader or head -is the person with the qualification of vision, commitment and skills. Also capable to influence his or fellows in achieving goals. Therefore in this study, a the term leader is any person who has the ability influence, motivates and encourages subordinates or to achieve organizational goals. In this study, head of schools in public secondary schools can be female or male can be a leader.

Head of school- refers to an individual who is leading a single secondary school. The head of school in government or community secondary school in Tanzania is appointed by the ministry of education to be responsible for leadership and supervision of personnel within the school and for directing its programme and activities. He/she has the responsibility of the day-day running of the schools and is assisted by other staff members like the assistant head of school, academic coordinator, discipline master or mistress, heads of departments and other teachers. In this study, head of school can be Female or male teacher.

Positive leadership - is the any leader who possess the following traits; cohesion, experimentation, innovation, team work and performance.

Good administration - the term also refers to a mode of administration, as a principle, good administration outlines the boundaries inside which the public administration activity should take place, by establishing, on one hand a set of ethical rules and on the other hand the standard to be taken into account by the public administration activity.

1.9 Conceptual framework

The conceptual framework of this study is based on two variables which are independent variables and dependent variable.

Independent variables

In this study, the independent variables are gender, educational levels, work experience, favoritism and hardworking. These are amongst the important variable or factors in appointing Heateachers in secondary schools in Tanzania and in MMC in particular

Gender criteria selecting leaders. In this study, gender is referred to be women or men roles in which the selection criteria favor men more than women in most cases due several reasons like flexibility, confidence, and corruption.

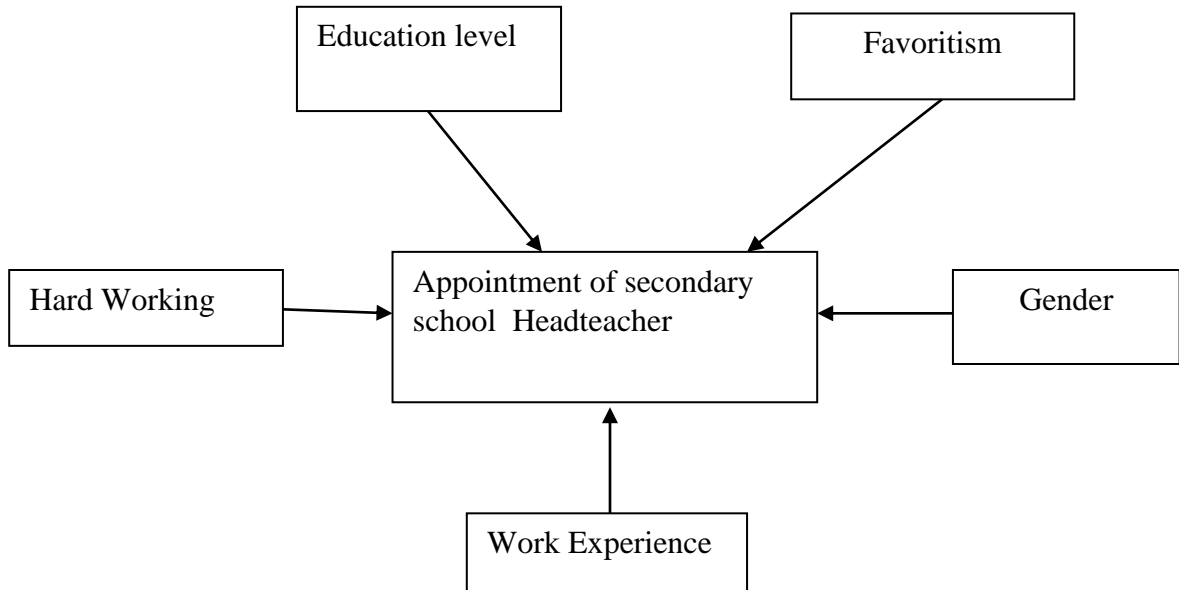
Educational level, to be head of public secondary school it is considered that a person should have a bachelors degree or masters in education.

Experience of work as a teacher, in order to become a Headteacher, it is valuable to possess some experience in teaching career, this can over 5 years experience in teaching though it is not common in some areas.

Dependent variable

Leadership is the dependent variable in this study whereby it is influenced by independent variables. Good leadership is also influenced by other factors for it to change such as motivation, promotion and good salary. In this a school leader can be transformational or transactional style of leadership.

Figure 1.1 Theoretical framework influencing the appointment of Headteacher in secondary schools

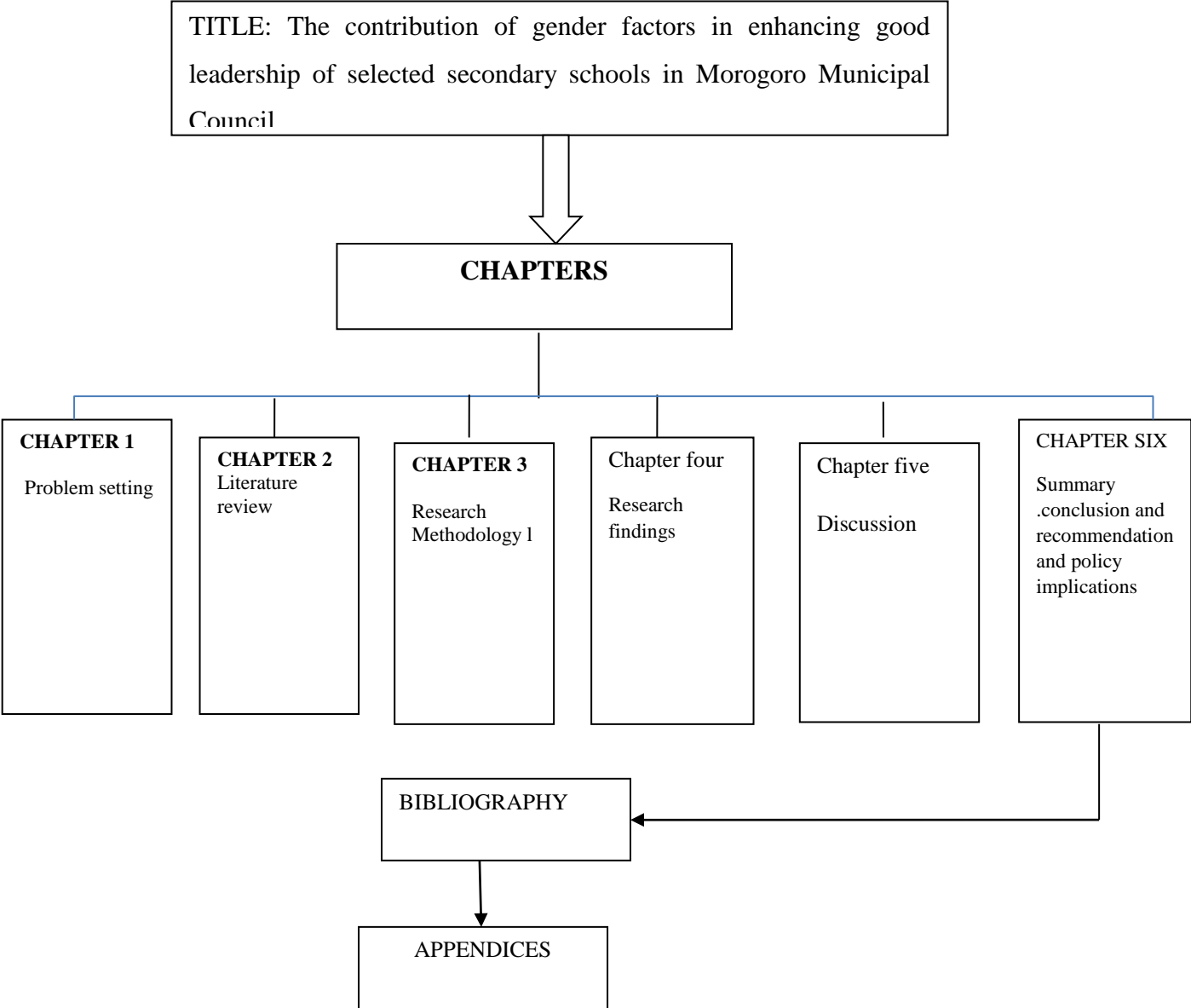


Source: Researcher, 2019

1.10 Organization of the thesis

This thesis has six chapters which are sequentially arranged: Chapter one describes the background of the study, statement of the problem; study objectives research questions, significances of the study. It also presents the scope of the study, study delimitation, definition of the key terms, the theoretical framework of the study and organization of the thesis; chapter two presented the theoretical and literature reviews from earlier studies. Chapter three focuses on the methodology applied in this study, the study area, research design, sample size, data collection methods as well as the ways in which the data were analyzed. Chapter four presents the research findings of the study that involve respondents' profile, findings from specific research objectives and general findings; chapter five covers discussion of findings while chapter six provides the summary of the findings, conclusion and recommendations as well as areas for further studies followed. The following part contains bibliography and appendices.

Figure 1.2 Organization of the thesis



Source: Researcher, 2009

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides literature review of the study. This chapter comprises philosophical review of literature which explores what is already known about the study. Specifically, the chapter provides methodological review of literature, literature review from earlier studies, and finally there is literature synthesis.

2.1 Philosophical review of literature

There are various previous studies about this study of gender factors in enhancing good leadership in secondary schools in different parts of the world. In this view, the study has proposed the theory which guided the study on contribution of gender in enhancing good leadership in selected secondary school in MMC; the study guiding theory is Feminist Theory.

2.1.1 Feminist Theory

According to Campbell & Warso (2000), the term “feminism” was coined in the 1970s in the USA. Led by Steinem and Friedan, women marched through the streets with signs reading „,Equal Pay for Equal Work““, „,The Personal Is Political,““ and „,Pass the ERA [Equal Rights Amendment]““. These images, however, do not do justice to the complexities of the feminist social movement. Feminism, as an academic focus, continued throughout the 1980s and 1990s (Campbell & Warso, 2000), its task being to influence research in the humanities and social sciences. As a movement for political, social and economic equality of women and men (Weiner, 1994), there is greater reservation about the label „feminist“ than about the actual goals, values and achievements of feminism. As an active commitment to equality and respect for all forms of life, it is against oppression, seeking for women the same opportunities and

privileges that society gives to men and asserting the distinctive value of womanhood against patriarchal denigration.

A feminist is an individual who is focused on women and their rights as well as their promotion in society, and who may actively challenge all forms of discrimination against women. Furthermore, feminist theories seek to redress the unfair and unjust role-prescriptions made by society for men and women. The attribute of feminist were as follows;

The women attributes which was care, was defined “as the development of an affinity for the world and the people in it, translating moral commitment to action on behalf of others” (Regan and Brooks, 1995). Care was the essence of education (Regan and Brooks, 1995), and educational leaders had the nature of caring relationships in the history education. To nurture the growth of learners and staff in the school relational leadership displayed care and concern for all colleagues and learners. Beck (1992), cited by Regan and Brooks added this ethics play an important role in educational leadership, which were informed and guided by care (Regan and Brooks, 1995: 29). A feminist perspective of care allowed dealing with particular individuals as individuals with whom leaders have relationships. Caring encouraged understanding of experiences of individuals who were living for example in poverty, or with a disability (Grogan, 2000: 133). Another women attribute was vision, an ability to formulate and articulate original ideas a facilitated process of encouragement. This kind of visionary leader created a trusting work environment and another members were invited to collaborate and participate. Visionary leaders contributed to feminist thinking towards a new vision in a school.

Moreover, the attribute of collaboration, this is an ability to work in a group ,to support group members and creating a conducive environment for others in the work place .Collaboration may entail inclusive ,shared ownership ,connectedness and cooperation

These differences in leadership attributes between a female school leader and a male school leader a question for discussion to scholars, because gender was historically gender precluded most females from becoming school principals (Nguni, 2006). As a result, the assumption that males better than females for leadership roles was accepted as true and unquestionable (Yoder, 2005:134). The gradual increase in female school leadership, with the possibility of assessing school leadership performance in schools, provide evidence for the fact that female work performance equals that of their male

Counterparts (Steyn, 2006). And even though studies by behavioral theorists such as Bowen (2005), Coleman (2005), and Acker (2010) argue that in general schools that are managed by female school principals perform on par with male managed schools, with the indication that female leadership in general represents a more caring leadership style (Smith, 2013).

Many socio-cultural stereotypes still regard women as less equal with regard to work performance than men, schools run by female school principals perform well just as schools that are managed by male principals. Without looking at gender, there are many factors that impact on the success of the school principals. Literature reveals that female school principals succeed in their leadership through strength of their conceptions and through their personality which in general tends to be more caring than the personalities of their male counterparts. It further indicates that these female school principals manage to raise learners' performance by the compassionate way in which they display their leadership and management roles. Table 2.1 shows the lists of attributes of feminine and masculine behavior

Table 2.1 List of attributes of the feminine and masculine behavior

The nurturing feminine paradigm	The aggressive masculine paradigm
Aware of the individual difference	Evaluable
Caring	Displayed
Intuitive	Competitive
Tolerance	Objective
Creative	Formative
Informal	High regulated
Non competitive	Conformist
Subjective	Normative

Source: Journal of Maltese Education research (2005)

In Table 2.1 shows that there are differences in attributes which present qualities to other studies done in UK, England, Singapore and Finland on the contribution of gender in administration.

2.1.2 Transformational leadership theory

Leaders using this theory are observed to be very effective in their leadership. An effective leader is motivating, a role model, encouraging subordinate to think widely. Transformational leaders are also concerned with the personal problems of subordinates are accessible to followers and are role models. Therefore women are expected to display such behaviors that promote positive change in schools (Leithwood and Jantz 2005), because they are role models and encourage followers to aspire to leadership when opportunity arises. Evidence shows that female leaders who use transformational leadership styles have a good leadership with the staff (Rosner 1990), which makes them more effective in their leadership. Coleman and Poudel (2002) contended that the arguing for one gendered leadership over another misses the point in defining effective leadership and Management. It is rather the leadership approaches utilized and whether a fine balance between the masculine and feminine is harnessed.

The argument that surrounds this discourse is neither to determine whether it is better to be a man or woman as the leader of an organization, nor is not to bolster one gender and disparage another. The primary contention is to be aware of the evolving nature of

contemporary organizations and to bring light to the essential need for our institutions and their leaders to evolve simultaneously.

Moreover, Collings (1991) states that women are generally good administrators because they have strong religious or spiritual faith that gives them their guiding force to lead, educate themselves and others as well as change the repressive conditions. Rosalind (2002) confirms that women are trusted and transparent. Besides, women are role models in places they lead. Educational system needs to tap a vital leadership source of women. This can be achieved through enhancing women participation in primary school leadership position to help strengthen the moral fiber that has decayed. According to Paddock (1981), women leadership positions are traditionally viewed as anomalies and as deficient in respect of the traditional male models of leadership.

2.3 Methodological review of literature

In Zimbabwe, Makura (2012) done his study on the leadership styles of female education leaders which aimed to explore gender inclusive leadership theory, he had used interviews and questionnaire with 9 female Heads of schools and 45 normal teachers, the findings of the study was mixed results that showed that women were task oriented ,Although women use the participatory rather than the command which is task oriented, assertive and centralistic .This means that those who use non participatory may think that the style is more effective.

The further studies showed that most of the schools in South Africa were headed by men and that the interviewing panelists use to give more chances to male rather than female hence this put women as disadvantageous a even though there is no any evidence that men are better school principals than women. Acker (2010:196) argued that women school leaders are passionate school leaders who are mostly at par or better than their male counterparts.

Additionally, Shakeshaft,et al (2007), conducted their study using both qualitative and quantitative methods and came up with the finding that female principals are more

relational and interpersonal. This is supported by Eagly and Carli (2007), who conducted studies on female leadership styles and reported that female leaders preferred participatory and people-oriented leadership styles, whereas males preferred an autocratic style. The same results were observed by Kobia (2007) in Kenya. The study conducted on the how people perform well in an organization, they should feel good about themselves and their work, and an interview with female leaders reported that it was important to “create a situation that contributes to that feeling” (Rosener, 1990). Another study was conducted on Curriculum Implications for Gender Equity in Human Rights Education (Simmonds, 2013), which explored how female teachers and learners experience gender equity. Data were collected from six female teacher participants using 60-minute-long, semi structured interviews. These interviews made it possible to explore complex and subtle phenomena rather than straightforward and verifiable facts (Denscombe, 2010, p. 172). Teachers were asked open-ended questions related to their personal and professional experiences of gender equity. These questions included how they engaged with gender equity in the formal curriculum, their experiences of being female teachers in their particular school contexts, and their experiences of their interactions with the learners they teach

Furthermore; Kariuki (2004), by using questionnaires in her study on what drives women leaders to adopt an authoritarian model of power, revealed the reason as to why women in Kenya use the authoritarian leadership style. She argues that “authoritarianism may be influenced by the social context in which the female principals work. When forces within the school invoke negative socio-cultural norms, it may drive the female principal to respond aggressively if not in an authoritarian manner”. Furthermore, female leaders use the autocratic leadership style as a defence mechanism and because they want to be seen as and to prove to society that they are leaders like men – this as a result of their lack of confidence because of working with unsupportive staff (Kobia, 2007).

2.4 Literature review from similar earlier studies

The leadership approaches utilized and whether a fine balance between masculine and feminine is harnessed. The argument that surrounds this discourse is neither to determine whether it is better to be a man or woman as the leader of an organization, nor is not to bolster one gender and disparage another. The primary contention is to be aware of the evolving nature of contemporary organizations and to bring light to the essential need for our institutions and their leaders to evolve simultaneously. Addi-Racah (2006) argued that female heads of schools are friendlier and create a good environment in the school which everyone enjoy.. Mero (2009) conducted his study in Tanzania and found that female headteachers are capable in making good relationship with other teachers, who considered individual needs, were encouraging and offered opportunities for personal growth. This is a positive impact of female leaders and their fellow teachers .

The way in which females lead, build a relationship with the community or delegate power may affect other people in a positive or negative way in terms of participating in leadership. However, due to the lack of education and exposure, some members of the community surrounding rural schools may perceive an effective leader to be the one who knows all the answers and runs the school alone, without seeking advice or involving parents, which is contrary to the stipulated nature of female headship. Therefore, a good relationship with the school's community may put women in a position where their leadership is accepted, motivates other females to participate in leadership and helps to change society's negative perception of female leadership.

The study of women as top-level managers unveils organizations that operate with contrasting approaches when compared to that of their male counterparts (Vladero, 2009). These organizations reach for higher efficiency and greater productivity in a distinct manner. Women view a structure of an organization, its personnel, and how tasks should be completed within a holistic mindset (Taleb, 2010). Research has further indicated that there are positive attributes to both masculine and feminine leadership.

Feminine leaders tend to be collaborative, empathetic, and focus on the importance of individuals (Ayman & Korabik, 2010).

Increased commitment is fostered through feminine leaders' efforts in caring for individuals. The Ethic of Care is vital to the empowerment of personnel by operating in a supportive role. Leaders facilitate the growth process, by listening, providing feedback, and offering opportunities for growth (Brown & Light, 2012; Eckman, 2004). The pressure to accomplish set goals influences members of organizations. Increase pressure does not ultimately entail a downfall, but does imply that some people may need special attention to ensure confidence and dedication. Self-efficacy is not an inherent quality of employees (Lance, 2010; Leithwood & Jantzi, 2008). Improving this attribute must be fostered, which ultimately impacts the ability of the organization to be successful (Eilers & Camacho, 2007). Listening to concerns of the stakeholders within a particular school allows for the leader to best accommodate and provide constructive feedback. Self-efficacious leaders understand the strengths and weakness of personnel. Providing appropriate feedback is an essential part of growth and a significant part of the approach termed Care (Brown & Light, 2012).

Nurturing is an important part of successful organizations and is a vital part to the empowerment of personnel (Reynolds et al. 2008). This attention has allowed individuals like teachers to develop better instructional approaches, administrators to increase the ability to support teams of employees, and fosters the involvement from stakeholders. With greater input from a wide range of individuals, feminine leaders depend on the skills and expertise of every individual. Feminine leaders who emphasize the strengths of each person believe that the whole organization benefited from increased capacities institution-wide (Brown & Light, 2012) facilitating the growth process for employees allows for the heads of schools to guide the progression of development. Feedback comes in many forms, where the personnel are able to personally identify with set expectations. Relating directly with the institution's vision and mission allows the leadership to redirect efforts and align actions towards the

successful completion of common goals. Owen (2007) argued that feminine leaders emphasize attention to the individual. These leaders are more “symbolic” and tend to have an impact on organizational “culture”. Attention to the individual is an aspect of the Ethic of Care. Feminine leaders invest and support the development of the individual. These interactions are extremely important in organizations run by leaders who utilize a feminine approach. Relationships often determine the level of buy-in and the overall cultural of the organization. To foster a positive environment, feminine leaders utilize transformational leadership (Brown & Light, 2012; Taleb, 2010).

School leaders look for opportunities to transform stakeholders to adapt and embrace challenges. These outlined practices of feminine leadership are viewed more as a bottom-up rather than a top-down approach to improving schools (Lance, 2010). Transformational leaders also facilitate organizations that are democratic (Brown & Light, 2012).

2.5 Literature review synthesis/literature review gap

Generally, various literature have shown the contribution of gender factor in leadership in secondary school. Therefore the contribution of gender should not be ignored because of good values and attributes to social development. Thus this study aimed to explore the contribution of gender factors in enhancing good leadership in secondary schools

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology used by the researcher to meet the objectives intended. It includes research design, research area, population of the study, sample size, sample design and procedures, data collection methods and data analysis.

3.1 Research design

This study employed a case study design. The design was used to get an exploration or in-depth information of individual and group phenomenon. Therefore, the case explores the study of gender factors in enhancing good leadership in selected secondary school in MMC. The suitability of this design in gaining or to understand the appointment leadership in of secondary school in MMC based on the gender as an important value or quality in appointments of heads schools.

The study adopted both qualitative and quantitative approach throughout the data collection process for the intention to get a deep understanding of the problem also in testing data. The researcher used mixed method because each method compliments and the strength or weaknesses; therefore, it helped a researcher to get enough and accurate information about the gender variables in enhancing positive leadership in public and private secondary schools in MMC.

3.2 Research institution

The study was conducted in Morogoro Municipal Council, Morogoro region. The area was chosen due to several reasons: first it has a number of private and public secondary schools which are headed by female and male teachers. Secondly, the researcher is familiar with this area and lastly it was easy to collect data due to accessibility and friendly environment to the researcher.

More information and understanding of the area, see Appendix I which shows the map of Morogoro Municipal Council and Appendix II which shows the organization structure of the MMC.

3.3 Population of the study

The population of this study comprised of 50 secondary schools in Morogoro Municipal Council in which 27 were private secondary schools and 23 were public secondary schools in 2019.

The list of secondary schools in the Municipality is attached as Appendix III and IV in this thesis.

In addition, the population of the study included education officers responsible for secondary education in the Council. Therefore, the unit of analysis in this study included Heads of schools, Deputy Heads, Academic Teachers, Ward Education Officers, the Department of Secondary Education Office and Regional Educational Officer.

Table 3.1 Population of the study

S/N	Category	Number of the staffs	% of the total population
1	Headteachers	50	27.6
2	Deputy Heads Teachers	50	27.6
3	Academic Teachers	50	27.6
4	REO	1	0.5
5	MEO	1	0.5
6	WEOs	29	16
	Total	181	100

Source: Researcher (2019)

3.4 Sample size, sample and sampling procedures

3.4.1 Sample size

This study involved 58 respondents which included REO, MEO, WEO, HDTs DHTs and ATs. This sample size comprised 29% of the population of the study.

Table 3.2 Total sample size

SN	Category	Number	Percentage
1	REO	1	3
2	MEO	1	3
3	WEOs	11	19
4	HTDs	15	25.8
5	AT	15	25.8
6	DHTs	15	25.8
Total	-	58	100

Source: Researcher (2019)

3.4.2 Sample and sampling procedures

Two sampling procedures were employed in this study. The first procedure involved the non-probability sampling method whereas the second procedure included the simple random sampling.

Non-probability sampling

In this type of sampling the participants were chosen basing on their availability and convenience and the characteristics that the researcher sought to study (Creswell, 2002) Therefore, purposive sampling was applied in selecting the respondents .This study included REO, MEO and WEOs were selected purposively because they have important information concerning this study.

Purposive Sampling

Purposive sampling was used to choose participants and there were chosen for a specific purpose. In this study, therefore, by virtue of their positions and roles in education. REO, MEO and WEOs were chosen purposively as they were believed to have crucial information concerning the study in MMC. The selection based on gender perspective whereby the REO was a female and the MEO were a male and among the WEOs, 4 of them were males and 7 were females.

Table 3.3 Purposive sampling

S/N	CATEGORIES	NUMBER	%
4	WEOs	11	84.6
6	MEO	1	7.6
7	REO	1	7.6
Total		13	100

Source: Researcher (2019)

Simple random sampling

This study used simple random sampling, which gave all members an equal chance of participating in the study. In this study, the researcher selected schools using simple random sampling, The Municipal Council has a total of 50 schools; these schools were selected randomly. The researcher wrote all the names of schools both private and public schools on a small piece of paper, then these pieces of paper containing names of schools were put in two different boxes (for schools headed by female teachers only and for schools headed by male teachers only). Also 15 schools were picked from the box. Therefore, the selected schools were involved during the study in data collection. These schools are shown in Table 3.4

Using simple random sampling, 15 Head teachers were selected, 15 Deputy Head Teachers and 15 Academic Teachers from both private and public secondary schools were included in this study.

Table 3.4 Simple random sampling for selection of Secondary Schools

S/N	SCHOOL NAME	GENDER OF RESPONDENTS	
		M	F
1	Mafiga Secondary school	X	√
2	Nanenane Secondary school	M	√
3	BigwaSisters Secondary school	X	√
4	Sega Girls Secondary school	X	√
5	B-Horst Secondary school	X	√
6	Sumaye Secondary school	√	X
7	Green City Secondary school	X	√
8	Kilakala Secondary school	X	√
9	Kingalu Secondary school	√	X
10	Kolahill Secondary school	√	X
11	St. Ann Secondary school	X	
12	Kihonda Secondary school	√	X
13	Uwanja wa Ndege Secondary school	√	X
14	Sua Secondary school	√	X
15	Charlotte Secondary school	X	√

Source: Researcher (2019)

Table 3.5 Proportionate sample size

S/N	Category	Proportionate rate in percentage	Number
1	Head teachers	15	29
2	Deputy head teachers	15	29
3	Academic masters/mistress	15	29
4	REOs	3	5
5	MEOs	3	5
6	WEOs	7	1
	Total	58	

Source: Researcher (2019)

3.5 Data collection methods

The study involved secondary data collection method and primary data collection methods. The secondary data involved reading published works for example reports, articles which were helpful to this study. Primary data were collected through interviews and questionnaire.

3.5.1 Interview

A total of 13 interview guides were prepared in order to get an understanding on how gender factors enhance good leadership in the selected secondary schools in MMC. The interviews were administered to REO, MEO and WEOs because the researcher believed that the targeted respondent had the important information concerning the study.

An interview guides are attached in Appendix VI

3.4.2 Questionnaire

In this study, 45 questionnaires were composed of close and open ended questions and administered to three categories of respondents which were heads of school, deputy heads of schools and academic teachers in private and public secondary schools in MMC. The questionnaire used was formulated in Kiswahili form so that the respondents could understand easily and respond clearly. The responses from the respondents were carefully translated in English during data analysis.

The sample of the questionnaire is attached as Appendix IV in this thesis

3.4.3 Secondary data

The study also employed secondary data collection which is documentary review in which various articles, official government documents, files and other document related were studied so as to grasp important information which supplemented primary data.

3.5 Data analysis procedures

The information of this study gathered from interviews, questionnaires and documentary reviews. This data were analyzed both quantitatively and qualitatively.

3.5.1 Interview

Interview data were analyzed using thematic analysis. The data were rerecorded, transcribed, summarized and categorized into themes and analyzed by using Microsoft office word, the information obtained were analyzed and interpreted.

3.5.2 Questionnaire

Data from the questionnaires was first coded and entered into the Microsoft excel. Frequencies and percentages obtained were used to answer research questions. Tables and figures were used to present the information from which the interpretation was done by comparing percentages and frequencies

3.5.3 Documentaries review

The data obtained from the school circular files, records and other government official documents from the Municipal Council and education regional office were also analyzed using Microsoft word.

CHAPTER FOUR

RESEARCH FINDINGS

4.0 Introduction

This chapter presents the findings of the study basing of the research objectives. The chapter consists of introduction, respondents' profile, findings as per research objectives and finally general findings.

4.1 The profiles of the respondents

The study targeted to collect data from 58 respondents, however, only 44 respondents participated. These included 1 Regional Education Officer, 3 Municipal Educational Officers, 10 Headteachers, 10 Deputy Headteachers 13 Academic Headteachers and 7 Ward Educational Officers from MMC. The 44 responses were analyzed on the following variables: the gender of the respondents, age group of the respondents, education levels of the respondents, work experience and position of the respondents. Table 4.1 provides the profiles of the respondents.

Tale 4.1 The profiles of the respondents

S/N	Respondents category	Number of respondents	Total %
1	HDTs	10	23
2	DHTs	10	23
3	AT	13	30
4	WEOs	07	16
5	MEOs	02	5
6	REOs	02	5
Total	-	44	100

Source; Field data (2019)

a) Gender of the respondents

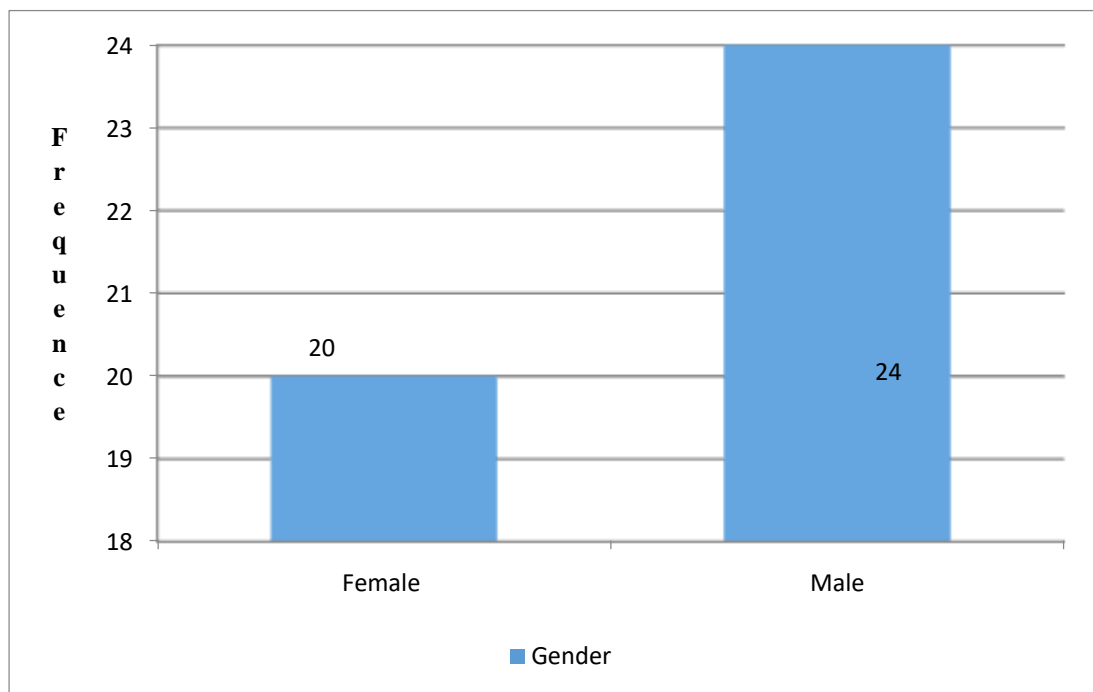
Table 4.2 and figure shows that 44% of the respondents were females while 66% of the respondents were males.

Table 4.2 Gender of the respondents

Sex	Number	Percentage
Female	20	44
Male	24	66
Total	44	100

Source: Field data, 2019

Figure 4.1 Gender of respondents



Source: Field data 2019

b) Education levels of the respondents

The education levels of the respondents were from different categories of respondents. There were five categories of educational levels possessed by the respondents. The

Table 4.3 shows that 45% of respondents had first degrees, 32% had master degrees, 20% had diplomas, 3% had PHDs and none had certificate. Table 4.3 and figure 4.3 present the education levels of the respondents.

Table 4.3 Education levels of the respondents

S/N	Characteristics	Frequency	Percentage
1	Certificate	0	-
2	Diploma	09	20
3	1 st degree	20	45
4	Masters	14	32
5	PhD	1	3
Total		44	100

Source; Field data (2019)

c) Respondents age groups

The study findings show that 27% of the respondents were in age group 20-30 years, 45% were between the age group of 30-40 years and 28% were in the age group 50-60 years. Table 4.4 provides the summary of the findings.

Table 4.4 Respondents age group

S/N	Age group	Frequency	Percentage
1	20-30	12	27
2	30-40	20	45
3	50-60	12	28
Total		44	100

Source: Field data (2019)

d) Work experience of the respondents

The study also examined the work experience of the respondents; the analysis on work experience was based on the number of years a respondent served in the organization. It was noted that 42% of the respondents had experience of 8-10 years, where by 25% had experience of 1-3 years, 25% had experience of 4-7 years and lastly 7% had experience

of above 11 years. Table 4.5 and Figure 4.5 present the work experience of the respondents.

Table 4.5 Work experience of the respondents

S/N	In years	Frequency	Percentage
1	1-3	20	25
2	4-7	26	25
3	8-10	34	42
4	Above 11	6	7
Total		44	100

Source: Field data (2019)

4.2 Leadership qualities or variables of male and female head teachers

This section presents the findings pertaining to the first objective which aimed at exploring the leadership qualities of HDTs in MMC secondary schools. The study determined following leadership qualities against the variables: training of Headteachers, criteria for selection Headteachers, gender priority and favoritism. The findings on these variables are as presented in the following subsections.

a) Training of Headteachers

It was asked in the research instrument as whether heads of school are getting the capacity building, 30% of the HDTs responded YES while 70% of them said NO.

On the training of Headteachers, the following were the responses from DHTs: 55% of them said YES and 43% said NO, and 3% said they did not know. Responses from ATs; 66% of them said YES, 20% said NO and 12 % did not know. Table 4.6 and figure 4.3 provide responses on the training of Headteachers in the Municipality.

Table 4.6 Training of Head teachers

	Yes in %	No in %	Don't know in %
HDTs	30	70	
DHTs	55	43	3
AT	66	20	12

Source: Field Data (2019)

a) Criteria for appointment of Headteachers

The criteria for appointment of HDTs varied as indicated in the Table 4.7. The findings show that 33% of respondents reported that the appointment of Headteachers is largely based on education levels of the incumbents. While 46.6% said that the criteria for appointing the Headteachers was based on the work experience of the incumbents and 23% of the respondents they did not understand whether the appointment was based on education levels criterion or on work experience. This implies that there were other criteria that were considered in appointing Headteachers.

The response on appointment of Headteachers and Deputy Headteachers was as follows: 53% of the respondents reported that the selection criteria was based on education level, 13% mentioned work experience and 6.6% mentioned favouritism as a criteria for appointment of Headteachers.

On the appointment of Headteachers, the academic teachers responses are as follows; 40% of them mentioned educational level, and 33% mentioned on work experience and 6.6% show their responses on the favoritism. Table 4.7 and figure 4.4 shows the appointment criteria of Headteachers at the Municipality.

Table 4.7 Appointment criteria of the Head teachers

	Level of education	W/experience	Favoritism	Gender	Don't know
HTs in %	33	46.6	13	-	6.6
DHTs in %	53	13	6.6	-	20
AT in %	40	33	--	-	26.6

Source: Field data (2019)

On other hand the following were the findings from open ended Questionnaires and interviews:

The appointment criteria of Headteachers was viewed as encouraging discrimination on gender base, this was recommended by one male respondent as he is quoted below:

“There is no fairness in the procedures for recommending heads of school especially in our private school, since the manger has the power over his or her organization”..

Another male teacher added:

“That the appointment does not follow good procedures ...sometimes the highly qualified teachers are not appointed... to me I think it is better to advertise this headship posts on the newspaper and internet and appointment base on interview performance”

b) Favoritism as criteria

It was further reported that the appointment based on favoritism rather than other criterion

“One female teacher pointed out that favoritism, tribalism and corruption has dominated appointment of headship in secondary school, knowing the persons who can promote for higher positions matters”.

The REO further recommended that her office normally receives the names of males teachers to be appointed and become heads of school, The MEO selects the teachers with criteria and post to her office for the appointment process; for this case MEO appoints more male teachers than females teachers. Sometimes the females teachers refuse the post because of fear for responsibilities and conflict with their husbands

c) Gender priority

In this study, the gender consideration to become heads of school was not a priority for the appointment. It was found that males teachers were given more priority than females teachers .

Table 4.8 shows that the gender priority for appointment of male HTs was mentioned by 80% of the respondents while for appointing female Headteachers was mentioned by 20% of the respondents.

On gender appointment priority of Headteachers, DHTs 75% of the respondents said gender criterion was used to appoint male while 25% interested to appoint female teachers to take headship posts. The 85% of the academic teachers mentioned male teachers as their gender priority while 15% suggested female teachers to be Headteachers.

One male Headteacher gave out his view that

“Male headteachers are capable to concentrate with leadership because they do not have multiple responsibilities like female teachers..he further added that by the way I have a wife at home so I need to work in my post”

However, the female teachers reported that female teachers refuse the headship post because of the need of sexual corruption in advance and thus were less likely to be recommended. One female teacher commented on this, saying:

“One female teacher claimed that sometimes when they want to appoint to become a Headteachers he may need sexual corruption in advance.

The Ministry of Education, Science and Technology policy of 2014 does not address the issue of gender and leadership in secondary schools. The policy does not indicate initiatives for increasing the number of female leaders in secondary schools at all levels of education. For instance, the REO recommended that:

“We don't have a policy which guides us to appoint or select heads of schools based on gender. The policy indicates only who will be involved in appointing and selecting heads of schools and the qualifications required’.

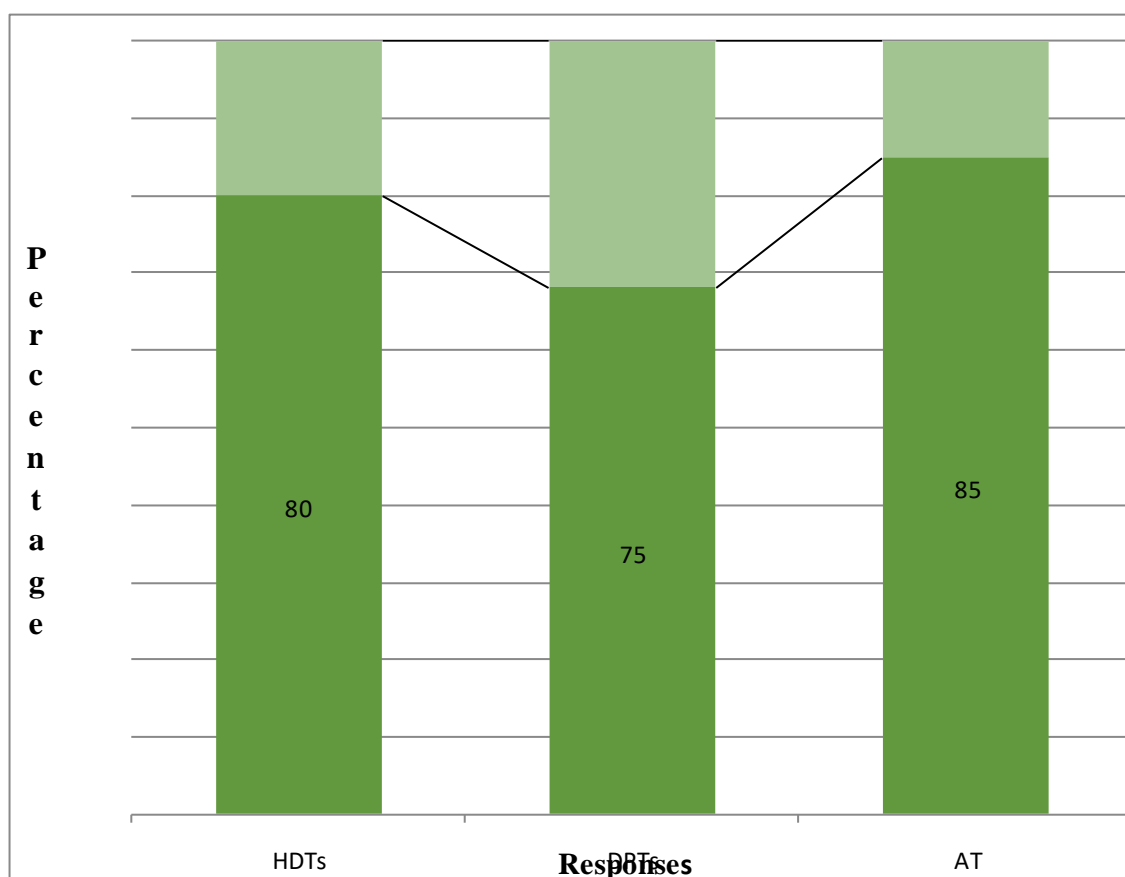
Furthermore, Table 4.8 and Figure 4.4 provide an elaboration on gender as a criterion for appointment of Headteachers

Table 4.8 Gender priority for appointment of Headmaster

	Male	Female percentage
HDTs	80	20
DPTs	75	35
AT	85	15

Source: Field data (2019)

Figure 4.2 Gender as priority for appointment of Headmasters



Source: Field data (2019)

These findings imply that the male gender in teaching career is still highly considered in appointing secondary school heads in MMC.

4.3 Differences of mode of administration between male and female HDTs

From the second objective, in responding to the mode of administration between male and female HDTs in Morogoro Municipal councils, the study used questionnaire and interview method of data collection whereby findings showed that there is a big difference in mode of administration between male and female HDTs.

The responses show that this differences is due to capacity of handling responsibilities and duties, and others argued that the difference is due to lack of confidences and home activities which are carried out by female Headteachers.

Some of the respondents who responded on open ended question and interviews said that there was a difference in mode of administration of male and female Headteachers in most secondary schools.

The responses from schools which had females Headteachers were as follows:

Care and love were noted to be among the positive attributes of female Headteachers to encourage individuals like students, a teachers and parents to solve various problems and strategize various schools developments

One female respondent said: *“female leaders have the ethics of care and love, they treat students and other staff as member of one family.”*

The female heads are also hardworking and participative as pointed out by one male respondent who added that *“female leaders are hardworking when they are given the post of leading secondary school; they are result oriented and doing things with care and patience”*.

Female leadership style varies from male leadership style. Females are more democratic compared to men whose leadership styles ha some elements of dictatorship. One female head of school argued:

“As head of this school I have different leadership styles, I do not use one style because of the context and human behaviours also change. Therefore I use autocratic or command and sometimes democratic’

One female said:

“Ahh ... some of my staff especially male teachers are ignoring my instructions especially when i am giving them advice and instructions during the meeting ,they said she is just a women and stubborn i can’t listen women....”

In addition one male respondent said that

“female respondents use autocratic style of leadership as defensive mechanism due to fear when they see challenge. The reasons is just because they are female they feel weak and inferior”

Female Headteachers frustrate and discourage other teachers views during the staff meeting for school important matters like discussing students discipline. This frustrate and discourages other teachers, example one male respondent claimed that:

“When other female teachers want more clarification or to advice from their head, she mistreats them bad by telling them not to question her decision and doesn’t want discussion on the decisions made... Also female heads always divide the staff into groups for her own interest”.

In balancing multiple roles, the female teachers and Headteachers have the following responses:

One female Headteacher lamented that

“It is really challenging to perform multiple roles, to carry family responsibilities together with office issues ...Sometimes my husband does not want me go to the meeting

Another female teacher commented that *being African women the first thing is to look after the family, cooking and other domestic activities otherwise my husband could marry other women who will look after his kids and cook for him*”

The response from the schools male headteachers has also the following responses;

Male Headteachers are confident, risk takers and they highly maintain confidentiality.

In adding to this one WEO *said that male Head teachers are very confident and committed in their given responsibilities and duties they are active and not entertaining family matters to interfering their duties and responsibilities.*

Another WEO added that:

“Most of female head teachers do not believe in themselves, when they are making decision and also they are always depending on Deputy Masters to make decision”.

Another male teacher added those males are *the risk takers, whenever the situation is hard he can try to rescue some of the issues.*

Females are good in confidential issues, this is when there is office matters which need some levels of confidentiality.

From the findings on the differences on the mode of administration between male and female Headteachers, it was found that female Headteachers are likely getting advantage than male Headteachers because female Heateachers have different values. These values are illustrated in Table 4.7.

Table 4.7 Differences in mode of administration of male and female gender

S/N	Gender variable	Expression	Remarks
1	Care	Female Headteachers	Female Headteachers possess value care they act mothers
2	Love	Female Headteachers	The value for love to students at school .They consider them as their own children
3	Hardworking	Both	Both male and female have the value of hardworking which is result oriented
4	Confidence	Male Heateachers	Male are courageous and do not fear challenges
5	Confidentiality	Both	Both heads of school possess confidentiality
6	Dare	Female headteachers	Female Headteachers love to try to take leadership post so that they improve their resume.
7	Democratic	Both	This value for both female and male in leadership depending on the context
8	Autocratic	Both	This is value is for all the schools
9	Patience	Female Headteachers	Female Headteachers do not hurry to make bad decision making
10	Task oriented	Female Headteachers	Female head teachers wish to get higher performance
11	Result oriented	Male Headteachers	Male Headteachers are result oriented
12	Risk taking	Female Headteachers	Female Headteachers are risk takers they are very careful.
13	Career development	Both	The career development for higher posts
14	Participation	Both	Participation in community activities and other community occasion

Source: Field data (2019)

4.4 Contribution of gender factors enhancing positive leadership

This section handles findings pertaining to the third objective which was about examining the contribution of gender factors in enhancing positive leadership. The following were the responses from the respondents on the contribution of gender factors:

The MEO responded that *“most female leaders were hard-working, honest and good leaders capable of following rules and regulations if supported”*.

The REO and teachers further stated that female heads have the ability to lead as they have the quality of caring. A female teacher was of the view that:

“We want many female in school leadership to ensure gender equality, because there are fewer of them than males ...female have the ability to lead and always perform better than many people think ...”

One male respondents said that *“female headteachers are good when they are supported, they dare even to use their own money to run the school”*

Another male respondents added that

“Female headteachers are very careful with the school resources because they fear their bosses”.

One WEO said that

“when female teachers get to the position they aspire their fellow female teachers and female student aspire to become leaders wanted them to think the role of Vice president to other females”.

Heads of schools and teachers reported the unequal treatment of male and female heads by the members of the school community as a factor that discouraged female teachers from aspiring to be heads. A female head reported:

“If a female head makes a mistake, it is worse than if the same thing is done by a male ... which discourages some qualified female teachers from taking headship posts”.

Female Headteachers have a very big contribution in school leadership and become role models especially in school having one sex like those schools with girls students only.

One male respondent argued that *“female heads are role models to girl students. They give them good morals to become good citizen: respecting the people and studying hard to reach self goals and vision”.*

4.5 General findings

From the findings, it is found that female teachers are facing challenges in getting the headship posts despite the fact that the appointment depends on educational levels and work experience mostly. Amongst the challenges that female teachers were facing were as follows;

a) Perception; The feelings from the other staff and community members on the appointment of head of school. In many cases the head of school were accused to have sexual relationship with MEO, REO or their managers.

b) Family conflict; the findings showed that the qualified Headteachers are not happy with their posts because they create conflict with their husbands as they believe that their wives fail to concentrate on family responsibilities, because they spend more time working in the offices than at home.

c) Favoritism; in many cases the appointment of Headteachers were due to favoritism from their managers or educational officers like MEO and REO. This affected the gender equality in getting these important posts.

d) Fear; female teachers fear for being promoted to headship, they are happy to remain in their current position. They fear responsibilities, risk taking and duties as well as organization conflicts.

e) Male dominated system in the organization, the system of male dominance in leadership affects gender inequality in getting headship position.

On the other hand their merits of gender contribution in leadership in secondary schools:

a) Build good communication; It was also found that the in the schools headed by female Headteacher in the municipality were performing better because of good leadership.

b) Participation; female Headteachers are cooperative and supportive to the community and staff.

- c) Career development; female teachers are happy when they are appointed to get the higher posts of headship because they are good performer when their given these posts.
- d) Hardworking; it was found that female Headteachers are hardworking, they are careful in avoiding risk at work.
- e) Love and care; another value is ethic of care and love to students, love to work and cares for humanity and dignity of children.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussion on the findings presented in the previous chapter. The chapter has five sections; The first section is an introduction, the second section is respondents profile, third section is leadership qualities of male and female Headteachers, followed by another section which is differences in mode of administration of male and female Headteachers , another is contribution of gender in good leadership in Morogoro Municipality and lastly is general findings.

5.1 Respondents' profile

In this study, there were 44 respondents namely Headteachers, Deputy Headmasters, Academic Headmasters, WEOs, MEO and REO who have the experience in teaching career. Their leadership positions also give an understanding and experience on the gender value leadership in secondary school.

Findings of this study cannot provide conclusive evidence because the choice of respondents was based one career which is teaching thus there is need to broaden the population for future studies. The non-teaching staff can be included in the population so as to receive a variety of responses.

5.2 Leadership qualities or variables of male and female head teachers

The findings of the study in the previous chapter show that the process of appointing Headteachers relies on work experience, levels of education, favoritism and other criteria. Based on these attributes the researcher provides a discussion on those criteria as follows;

- a) The training of Headteachers ; the promotion of teachers to new position of headship needs some capacity building, The MEO,REO and private schools

managers have the role to train their subordinate towards improvements of skills and effective performance. This training shall be based on different areas of curriculum development and education policy implementations as well as building leadership skills amongst the newly appointed Headteachers. The training can be done through team working among the newly appointed Headteachers and the former Headteachers in the schools.

- b) Criteria for appointment; Based on the appointment criteria, it was viewed that the appointment of Head teachers was mainly based on the educational levels, hardworking, ethics as well as work experience. The Education Policy of 2014 does not state whether gender is an important factor in the appointment of Headteachers. The findings of this study are catalyst towards looking on gender as an important criterion on the appointment of heads of school in the Municipality.
- c) Gender priority; It was found that the appointment was based on male teachers rather than female teachers because of the male dominant system in the organization. This notion has affected the minds of the female teachers that their responsibilities remain to take care of their families and the male teachers use the opportunity to be appointed as Headteachers of secondary schools in MMCS.
- d) Favoritism: it was found that the headship position depends on technical know who corruption was used to bribe the MEO,REO and managers to those who aspired to headship positions

Generally gender is an important factor in the appointment of headship in secondary schools in the Municipal Council, Gender consideration is important because female leaders are capable of practicing good leadership because they are hardworking, careful and have a good morals. Therefore, the appointment criteria should not only be based on

level of education, work experience and favoritism but also gender should be an important variable. For example, in United Kingdom, and Kenya encourage female to take posts of school principals.

5.3 Differences of mode of administration between male and female HDTs

Based on the findings it was evident that there was a differences in mode of administration between male and female Headteachers .The gendered differences in leadership of males and females Headteachers are found to be formal, managerial, transactional and transformational or collegial style of leadership.

Male Headteachers have the following features, though not limited to them only but can also be found in females. The quality of formal, aggressive, strong, confidence and competitive, risk taking, and task oriented .On the other hand female heads of school have the following qualities which are not limited to themselves but male heads can possess too; these are democratic, autocratic, good in communication with teachers, flexible and sensitive, emphasizing on cohesiveness, love and care, participation, conflict diffusion and good morals. these finding is further strengthened by other studies .Hall (1996) in her study to investigate female headteachers in UK, found the results which showed the women heads in the study developed the confidence to enact their own interpretation of leadership, basing on the qualities that are neither exclusive to male or female. This finding is in line with the study done by Gronn (1999) who commented on the merit of female gender derived- styles on gender styles differences within gender categories which are likely to be at least or more significant.

5.4 Contribution of gender variable or factors enhancing positive leadership

A similar study was conducted in Kenya and England on women leadership in Secondary Education, whereby it was found that women were preferred in decision making. This implies that female leaders are good in decisions making by involving other teachers, this kind of positive attribute make them good in leaders while male leaders tend to make decisions and take actions on their own, Also female headteachers

are the role models for the girls and other female teachers by building confidence and wishes to become leaders. Restine (1993), supports this finding as he found that having females role models would definitely help to encourage other young aspirants to struggle achieve such career.

Generally; Female leaders have the quality of beauty, self respect, love and care, freedom and independence therefore gender matters in leadership because it enhancing equality and gender equity.

5.6 General discussion

It was noted that female teachers should be considered in leadership when appointing heads of school due their positive attribute and qualities they possess. The qualification of appointing the heads of school in secondary schools should not ignore the female gender.

CHAPTER SIX

SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS

6.0 Introduction

This chapter has four sections, Section one is the summary of the findings, section two is conclusion, followed by recommendations, section four is areas for further studies while the last chapter is on the policy implications.

6.1 Summary of the study

The findings of this study have shown that gender variable is important factor in leadership in secondary schools in MMC. Generally, the study found that the factors for selection of HDTs in secondary school based on working experience, level of education and to some extent favoritism, the study further shows that in the schools where Headteachers were females, there was a difference in leadership styles whereby female Headteachers were committed and hard workers.

6.2 Conclusion

Although female Heateachers are hardworking leaders, committed and have good leadership practices, they are still not recognized in the appointment of HDTs in secondary schools in MMC. Gender was found to be one of the most important factors which contributed to positive/good leadership because in schools headed by a female leaders, there was high discipline at work and girl students were well oriented to be good leaders and mothers of the future.

6.2.1 Leadership qualities of male and female head teachers

Gender variable is an important factor in appointment of Headteachers, female Headteachers have better qualities than male Headteachers.

6.2.2 Difference in mode of administration between male female teachers

The difference in mode of administration in leadership between male and female Headteachers depends on the context and was not similar to all Headteachers in MMC. The individual differences, the nature of the teachers, the environment as well as motivational factors are among the other factors.

6.2.3 Contribution of male and female Headteachers

The female Headteachers are significant in the leadership and administration of secondary schools due to many attributes they possess such as commitment, honesty and hard working.

6.3 Recommendation

Based on the research findings, the following recommendations are put forwards:

6.3.1 Leadership qualities or variables of male and female head teachers

The gender equality and gender equity should be recognized as one of the criteria for appointment of Headteachers , because females have ability and are capable in senior post in both private and public secondary schools.

6.3.2 Differences of mode of administration between male and female HDTs

There should be a guideline which stipulates the rules of appointing authorities both in private and public secondary school in the Municipal Council.

6.3.3 Contribution of male and female Headteachers in secondary schools.

Female Headteachers should be given the priority in the appointment of heads of school in council in order to strengthen their career development

6.4 Areas for further study

From the findings of this study the following areas for studies are proposed: A survey study should be conducted by using a larger sample so that the findings could be

generated for Tanzania as a whole. Another study could employ in-depth interviews and group discussion with more female heads of schools and female teachers and include REOs, MEOs and other education stakeholders on the contribution of gender factors in enhancing good leadership in secondary schools.

Related research could also be done in rural secondary schools to compare the findings with findings from urban secondary schools. Comparative research could also be conducted between two regions or districts to determine similarities and differences on the contribution of gender factors in enhancing good leadership in secondary schools.

6.5. Policy implications

This study shown that the contribution of gender variable in enhancing good leadership in MMC needs some policy implications. The issue of leadership of secondary schools is not mentioned in Educational policy of 2014. Therefore, some areas need policy review as follows;

6.5.1 The review of education and training policy of 2014

Based on the evidence from this study, the policy of education and vocational training of 2014 is silent about the appointment of school HDTs in secondary schools. Therefore, the MoEVT should improve the education and vocational training policy of 2014 in order to put into consideration on the gender balance during in the appointment of heads of schools. The consideration of gender equality and equity in appointment of HDTs should focus on qualifications and leadership qualities.

6.5.2 Review of gender policy 2003

It has been observed in this study that; the gender policy has some weaknesses in the implementation in which the issue of 50% representation of male and female leadership position should be addressed.

6.5.3 On sustainable development Goal 4 and Goal 5:

The study an implication on Goal number 4, which needs to ensure inclusive and equitable quality education and promote long learning opportunities for all where women are regarded as special group and the needs equality in good education for lifelong learning. Another implication on the sustainable development Goal number 5 achieving gender equality and empower all women.

6.5.4 Community development policy of 1996

Women leadership in African community is seen as an obstacle since women have many home activities like c taking care of the family and involved in production. This has an impact on managing all responsibilities both at home and office.

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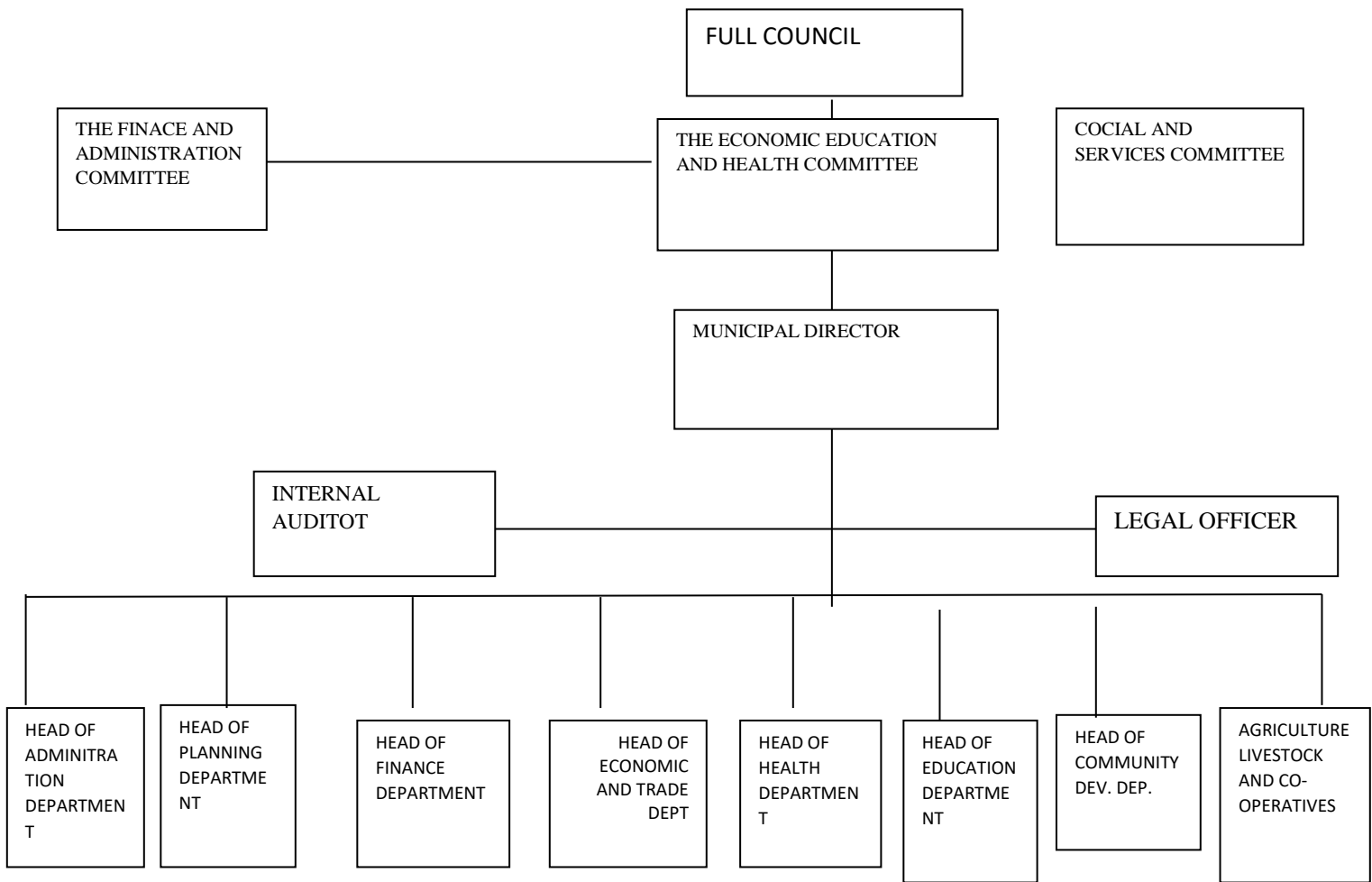
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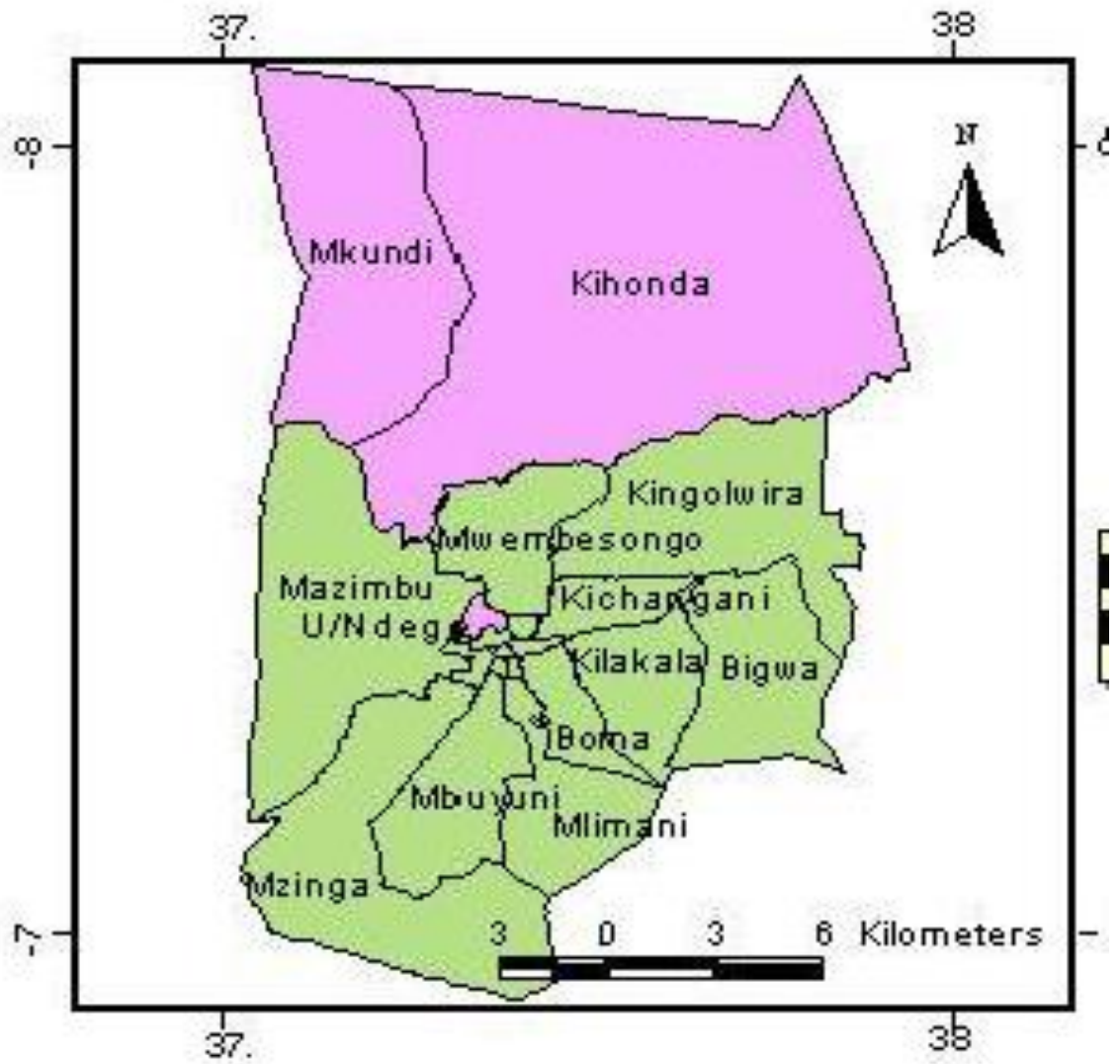
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APPENDICES

Organization Structure of Morogoro Municipal Council



Map of Morogoro Mucipal Council



Appendix III**Government secondary school in MMC 50 secondary schools C**

S/N	SCHOOL	HEAD OF SCHOOL(GENDER)
1	Kauzeni	Headmaster
2	Bondwa	Headmistress
3	Bondolmwe	Headmaster
4	Sua	Headmaster
5	Mafiga	Headmistress
6	Uwanjawataifa	Headmaster
7	Mgulasi	Headmaster
8	Kihonda	Headmaster
9	Kayenzi	Headmaster
10	Mwembesongo	Headmaster
11	Uluguru	Headmaster
12	Kingo	Headmaster
13	Tushikamane	Headmistress
14	Nanenane	Headmistress
15	Tubuyu	Headmistress
16	Kingolwira	Headmaster
17	Sumaye	Headmaster
18	Kilakala	Headmistress
19	Morogoro	Headmaster
20	Kola hill	Headmaster
21	Kingalu	Headmaster
22	Lupanga	Headmistress
23	Mjimpya	Headmaster

Appendix IV**Private secondary school in MMC**

S/N	SCHOOL NAME	LEADERSHIP (GENDER)
24	Jabal hill	Headmasters
25	Kigurunyembe	Headmaster
26	Mtonimoro	Headmaster
27	B- hill horst	Headmistress
28	Al-taawn	Headmistress
29	Bigwa sisters	Headmistress
30	Charlootee	Headmistress
31	La Miriam	Headmaster
32	Sega girls	Headmistress
33	Alfagems	Headmaster
34	Presbyterian	Headmaster
35	Padre rio	Headmaster
36	Forest hill	Headmaster
37	Yespa	Headmaster
38	Pudweah hill side	Headmistress
39	Yespa	Headmaster
40	Educare	Headmaster
41	Lutheran juniorseminary	Headmaster
42	St.ann's girls	Headmistress
43	St. peters	Headmaster
44	St fransis boys	Headmaster
45	Upendo Amani	Headmistress
46	Iyulamalaika	Headmaster
47	Green city	Headmaster

48	Kitungwa	Headmaster
49	Elu	Headmistress
50	Malati	Headmistress

Source; District secondary education office, secondary department, Morogoro Municipal Council

A sample Questionnaire

Dodoso la kwa ajili ya utafiti wa kuangalia mchango wa jinsia katika uongozi kwenye shule secondary teule katika manispaa ya Morogoro

Malengo

Dodoso hili limeandaliwa kwa ajili ya kufanya utafiti kwa ajili ya shahada ya uzamili. mimi ninaitwa Lucy Barnaba Allay ambaye ni mwananzi wa chuo kikuu Mzumbe ambaye ninafanya utafiti kama sehemu ya kuhitimisha masomo ya uzamili ambayo inachukua miaka miwili. Kichwa ch utafiti huu ni *Mchango wa jinsia katika uongozi kwenye shule secondary teule katika manispaa ya Morogoro*

MAELEKEZO

1. Weka alama ya (√) kwenye jibu sahihi
2. Toa maelezo kwa kadri ya uwelewa wako ambapo kuna uhitaji wa kuelezea zaidi

SEHEMU YA KWANZA (A)

Taaifa juu ya mjazaji wa dodoso)

1. Jinsia

a) mwanaume

b) mwanamke

2. Umri wako

a) 20-30

b) 30-40

c) 50 -60

3. Umefanya kazi kwa muda gani

- a) 1-3
- b) 4-7
- c) 8-10
- d) Zaidi ya miaka 11

4 Una cheo gani

- a) Mwalimu mkuu
- b) Mwalimu mkuu msaidizi
- c) Mwalimu wa taaluma
- d) Cheo kingine (taja)

5. Elimu ya juu ulionayo

- a) Cheti
- b) Diploma
- c) Shahada
- d) Uzamili
- e) Uzamivu

SEHEMU PILI (maswali yanayouliza haiba ya Uongozi)

6 Kuna mafunzo yoyote wanayopewa wakuu wa shule juu ya vyeo vyao vipya

- a) Ndyo
- b) Hapana
- c) Sijui

7 Mafunzo hayo yanachua muda gani?

- a) Wiki tatu hadi mwezi mmoja
- b) Miezi miwili
- c) Miezi mitatu
- d) Sijui

8 unadhani ni vegezo gani vinaangaliwa katika uteuzi na uchaguzi wa walimu wakuu?

- a) Kiwango cha elimu
- b) Uzoefu wa kazi
- c) Upendeleo
- d) Jinsia
- d) Sijui

9. Je, kigezo cha jinsia kinatumika katika kuchagua wakuu wa shule

- a) Ndiyo
- b) Hapana
- c) sijui

10 Je, ni jinsia gani inapewa kipaumbele Zaidi

- a) Mwanamke
- b) Mwanaume

11 Eeleza sababu kwa jinsia tajwa hapo juu

.....
.....

12 Je, kuna tofauti ya uongozi baina ya mwalimu mkuu mwananume na mwanamke?

.....
.....

13 Hiyo tofauti inatokana na nini?

.....
.....

SEHEMU YA TATU (Maswali yanayouliza tofauti ya uongozi kati ya walimu wakuu wa kike na kiume)

14 Kuna tofauti yoyote katika uongozi baina walimu wakuu wa kike na kiume

.....

15 Hiyo tofauti inatokana na nini?

.....

16 Taja sababu

.....

.....

17 Ungeepewa nafasi upendekeze wakuu wa shule ungependelea kupendekeza jinsia gani?

.....

.....

18 Toa sababu

.....

.....

19 Utendaji kazi upoje kati ya walimu wa jinsia ya kike na kiume?

.....

.....

SEHEMU YA NNE (maswali yanayouliza mchango wa jinsia katika uongozi bora kati ya mwalimu mkuu wa kike na kiume)

20 Je utendaji kazi wa walimu wa kike na kiume upi ni bora Zaidi

.....
.....

21 Kwanin? Toa sababu

.....
.....

22. unafikiri walimu wa kike wanaweza kuwa kichocheo kwa wanafunzi wa kike mashuleni?

.....
.....

SEHEMU YA TANO (maswali ya ujumla)

23 Jamii mtazamo hasi au chanya kuhusu shule za secondary zinazoongozwa na walimu wa kike?

.....
.....

24 Toa sababu

.....
.....

25 Walimu wa kike wanapopata nafasi za kuteuliwa kuwa wakuu wa shule wana hamasa?

.....
.....

26 Eleze sababu ikiwa wana hamasa chanya au hasi?

.....
.....

Asante Kwa Ushirikiano

Appendix VI

Asample interview guide

Dodoso la kwa ajili ya utafiti wa kuangalia mchango wa jinsia katika uongozi kwenye shule secondary teule katika manispaa ya Morogoro

Dodoso Kwa Maafisa Kata, Maafisa Elimu Wilaya Na Afisa Elimu Mkoa Katika Manispaa Ya Morogoro

1. Walimu wakuu wa kike wana matarajio gani wakiwa katika madaraka?
2. Nini kinachochea /kuna umuhimu gani wakuu wa shule wanapata katika nafasi zao? Wanaridhika kuwa wakuu wa hizo shule?kwaninin
3. Je ni sifa zipi zinaangaliwa katika kuwateua walimu wakuu wa shule za secondary? Una maoni gani juu ya uteuzi?Mnaridhika na namna uteuzi unavyofanyika ?
4. Ni upi mtazamo na matajio ya wazazi wa wanafunzi juu ya elimu ya watoto wao?kwanin?Walimu wa kike wanatumia mbinu zipi za kiuongozi katika shule zao? Sababu ni ipi juu mbinu hiyo?
5. Ni una mchango gani au maoni katika suala la uongozi baina ya wakuu wa shule wa kiume na kike?

Asante Kwa Ushirikiano