



**DAR ES SALAAM UNIVERSITY  
COLLEGE OF EDUCATION**

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**A Constituent College of the University of Dar Es Salaam**



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**1<sup>st</sup> International Conference on Gender Issues in Higher Learning  
Institutions, DCGI**

**27 -28 April 2017**

**BOOK OF ABSTRACTS**

## Welcome note

The organizing committee of the 1<sup>st</sup> International Conference on Gender Issues in Higher Institution, DCIG is pleased to welcome all participants to this two-day conference that has been organized by Dar es Salaam University College of Education (DUCE).

The main theme of the Conference is **Equity and Equality for All**. The overall objective is to explore and reflect on gender issues and on how best to redress the gender issues in the context of higher learning institutions with the aim of realizing human rights and gender equality as stipulated in various national and international instruments.

Over 50 papers will be presented and discussed in three parallel sessions. More than 120 participants have been invited from a number of countries in Africa and beyond. The participants include- prominent academicians, politicians, government officers and civil society organizations.

In this Conference we are proud of the keynote lectures offered by professors from reputable universities and institutions.

We thank all sponsors for their support to this conference. Without their contributions this conference would not be possible.

The organizing committee wishes you a very enjoyable and unforgettable experience.

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# **Part I**

## **Overview of the Abstracts**

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**PART II**  
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## **Unlocking the GATE – driving Gender Awareness and Transformation through education**

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This paper will present findings from the GATE (Gender Awareness and Transformation through Education) project ó a multiyear project (2014-2018) which aims to move gender equality and female empowerment from the margins to the mainstream in higher learning policies, practices, institutions, and communities. Institutions of higher learning have an unparalleled capacity to act as a space for social transformation, driving change and innovation through a focus on excellence, critical thinking and constructive engagement. In this space, social norms and cultural practices can be examined and explored, challenged, or indeed reinforced. GATE was co-designed through a collaborative engagement between researchers and academicians at Dares Salaam University College of Education and the Trinity-UCD Masters in Development Practice programme. Its purpose was to examine constructions of gender within the context of DUCE and to explore opportunities to drive gender equality and female empowerment in this space. As a leading teacher-training college in Tanzania, DUCE has unique an opportunity to lead transformative thinking on gender identities and the social constructions of masculinities and femininities both inside the academy, and significantly beyond these physical boundaries. It has an opportunity to influence thinking and practices in the classrooms of secondary schools across the territory of Tanzania. The GATE project utilised an inductive methodological framework and a mixed-methods case-based research design framework. We conducted multi-year cross-sectional surveys, gathering input from over 1000 participant pupils, and collected extensive and rich primary qualitative data from staff and pupils across the college through focus groups, interviews, and workshops. Using a rich blend of quantitative and qualitative social science research methods, we co-constructed understandings of gender, uncovered latent, yet dominant biases and discriminatory perspectives, and co-produced pathways to achieving gender equality and greater female empowerment through policy changes and practical interventions. We found that female-only strategies are not sufficient to achieve gender equality and drive female empowerment. Rather a whole-of-community engagement is required to unravel deep rooted biases and to tackle diverse forms of domination that affect different members of the community in different ways.

## Gender equality in higher education; towards justice and quality

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*It is here, in our universities, that we can begin to enact such transformative thinking as is necessary to create the foundations of a society that is more inclusive, participatory and equal (Michael D Higgins, President of Ireland, April 2016).*

Gender inequality on higher education institutions and systems is an internationally observed phenomenon. Since Ireland's first university was established more than 420 years ago, there has never been a female President of a University, although we have had two female Presidents as heads of state. 81% of senior academic posts are held by men, even though men make up only 56% of the total number of academic staff.

This paper will consider gender inequality in higher education as both a crisis of justice and a crisis of quality, and suggest that while the former gave rise to local campaigns in Ireland, the latter has led to system-wide action and institutional strategic responses.

A review of the issue by Ireland's Higher Education Authority (HEA) conducted a national online survey and found that while 64% of women believed that gender inequality was a problem in the sector, only 36% of men believed this was the case. The review concluded that the problem was not a lack of talent, but that barriers to progression faced by women were not faced by men and that this situation would not improve without direct intervention.

The paper looks at the direct interventions now underway in Ireland from the dual perspectives of justice and equality and considers the lessons that might be learned by other systems of both developed and emerging.

The paper concludes by considering the complex relationships between higher education systems and the societies and cultures that support them. Gender inequality in higher education mirrors other instances of gender inequality in business, in government and in communities. In this context, why does it matter if Universities are simply reflecting the inequality found elsewhere? And why might it matter even more for initial teacher education?

## **Women Participation in Institutions of Higher Learning: Opportunities and enablers: Changing the narrative**

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This paper explores enabling factors which facilitating women participation in institutions of higher learning. In this paper, the narrative changes from barriers, challenges and limitation into enablers which have over period of time facilitated women's access, participation and achievements in institutions of higher learning. The paper focuses on commitments made by governments, including international, regional, and national level instruments. It proceeds into examining roles plaid by women's movements in demanding and claiming spaces in institutions of higher learning. It also focuses on transformations which have taken place in these institutions. It finally identifies some of the challenges, and concludes by proposing a way forward in building on the opportunities and potentials existing in these institutions in furthering participation of women in institutions of higher learning.

**Key words:** Higher learning institutions, facilitating, enablers, narrative, instruments.

## **Sustaining or transforming higher education? Transformative agendas for gender equality and other SDGs**

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Provoked by the question, *‘sustainability of what?’* this paper aims to open out critical thinking about the state and purpose of higher education (HE). It begins with an overview of profound transformations in globalizing HE. It questions the changing imaginaries of HE and situates the aspirations for higher education and development in

- i) a regional context of struggles for decolonization and Africanization, and
- ii) a global context of increasing inequalities and *‘really existing unsustainability’*

It considers gender initiatives in development and HE, which have tried to address existing inequalities and achieve structural transformation and asks what can be learned from four decades of experience.

*‘Transformative’* suggests a re-imagination of HE as a developmental public good, as a core support for creating sustainable societal transformations. *‘Public good’* can be defined by mutual awareness, scientific reliability and experienced equality. Re-tooling HE for sustainable transformation involves efforts to develop equitable collaboration, inter/transdisciplinary working, integrated scholarship and integral leadership.

## Online Teaching – Levelling the playing field to achieve Sustainable Development Goals 4 and 5

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Striving to be responsive to ever changing societal demands, new information, classroom dynamics and to students' expectations and learning issues is a common difficulty facing teachers globally. The time honoured methods of teaching are being tested by growing class sizes, diminished budgets, timetables and teaching days extended to accommodate students travelling to avail of good teaching. Intermingled with this is the aim to ensure gender equality within education in order to provide all young men and women with equal opportunities. Online teaching can be integral to managing these issues and advance the achievement of both the sustainable development goal for quality education (SDG4) for all as well as gender equality (SDG5).

Teaching is not merely about lecturing to students and providing them with information to soak up like a sponge; it is about introducing fundamental theories, ideas, and empirical evidence to students in a way that they can integrate this information into their own life and professional experience. To many teachers using online learning pedagogies to achieve this can appear daunting. Student learning environments can either enhance or hinder so ensuring a safe and stimulating learning space can encourage active participation. Online learning environments must also aim for active participation otherwise students disengage and the opportunity from online learning is lost.

Communication and active participation by the teacher is essential to maximise the benefits of online teaching. In order to encourage critical thinking in online students, utilising online discussion fora that have the purpose of creating a space and time for informal, open-ended thinking to occur facilitates this. The asynchronous components of online learning does not inherently prompt students toward enhanced critical thinking, but it can serve as a vehicle for the encouragement of increased engagement and critical thinking. Critical thinking requires a consistent emphasis placed on the discussion fora through the posing of questions and ideas to provide purposeful engagement amongst the students. This means that the teacher must be present in the fora to stimulate discussion, but cannot control it.

Online teaching can also be 'blind' to gender and age which allows for all students to achieve their learning outcomes without unconscious bias or even prejudice from their fellow students or their teachers. Anonymised online interaction and assessment strategies can allow all students to flourish and learn at their own pace while the teacher has no preconceived notion of the student. This is critical for ensuring equity and removal of bias from assessment strategies.

## **“It’s More than Numbers: The Benefits of Diversity in Higher Education”**

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Any report or study published about women in higher education, no matter where in the world, acknowledges the simple fact that women are underrepresented in the academy, especially at senior levels both in administration and in the faculty. Most of these reports then go on to assert that we must raise the number of women achieving higher status and participating in leadership roles within the academy. This may be a self-evident conclusion and one that is, more often than not, taken for granted. But the question of why this representation matters is essential to ask. What do we gain by having more women and diverse voices producing knowledge, teaching students, and leading institutions?

We draw on standpoint theory as a means to address this question. Briefly, this theory hypothesizes that the perspectives of marginalized and/or oppressed individuals can help to create more objective accounts of the world ó in short better, more objective science, medicine, and education. Feminist philosopher Sandra Harding is one of the best known proponents of this perspective as it relates to women. In this presentation, we draw on research on gender in higher education institutions in East and Southern Africa to provide examples illustrating the strengths of this approach, highlighting the benefits of including the voices of women and other marginalized sectors of society.

## **Gender Gap in Higher Education in Tanzania: The Case of Zanzibar Universities**

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This research explored gender equity among faculty and administrators, in the higher education sector in Zanzibar, and the underlying reasons for current representation. The study in particular looked at the nature and extent of the employment, distribution of faculty and administrators in different fields of study, sexual dynamics, academic qualifications and ranks. The research found gender disparities in all three institutions that took part in the study. In particular, it identified that female faculty and administrators were outnumbered by their male counterparts in employment, distribution in various fields of study, academic qualifications and academic ranks. In one case a female administrator were also found to be victim of gender based violence. The unequal female representation in education was attributed to socio-cultural, educational and attitudinal factors deeply engrained in the society. This research has direct implications to economic development theory and educational planning policy implication. Recommendations are made to the planning for the provision of equal access to educational opportunities for female faculty and administrators, especially in highly underrepresented areas.

## **Teachers and Students' Views on Integrating Sexuality Education in Higher Learning Institutions: A Case of Dar Es Salaam University College of Education**

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One of the most important functions of Sexuality Education (SE) is to trim down sex-related risks. It is believed that when well integrated and taught, SE reduces a number of sex related risks among recipients. This study investigated students and teachers' attitudes toward integrating sexuality education in higher learning institutions. Specifically, the study checked on teachers and students' level of understanding of Sexuality Education and their attitudes towards integrating sexuality education in higher learning institutions. Mixed design was deployed using two hundred students and fifty teachers. While students were selected randomly teachers were selected conveniently. The findings revealed that students had little knowledge on sex related aspects, particularly sex and relationship. Overwhelmed majority of teachers and students had positive attitudes towards introducing sexuality education in higher learning institutions for they believe on its efficacy. It is therefore recommended that higher learning institutions should introduce courses related to sexuality education so that impact related to sex risks amongst students can be reduced.

**Key words:** sexuality education, adolescent, students, attitudes

## **Women's Autonomy in Decision Making for Health Care in Tanzania**

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Women's health improvement is closely associated with their autonomy in making decisions regarding their health. This study aims to analyze women's autonomy in decision making on health care, and its determinants in Tanzania. The study is predominately based on the national Demographic and Health Survey (DHS) 2010, national Reproductive and Child Health Survey (RCH) of 2009. These surveys provide operational information from a representative national sample of women of reproductive age group. With respect to autonomy, the women were asked who in their family usually has the final say on making decisions regarding their own health care. The nature of health was not precisely defined to any particular illness in the survey and implied any type of care that needs to be attended by a health worker. The responses offered four options: (a) mainly wife, (b) wife and husband jointly, (c) mainly husband, and (d) someone else. The study will use data from the 2010 Tanzania Demographic and Health Survey to analyze the determinants of women's participation in decision making regarding their health. Cross tabulation will be conducted to determine the association between women's autonomy in decision making and their sociodemographic characteristics. Women's autonomy is therefore defined as the proportion of women who make the decision either alone or jointly with husband or someone else.

## **Women in the Legal Profession in Tanzania a look through Gendered Lenses**

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It is the objective of the paper to discuss the seemingly gender inequality and disparity that is seen when one looks the legal education while there are no evident legal restrictions. The paper will discuss if the increased number of law faculties and schools which means an increase in the demographics of those partaking in legal studies has had an impact in the changing trajectory of women in the legal profession. The paper will reflect the participation of women in the full time private practice and in the academia. It will further explore the challenges and opportunities that are present in the legal and policy framework governing legal education and the profession in Tanzania that may hinder or contribute to a more equitable participation of men and women in full time private practice as well as academia. No mapping has been done to trace how women law graduates fare as compared to their male counterparts. However, previous studies indicate that fewer female graduates end up in private practice, majority prefer the public sector and or the private sector in the form of NGOs and other private sector jobs. In academics, few female graduates were retained as teaching assistants. Law faculties were for a long time male dominated in terms of academic staff. The start of private and other public universities has seen an increase of female faculty members though comparatively there is a significant disparity between male and female faculty. Despite all these issues there is very little attention devoted to the gender analysis of legal education and its ensuing outcomes in the profession. This paper will employ secondary information to map the career paths of women in the legal profession using a purposive gender approach. The anticipated results will reveal that in the Tanzanian context, it is rather contentious to proclaim that the legal profession is male dominated at this point in time since there are many facets that inform the profession and the choices that lawyers make career wise. Delving into the gendered aspects of the legal profession will shed light for among other things the professional advancement of women in the legal profession.

## **Closing the Mathematical Gender Gap in Higher Education: the Kenyan Case**

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Globally, women are under represented in mathematics and sciences in higher education. Most women have a tendency of clustering in social sciences; hence the mathematical gender gap in most countries, including Kenya. Yet, non-discriminatory education, especially in math and sciences will enhance the achievement of vision 2030. In the past, most studies have focused on factors in influencing the underrepresentation of women in mathematics. Nonetheless, there exists a perennial gender imbalance in mathematics; women represent less than 30%, especially at the graduate level. To close the existing mathematical gender gap, the approach to the study of women in math must change. This calls for a paradigm shift, as demonstrated in this study, which focused on the success of enrolled mathematics graduate female students. Purposive and snowballing approaches were applied to select 10 female PhD students from 2 private Universities in Kenya. The main research objectives: how these female students developed interest in math; what has made them succeed in math at the graduate level. The participants, most of them in their final year of study, were interviewed. Qualitative data were analyzed based on the themes emanating from the research objectives. The findings revealed that: majority of these students loved math from primary school through high school and their teachers encouraged them to study math; had positive attitude and interest towards math, commitment, hardwork and a lot of practice enabled them to succeed in math; dismantling the barriers (gender stereotypes, societal discouragement) enhanced their participation in math; faculty's encouragement and their availability and having a conducive environment, role models, and the fact that math was their best and easiest subject and having a critical mass of female students in math contributed to their participation and success in math at the PhD level. The findings will encourage women to participate in math at the graduate level. This study will influence other scholars to start focusing on the factors contributing to the success and not failure of women in math.

## Mobile Money and Financial Inclusion: a Strategy of Addressing Gender Disparities in Control of Financial Resources

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Governments of developing nations are encouraging women's participation in entrepreneurship due to the realization of the important role they play in economic development. As such, enhanced women's control of productive resources, in terms of decision-making power, is crucial due to its positive correlation with enterprise flexibility in the pursuance of profitable opportunities. This is threatened by gender disparities in control of financial resources and exclusion of women from the formal banking system in favour of men. Nonetheless, mobile money technology is contributing towards financial inclusion as its adoption cuts across the banked and the unbanked populations [1] due to its convenience, efficiency, and transaction simplicity [2]. In consideration of this, a study was conducted in Kenya under the sponsorship of Institute for Money, Technology & Financial Inclusion (IMTFI), to determine the influence of mobile money on the control of productive resources among women micro-entrepreneurs. Data were collected using questionnaires, focus group discussions and in-depth interviews. Results revealed great usability of mobile money as a strategy in shielding business finances from male family members' interference. Deep secrets in business financial transactions were noted at the home front as a result of the secrecy afforded by e-wallets. In order to avoid interference with and misuse of business money, some women 'hide' it in M-Shwari Deposit Account, a paperless micro-savings product offered by Safaricom in partnership with Commercial Bank of Africa and operated through M-Pesa. They reason that it is easy for husbands to track savings on M-Pesa Account but not so easy with M-Shwari Deposit Account. This way, they are able to control business finances without interference.

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[2] Kariuki, C. M. & Ngugi, P. K. The effect of table banking on the performance of micro and small enterprises in Nairobi County. *International Journal of Current Business and Social Sciences*. 2014, 1(2), 339-360.

## Gender in Higher Education Admission, Training and Job Recruitment: The BIGSAS Experience

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Achieving gender equality has been on the agenda of Western countries for centuries. African countries, on the contrary, have only taken on this timidly not too long ago. In most African countries, gender discourses of equality have often been juxtaposed with discourses that promote traditional (African) patterns of gender role distribution, most of them highly patriarchal [cf. Oduol 2007, Ellece 2011]. Higher education is a platform where gender discourses and gender practices have taken root for a long time and are often equated to good and moral practice. Taking the Bayreuth International Graduate School of African Studies (BIGSAS) of the University of Bayreuth as a case study, this paper describes how attempts at gender equality have been implemented in admitting new PhD candidates, supporting them during their PhD research period, and in recruiting new staff. The overall aim is to make this experience comparable to other contexts, especially the African.

The data I work with is taken from the BIGSAS gender and diversity programme and job advertisements for university recruitment into German universities. I investigate how gender equality is sought after in the texts. I also attempt to explain how this transforms into practice where data is available to arrive at such findings.

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[2] Ellece, S.E. 2011. Gender and cultural identity in a television show in Botswana. In E.A. Anchimbe & S.A. Mforteh (eds.) *Postcolonial Linguistic Voices: Identity Choices and Representations*. Berlin: Mouton de Gruyter, 51-76.

## **Female Empowerment for Students Leadership Roles in Higher Learning Institutions: Case of Dar es Salaam University College of Education**

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This study explores opportunities for empowering female students to successfully take on leadership roles in Higher learning Institutions. The available literature tends to focus more on the challenges and barriers faced by female student leaders in general and less on leadership empowerment. Research generally show that factors like poverty, gender stereotypes and institutional cultures impact female students willingness and ability to take up leadership roles in higher learning institutions. Findings reveal that for female students to be willing and able to take up challenging leadership roles in Universities and later on in work places, both social cultural and institutional challenges need to be addressed. The study recommends female students to be empowered through the right institutional policy mix, leadership education programs and dialogues which should address the complex factors that affect girls' involvement in leadership roles in higher learning institutions.

**Key words:** Empowerment, Students' leadership, Girls, Higher Education

## **Enhancing Self-Awareness for Female Students in Higher Learning Institutions: Educator's Role**

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This paper raises issues of self awareness for female students in the context of Tanzanian higher learning institutions, associated with challenges and opportunities. Whereby the main objective was to investigate on how self awareness is enhanced by educators in higher learning institutions. Findings draw on personal experiences of teaching higher institutions and review of relevant literature. Data come from qualitative studies at all levels in the college, interviews and other data-gathering approaches like consultations and observations. There are three challenges with regard to self awareness. Educators very rarely or not at all enhance self awareness, what they emphasize is better academic performance. Secondly, teachers have many lessons so they have too little time for student self awareness development. In addition, parents don't see the importance of self awareness for their children. Other parents are too busy for their own activities with no time for consulting their children. The study revealed that, students finish their primary and secondary school and begin higher learning studies within adequate knowledge on self awareness or self-esteem. Male assume having young female with little self awareness is their opportunity of having women for sex without much struggle.

As a strategy proposed to overcome these challenges, educators are supposed to have ability to not just help students to learn but provide them with tools necessary to fully participate in societies and control their own lives. Educators as agents of transformation need to develop a friendly atmosphere towards the students and be a good role models of that students can watch them and be inspired by their behaviour. Basic technology such as phones, computer and TV and literature magazine, books and journals can also be used to teach self awareness skills, by painting real picture of a person who is aware of her feelings and actions. Educators can also create a classroom culture of dialogue that challenges their own societal biases on justice and wealth, employing in formal conversations after a lecture in order to know learners' problems and get their opinions. This helps learners to become more flexible and independent thinkers. It is finally proposed in this paper that Self Awareness be made as a compulsory unit or subject of study in all tertiary institutions.

## Ethics in Leadership in Higher learning: a Gendered Perspective

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This paper is based on a library research which seeks to explore the extent to which ethical behaviors in higher learning are gendered. When comes to ethical and moral situations which require us to make a decision while in leadership, we very often ask ourselves: "what would I have done in such a situation" or "did I make a right decision"? What is ethical and what is not ethical, what is moral and what is immoral. Are there gender differences in making ethical and moral decisions? Indicators for examining such behaviors were associated with cheating during examinations, doing assignments for others, stealing examination questions, plagiarism, sexual issues among different university groups and the like.

The literature searched on the researches done on whether ethics are gendered or not. It emphasizes on the desire to make the right or wrong moral and ethical decisions in our society as the main social problem facing our society. An attempt was made to blend literature on ethics, morality, leadership and gender. The main argument therefore was on the differences on how men and women perform in making ethical decisions and how the two can work together and still make ethical decisions to minimize unethical practices at different levels in higher learning. Methodologically, gender socialization theory and ethical gendered perspectives from different schools was used to determine the gender differences in ethical and unethical decisions in higher learning institutions. It was thus concluded that, the difference between the care perspective of ethics on the side of women and that of justice perspective from men folk all takes care of both psychological ethos of thinking and feelings, ego and altruism in human beings.

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South Oklahoma State University.

[2] [community@ethics.org](http://community@ethics.org).Research Report from the National Business Ethics Survey® (NBES®)

[3] S. A. Rodzalan and M. Mohamed Saat;(2016), Ethics of Undergraduate Students: A Study in Malaysian Public Universities; in the International Journal of Information Technology, Vol.6 no.6 September 2016

## Gender Learning Disparities in ICT and Multimedia Technology

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The aim of this study was to assess gender disparities in learning through information and multimedia technology. The study employed between group sex perimental design where three treatment groups were given different multimedia enriched instructional materials. The groups comprised of 54 students who were exposed to audio visual materials, 54 students were taught by audio instructional materials, 53 learned by printed multi colour, while 54 learned by printed plain instructional materials as a control.

Pre and post tests were to assess studentsø knowledge before and after the experimental treatments. The test scores were used as dependent variables while multimedia enrichmen twas the independent variables.

Results from the tests showed that differently enriched materials were not equally effective in facilitating learning. There was a statistically significant difference in mean scores among the four instructional materials at 5% level  $F(4.115)p=0.056$ . On average boys scored higher than girls in audiovisual (57.4%), audio aided (61.1%), and printed multicolour (54.7%) while girls scored higher only in printed plain instructional materials (53.7%)

The study recommends a mechanism to ensure that girls are given special treatment and priority in learning through multimedia and ICT from lower educational level so as to reduce the gender gap and consequently balance the present situation of inequality. The study further recommends a study on the relationship between multimedia and age of the learners; at what age should such technology be introduced?

## **Awareness and Practice of Gender Responsive Pedagogy in Higher Learning Institutions: A case of Sokoine University of Agriculture**

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Tanzania is among Sub-Saharan African countries where teachers are conditioned by male-dominated values in their communities. This has been one of the factors perpetuating gender inequality in various levels of education. While for the past few decades efforts have been adopted to reduce gender inequality in access to education in Tanzania, the success has been noted in primary and secondary education with slow achievement in higher education. It is well known that higher learning institutions are not isolated from traditions, culture and social norms that perpetuate gender stereotypes and inequalities which affect learning by both male and female students. Like any other higher learning institutions in Tanzania, Sokoine University of Agriculture (SUA) experiences gender inequality in enrollment at all levels where female students account only 29% of all undergraduate and diploma students. The gap in enrollment is coupled with another twin problem of having 80% male academic staff. With understanding that gender sensitive teaching aims at equally supporting the learning of male and female students, the disparity noted calls for adoption of gender responsiveness teaching practices in education to teachers/instructors in order to correct gender bias in the learning process. The argument put forward by this paper is that teaching and learning environment in higher learning institutions is not gender-neutral but it is not well known on whether the instructors are aware of the teaching techniques and if they are willing to adopt gender sensitive teaching practices to reduce bias in the male dominated learning environment. This paper presents the level of awareness in gender responsive pedagogy among university instructors and the extent of practicing gender responsive pedagogy methods in Higher learning Institutions. Finally, there are recommendations based on mainstreaming gender responsive techniques for equitable learning outcomes.

**Key words:** gender, pedagogy, awareness, learning, practice, institutions, education

## **Socio-Economic Factors Affecting Women Participation in Cotton Farming in Simiyu Region, Tanzania**

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Cotton stands as one of the key cash crops in the Tanzanian economy and these cond largest agricultural export product with over 70%-80% of it being exported. Despite the widely known merits, significances and challenges of integrating genere quality and equity in any economic activity, less remains to be known on socio-economic factors affecting women participation in cotton farming in Simiyu region, North of Tanzania. This paper attempted to reveal socio-economic factors affecting women participation in cotton farming in Simiyu region. Specifically, this paper sought to: (i) assess the level of women participation in cotton farming in Simiyu region (ii) examine factors affecting women participation in cotton farming in Simiyu region (iii) assess the role of women participation in the cotton farming in Simiyu region. The cross-sectional research design was employed. Simple random sampling technique was used to select a total of 120 respondent house holds from the selected villages from region's districts namely, Maswa, Meatu, Bariadi, Busega and Itilima. Data were collected using pre-tested and pilot-tested questionnaires, focus group discussions and interviews. Ms-Excel and SPSS20.0 computer software were used to analyze data. Descriptive statistics were employed to reveal various parameters in the study. The study findings revealed low level of women participation in cotton farming (23.3%) compared to the revealed level of male (76.7%) of the total house holds involved in the questionnaire survey; suggesting the presence of less number of women who own slands in the study area. The study findings simply high prevalence of patriarchy kinship in the study area. The study findings indicated attitude and relationships as the main social factors affecting women participation in cotton farming in Simiyu region while financial resources and infrastructures were the revealed economic factors and the revealed main institutional factors affecting women participation in cotton farming were farming technologies and management ability. Based on the study findings it was plausible to conclude low level of women participation in cotton farming in Simiyu region. Also the study concludes the factors affecting women participation in cotton farming in Simiyu region into three clusters namely social, economic and institutional factors. The study findings further concluded three main perceived roles of women participation in cotton farming; namely offering steady work force, influencing women empowerment, earning income. Finally the study recommended the need of awareness raising strategies to advocate for the usefulness of women participation and involvement in the cotton farming and other economic activities in the study area. However the deliberate gender empowerment interventions are needed in the area to improve farming technologies, farming and market infrastructures to encourage more women to effectively participate in cotton farming in the study area.

## Implication of Water Scarcity and Contamination Risks among Women in Rural Areas

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Present study was conducted by mapping water sources, social surveys and water sampling in one of the pastoral communities in the northern Tanzania to i) Identify the extent of water scarcity in the area, ii) to assess the level of domestic water contamination and iii) examine the effect of water scarcity and contamination on women and children. Women were surveyed, three different types of water sources were identified and its quality was tested. Results indicate that negative impacts caused by water scarcity can be grouped into three main categories **1) women's health and well-being 2) children's health and well-being 3) time spent to collect water**. Results from the women surveyed showed that the category of "time spent to collect water" had the highest impact followed by "women's health and well-being" and "children's health and well-being" had the lowest impact. The linkage between water scarcity and water quality showed that there was a strong positive correlation between the quality of water from all water sources with the time spent to collect water ( $R^2 > 0.8$ ). The correlation shows the link between the category of "time spent to collect water" with the women's preference of going to highly contaminated water sources. Without ignoring other mentioned categories, priority should be given to addressing water scarcity challenges so that women can have enough time to spend working outside their homes so that they can generate income to provide for their families and improve their well-being. Among other many benefits, more income in a family could lead to switching from using poor quality water sources to good quality water sources.

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## Gender Differences in Career Development: A Policy Analysis from Sokoine University of Agriculture

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Reducing gender gaps in all sectors has been one of the Tanzania government goals for some years. While there are notable achievements in reducing gender disparity in some areas such as education, employment and decision making, disparity is still persisting in many other sectors. Higher learning institution is one of the area where gender disparity between men and women is still wide. Just like many other higher learning institutions in Tanzania, the Sokoine University of Agriculture (SUA) experiences high levels of systematic gender disparity in academic tenure. By 2015, SUA had a total of 532 academic staff majority (40%) of whom were at the rank of assistant lecturer. Apart from the overall disparity between men and women academicians, gender gaps are clearly observed across all academic ranks. Of the 532 academicians, female academicians comprised only 1.8% of full professors, 2.8% of associate professors, 0.5% of senior lecturers, 3% of lecturers, 10% of assistant lecturers and 0.7% of tutorial assistants. There are also differences in the pace of climbing the academic ladder among members of various cohorts that were employed together. Several reasons can be associated to such disparities, including the working environment and employment criteria in higher learning institutions. It is well known that higher learning institutions are characterized by high employment requirements and stringent criteria for carrier progressions after being employed. The central argument of this paper is that while high standards and institutional norms guiding carrier development and growth in academic institutions are aiming at having ideal worker who fits within the academic institutions for effective performance, the requirements tend to set inflexible structures to fit in hostile working environment. This leads to the assumptions that institutional policies are the limiting factor for equitable carrier advancement in higher learning institutions. Therefore, it is important to establish how institutional policies facilitate in bridging the gender gap in growth and carrier progression. This paper analysed the role of institutional policies in carrier development for both male and female academicians at SUA. Specifically, the study determined gender difference in carrier progression among academic staff and policy-related factors influencing carrier progression. The study adopted a case study design to allow for the collection and analysis of policy documents and related practices.

**Keywords:** Institutional policies, carrier development, academic staff, SUA

## Gender Equality and 50% 50% Representation Notion: A Case of Women in Higher Learning Institutions

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This study uses the post-structuralism standpoints to analyze the position of women academicians in higher learning institutions. It goes beyond seeing that women are misrepresented in different positions in workplaces by exploring extent to which they have been practicing their freedom to choose what they desire to do in their lives. As such it regards women as the active actors who are able to negotiate with the situations and environment that are said to constraint their actions and choices. The study has used sensemaking theory as a lens to see the different ways that women use to see the environment and find their own ways of encountering them. By doing so they influence and be influenced by the environment through the different strategies that they use to encounter the environment. It uses the ethnomethodology methods that reflect the author's experience as the participant observer. The findings of the study shows to the great extent, participate in influencing their mis-representations in different positions in workplaces. As such they have shown their ability to exercise the freedom of choice. For them this freedom of give them the opportunity to choose what they value in their lives. As such, gender equality cannot be explained by statistics but their level of using their agency. The finding of this article is important for the policy makers, as it shows that women are not constrained by the structures (such as societal and institutional cultures) but by their own inclinations. As such they are *'the authors of their own constraints and opportunities'*. It is important, therefore to expose them to educational programs that will give them confidence to act.

**Key words:** Sense making, agency, structures, environment, ethnomethodology, reflexive approach

## **Higher Education and Women's Liberation in Uganda: The Paradox of Freedom**

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The advancement of women in society is important for governments and non-state actors. Various mechanisms have been employed to ensure women's liberation from traditional gender roles, social and economic injustices, and lack of participation in public life. The Ugandan government demonstrated commitment through adoption of affirmative action for women in politics and higher education. Articles 32 and 33 of the 1995 Ugandan Constitution<sup>1</sup> provide for affirmative action and protection of women's rights respectively. This begs the question, to what extent and how does higher education impact women's liberation? This question is answered by examining higher education contexts, and how they may foster or frustrate women's participation in public life. I also explore how constraints to women's liberation can be addressed within the framework of higher education. I use data from my doctoral research, focusing on mass media and women in public life in Uganda to answer these questions. The study was multi method, using case studies and content analysis of programmes. My study revealed that women in public life, though educated, often become disempowered as a result of political, institutional, and societal constraints. I demonstrate that higher education is crucial and matters for effective participation in public life, protection of the rights of women, and present lessons from Uganda's experience for Eastern Africa.

## **Becoming, Doing, Being and Belonging into Academics: Career Trajectories of Early Career Women Academics at the University of Dar es Salaam**

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Analysing career trajectories is one of the ways to understand the professional experiences of early career women academics. Career trajectory analysis is important because occupations structure a large part of people's everyday reality and serve as a major source of personal identity and self-evaluation [1]. The purpose of this research was to understand how professional experiences of early career women academics intersect with neo-liberal higher education ideologies in Tanzania (the University of Dar es Salaam in particular).

The theoretical framework of this study was based on critical pedagogy (particularly the work of Paulo Freire). The theoretical framework guided my attempt to understand early career women academics' stories, empower their ideas, and restore their humanity and subjectivity as well as unveiling the reality of their experiential lives. Through narrative accounts, the early career women academics had the opportunity to unveil their experiences within the larger higher educational and social systems, which has in turn affected their understanding of their subjectivities within these systems.

Davey's methodological framework for investigating professional identity, used to access the participants' professional identity [2]. The framework consisting of different lenses, *becoming, doing, being and belonging*, of professional experiences helped to highlight and unpack the specific but intertwined areas of their experience.

The findings reveals that early career women academics' professional identity were a result of the experiences that have been going through prior to joining the university as academics up to the moment they are in the profession and more importantly working at the UDSM. Besides, their identities, which are constantly formed and re-formed as they navigate through challenging context of the UDSM, have shaped their plans for their professional trajectories.

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- [2] Davey, R. (2013). *The professional identity of teacher educators: Career on the cusp?* London and New York: Routledge.

## **Gender Differences in Educational Outcomes: Perspectives from Student-Teachers in Higher Learning Institutions**

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Women continue to earn less compared to men, are less likely to advance their careers as far as men, and are more likely to spend their final years in poverty. At the same time, men often find it more difficult to access family-friendly policies or flexible working schedules than women. With this in mind, this study explored gender differences in educational outcomes in higher learning institutions, and in particular the engagement of female student-teachers in learning activities. The anecdotal experiences show that there is gender inequality in educational performance and attainment in higher learning institutions, Tanzanian context in particular. Much of the literature on gender and education in higher learning institutions attends to performance differences between females and males.

So the aim of this article was to explore the views of student-teachers from higher learning institutions regarding the basis for this anomaly and what needs to be done to assuage the situation. The study employed qualitative methodology and a case study approach. A total of 23 student-teachers participated in the study: 11 were males where 06 were pre-service while 05 were in-service student-teachers and 12 were females where 06 were pre-service and 07 were in-service student-teachers from two higher learning institutes in Tanzania. Data was generated through interviews, focus group discussion, documentary review, and informal conversations. The findings showed that the performance of female student-teachers was low compared to male student-teachers; again the involvement of female student-teachers in learning activities was low compared to male student-teachers.

The low performance and poor engagement in learning activities of female student-teachers was contributed by various reasons including: concentration of females on love affairs within or with off campus peoples, inferiority complex that females feel themselves as weak academically compared to males when they are in discussion groups with male students. Also, it was argued that even when they are in mixed discussion groups males tend to ignore the arguments been raised by females, probably, this goes without saying women everywhere suffer oppression, restrictions, and discrimination because they are living in patriarchal societies. To improve the situation, it is recommended that there is a need for the university managements to institute policies that can trigger a gender unit for guidance and counseling to both female and male student-teachers, raising awareness and confidence especially to female student-teachers, provision of education in form of seminars in relation to impact of love affairs in universities, this could promote gender equality and empower female students, and more specifically, provide education of good quality. Also, Lecturers should formulate strong mixed groups with strong leaders to monitor fruitful discussion as it is well known that in the universities many works are performed in groups. Strong group discussions with both genders are likely to be helpful due to sharing of ideas and views.

## **Feminist stand in Kenyan Swahili novel after 2000**

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Feminism, as a system of views establishing, and defending equal rights and opportunities for women, has acquired a rather profound stand in Kenyan Swahili literature since 1970s, but received a new impetus after the year 2000, during the era of social and political renovations in Kenyan society. In fact, the period after 2000 saw the actual birth of Kenyan women's literature in Swahili. However, Kenyan women's writing in Swahili is still going through its natal phase, the majority of creative work in Swahili being still produced by male authors. Taking the novel as the genre that appears to give the fullest representation of contemporary gender issues in Kenyan society, the paper provides comparative analysis of feminist-oriented approaches in the novels by established contemporary Kenyan authors writing in Swahili, both male (Kyallo Wamitila, Mwenda Mbatiah, John Habwe, Ken Walibora) and female (Clara Momanyi, Sheila Ryanga). A special section deals with gender issues in "still-not-so-numerous" Kenyan "experimental" novel in Swahili (Kyallo Wamitila, Clara Momanyi, Tom Olali).

## **Resisting the Gender-based Violence in Kenyan Women's Novel**

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The paper gives a survey of the presentation of violence based on gender domination in the novels by Kenyan women writers, starting from its formation period up to the present. The paper sets out to prove that gender based violence spreads far beyond the domestic sphere, curbing the women's agency and even their fundamental rights in all ambits of life, such as professional, social, political, etc. Kenyan women's novel, emerging in 1970s, has been reflecting sensitively all the aspects of gender-based violence in the said and other spheres, also creating images of role model characters, who tried and frequently managed to resist gender-based violence on all levels. The paper tries to demonstrate that various forms of gender-based violence, as depicted in Kenyan women's novel, intertwine and stimulate each other, creating the "environment of violence" as a part of social landscape of post-colonial Kenya – the environment which the authors, through their mouthpiece characters, are trying to do away with. The paper uses as its research material the texts by major women writers of Kenya, such as Grace Ogot, Rebecca Njau, Marjorie Oludhe-Macgoye, Pat Ngurukie, Margaret Ogola, Florence Mbaya and others.

## Turning Right or Left? Meaning of Higher Education to the Khmus girls

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### Background and purposes

A large amount of research has examined educational (in)equality in ethnic, rural, gender contexts, but rarely tries to find out how education, specifically higher education, shapes the life of ethnic people in positive and negative ways. Against this background, the current paper reveals paradoxical encounters of educational equality promotion and ethnic minority development in a Khmus [1]village in Yunnan province.

This is a follow-up study from previous research project. It is based on four months of ethnography and narrative research conducted in a Khmus village in Xishuangbanna autonomous prefecture of Yunnan province in Southwest China.

### Results and conclusions

The state ascribes poverty to illiteracy, and its the pursuit of education is seen as a salvation for ethnic people and as a solution for creating an economic boost in rural minorities. Under this created regime, the paternal generation is willing to support their children as high a level of education as possible. However, education may not have the results they expect. Living as an ethnic girl, it is extremely difficult to be enrolled in higher education and it carries great expectations. But these ethnic girls face a set of dilemmas as they are subject to multiple roles and identities in different social contexts. Ethnicity, gender, subject of learning, and age may all turn to limitations that keep them from employment, or marriage in the city. Yet a university degree is seen as so meaningful to the family and to the village- allegedly leading to a decent job, a bright future, and status as a village role model.

In lived experience, promoting higher education enrollment in ethnic minorities produces an uncertain terrain and drives ethnic minorities into awkward situations. Achieving at a higher educational level is no long an aspiration for ethnic girls but a means of self-periphery. Education in ethnic minorities is bound with traditions, cultures, and values, which are not static and changeover time. Perceptions and expectations of different groups of education, government, locals, generations, and gender groups, are contestable. Unless educational policymakers pay attention to the identity dilemmas facing female ethnic students, state efforts in enhancing ethnic education will continue to create ever-changing situations of inequality, exclusion, and marginization.

[1] Khmuis one of special cross-border ethnic minority groups living in Yunnan, China.

## **“Most of Them Do Not Quit:” Exploring Gender Norms and Student Persistence at a Tanzanian Teachers College**

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Although gender norms may differ based on the context and location, and are themselves evolving and mutable, norms can impact all aspects of daily life. Educational institutions can be a space for young minds to learn, reinforce, challenge and disrupt these norms. However, the formal education sector does not inherently act as a disruptive or empowering setting, and contextual and theoretical analysis is necessary to better understand the social construction of norms.

This paper presents findings from qualitative and quantitative data gathered at a Tanzanian teachers college to better understand some of the existing gender norms and stereotypes at the tertiary level that may affect female students' lived experience. This paper seeks to answer the question: How do male and female staff and students at Dar es Salaam University College of Education (DUCE) perceive and discuss barriers and opportunities for female retention and completion?

Through inductive research and investigation, the following gender norms emerged as key areas of concern: A. Pregnancy among female students leading to drop out or discontinuation of their studies; and B. Girls' shyness or lack of confidence prohibiting their participation in class and ability to seek help. Though these narratives are discussed often by staff and students anecdotally, ultimately data at DUCE may not support that these have a significant negative impact on female students to the point that they disproportionately affect discontinuation and dropout. The findings demonstrate a gap between staff and students' perceptions of norms and other challenges to female students' retention and completion versus the lived experiences and persistence of these women. Ultimately, further data is needed in the higher education sector in Tanzania and beyond to better understand these gaps and assess the ability for tertiary education to be a space for female empowerment and deconstruction of harmful gender norms. This paper recommends a policy agenda anchored to the African reality [1] driven by local researchers who are best positioned to gather and analyze these robust and contextually relevant data.

[1] UNESCO. (2000). *The Dakar Framework for Action, Education for All: Meeting Our Collective Commitments*. Available at:

<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

## **Girls Education Promotion in Primary and Secondary Schools: What is the Role of Universities?**

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Although eliminating gender disparities in educational access and attainment is a prominent feature of the global development agenda, many barriers to girls' access and education achievement remain. Tanzania has tried to ensure equal access to education for both boys and girls, but in rural areas girls still suffer gender violence of various forms both at school, at home and at the community level. In Rural Lindi girls' academic performance and self-esteem has been very low due to social economic factors, cultural issues and community perception towards girls' education. Universities have significant roles to play in supporting girls' education at secondary and primary schools through research and community service which are among the core functions of these institutions. The aim of this paper is to show how universities can work collaboratively with local communities to reach out in creating space for the girls in rural areas to attain their academic and life goals through research and intervention. In this work three schools (45 girls) were purposively selected to take part in girls mentoring clubs in Milola ward under DUCE and Michigan state university support. While participating in the clubs, their attendance, academic performance and social skills development are being monitored through school documents, focus group discussion, and interviews with teachers, parents and the girls themselves. Preliminary findings indicate steady improvement in academics and social skills. It is envisaged that by the end of the project the girls will be more confident academically and socially, communities will start to change their attitude towards girls and the universities will have played role to serve the community.

## How many Maasai Girl Children Obtain Opportunities into Universities in Tanzania? Educational Reformatations and Cultural Innovations in Monduli, Kiteto and Simanjiro Districts of Tanzania

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The Governmental Reformation Programmes, namely PEDP, SEDP and HEDP opened up gender parity in Primary, Secondary and Higher education cycles in many districts of Tanzania. Given gender parity in lower education cycles [1] it is assumed that more education opportunities open up for girls to get enrolled in to universities in the country Ishengoma [2]. It is apparent, on the one hand, the Maasai pastoral community in Tanzania appears to maintain patriarchal and hierarchical social relations which offer more opportunities for the boy child to prosper in education than the girl child [3]. It is argued, on the other hand, that cultural transformations are felt amongst the Maasai due to sedentarizations [4], education reformatations [5] and NGO interventions [6]. The current assessment focuses on the impact of educational reformatations in Kiteto, Monduli and Simanjiro district. Findings demonstrated that gender parity is achieved at Naitolia Primary School in Monduli, Lesoit Secondary School in Kiteto and Naberera Secondary School in Simanjiro. Nonetheless, such achievements do not translate properly into expanded enrolment into universities for the Maasai girl child. Based on such findings, thus, in order to allow gender parity in universities, this paper argues that specialized efforts been visaged to cater for the cultural reformatations which will accommodate both modernized approaches to social transformations and cultural-based innovations related to pastoralism.

- [1] URT. 2014. *Pre-primary, primary and secondary education statistics*. Dar es Salaam: Ministry of Education and Vocational Training.
- [2] Ishengoma, J. M. 2011. The socio-economic background of students enrolled in private higher education institutions in Tanzania: Implications for equity. *Papers in Education and Development*, vol. 30: 53-103.
- [3] Mlekwa, V. M. 1996. State, pastoralists and education in Tanzania: How can conflicts and tensions be resolved? *Utafiti* 3(1): 47-65.
- [4] Ndagala, D.K. 1982. Operation impartation: These dentarization of the pastoral Maasai in Tanzania. *Nomadic Peoples*, 10:28-39.
- [5] Shao, J.E. 2010. *An assessment of strategies used in promoting basic education for girls in Monduli district pastoral communities*. Master's dissertation (unpublished), University of Dar es Salaam.
- [6] Hodgson, D. L. 2011. *Being Maasai, becoming indigenous: Post colonial politics in a neo liberal world*. Bloomington: Indiana University Press.

## **Eradicating Sextortion of Female Students in Higher Learning Institutions in Tanzania: A Human Rights Based Approach**

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This study discusses sex tortion against female students in Higher Learning Institutions (HLIs) in Tanzania through a human rights eye. It is further, discusses on the proper mechanism to mitigate or eradicate sextortion. The study shows that, some of male intellectuals engage in unethical, immoral, and unprofessional behaviours toward female students. The behaviours referred here in have a direct bearing to sexual harassment whereby some of male academicians, demand sex for academic favours from female students. Furthermore, the study shows that, in some circumstances, though rarely, some of male academicians become victims of sexual harassment from female students who are determined to offer sex for academic favours. Sex for academic favours is one of the worst gender violence ever committed in HLIs. There is no evidence that female academicians are real predators of sex for academic favours. However, some of female academicians, though rarely, engage in involuntary relationships with male students. And as a result, they may voluntarily offer academic favours. This situation is also characterised as unethical, immoral, and unprofessional behaviour. It is revealed in this study that, sex tortion carries with it grave repercussion on victims, HLIs, and Tanzania community at large. Respectively, victims suffer from psychological torture, reputational damage, violation of their individual human rights and jeopardy of Tanzania's development in general.

The human rights referred here in includes but not limited to: right to education; right to self-determination; right to protection from any form of torture, cruelty, inhuman or degrading treatment; right to respect and protection of one's honour, dignity and reputation; right to work; right to physical and mental health; right to development and advancement of a person and person's personality; right to life; and; right to protection against any form of discrimination in a field of education. Despite these percussions, the majority of HLIs in Tanzania, do not have proper mechanisms to deal with sextortion. The author employed interview, questionnaire survey, group discussions, and documentary review to obtain both primary and secondary data. This study recommends *inter alia* that, every HLI in Tanzania to establish and abide to good gender policy, provide periodic education on gender violence issues to its employees and students, and to establish proper mechanism for reporting, disciplinary, investigating and *quasi* adjudicating for gender violence issues whenever they arise.

## **Examining the role that Gender Norms play in individual's understanding, experience, and reaction to Sexual Harassment in a Tanzanian HEI**

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In the last number of decades the topic of sexual harassment has gained much attention within academic and policy spheres, indeed it is a term which has become deeply ingrained in the public lexicon. However, to date there have been few attempts to understand how an individual's understanding, experience, and reaction to sexual harassment is affected by the manner in which they internalise and reproduce the gender norms which prevail in their particular society. This paper attempts to address this through examination of the lived experiences of both female and male students in a teaching university in Tanzania, Dar es Salaam University College of Education (DUCE). The research, carried out between May and August 2014, used a mixed methods, whole community approach. This comprised of both qualitative research, consisting of student focus group discussions and staff interviews, and quantitative research, consisting of a gender perceptions survey which was distributed to one third of the student population. The research forms part of a wider collaborative engagement between the Trinity College Dublin (TCD)-University College Dublin (UCD) Masters in Development Practice (MDP) and DUCE which aims to understand how gender norms can be challenged or reinforced in higher education institutes. The research found that students' understandings of sexual harassment were highly influenced by gender norms. Men were cast as aggressive, hyper-sexualized, opportunistic perpetrators, while females were cast as the gate keepers of sexuality who if unsuccessful were in danger of becoming victims of sexual harassment. However, students' lived experiences of sexual harassment did not conform to these gender norms, two thirds of both male and female students had experienced one or more of the three forms of sexual harassment included in the survey. However, female students were significantly more likely to worry about experiencing an incident of sexual harassment, thus indicating that individuals may have internalized the gender norm that women are vulnerable where men are strong despite the lived experience of students showing that the threat of experiencing sexual harassment does increase significantly for female students. Similarly, the research found that male students were significantly more likely to not report an incident of sexual harassment because they were afraid of judgment. Thus indicating that male students found the idea of being a victim of sexual harassment to be shameful and in opposition to their culturally defined ideas of masculinity. As such, the paper concludes that in order to create sexual harassment policy which serves the needs of a specific community it is essential to ensure that the policy goes beyond reproducing gender norms but rather looks at the lived experiences of the individuals within the community.

## Addressing Gender Stereotypes in Primary Classrooms: What is the Role of Primary Teachers and Teacher Education Programs?

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This paper addresses the relevance of creating inclusive class room spaces for primary students in relation to gender binaries and stereotypes. This presentational so highlights the important role teacher education programs can assume in facilitating discussions with pre-service teachers about the importance of reconceptualizing what it means to be a boy or girl in contemporary classrooms.

Feminist post structuralist theory [Davies, 1989] and the social construction of gender [Butler, 1997] frame this presentation. These theories inform our inquiries and research into young children's beliefs and values, particularly in relation to their play narratives. MacNaughton [2000] posited that when teachers encourage children to talk about the different ways they can be male and female, and when they encourage all children to have a voice in expressing their gender story [p. 33], this dialogue provides children with greater freedom in gender expression. A social construction of gender acknowledges that from childhood, individuals are either given masculine or feminine names based on their sex, are assigned colours that are deemed appropriate, and are given toys that will aid them in recognizing their proper places in society [Eckert, 2013].

In higher learning institutions, particularly teacher education programs, it is imperative that pre-service teachers are educated on a range of inclusive practices in relation to gender, and provide students with opportunities to express their perspectives in relation to gender identity. This presentation will draw on data that were collected at Changombe Preschool at DUCE, which revealed children's preferred practices at school. The children's interest in a range of practices revealed that several of the children's interests did not fit in to prescribed and stereotypical gender-based activities.

[1] Butler, J. (1997). *The psychic life of power: Theories of subjection*. University Press of Stanford.

[2] Davies, B. (1989). *Frogs and snails and feminist tales: Preschool children and gender* (2<sup>nd</sup> ed.). Cresskill, NJ: Hampton

[3] Eckert, P. (2013). *Language and gender* (2<sup>nd</sup> ed.). New York: Cambridge University Press.

[4] MacNaughton, G. (2000). *Re thinking gender in early childhood education*. London, UK: Sage Publications.

## Stakeholders Perceptions Regarding Gender Equality in Top Leadership Positions at the University of Dar es salaam, Tanzania

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Women are continually experiencing under representation in higher education management throughout the world and specifically in Tanzania. Literature documented that women who are part of the university are left out of the system and remained as external observers in top management posts [1]. This study investigates the perceptions of the university community to gender equality in the highest top academic leadership positions such as chancellor, vice-chancellor, deputy vice chancellor, directors and deans of specific colleges. Specifically, the study will address the following questions: What are the current female representation at the UDSM top management? What are the stakeholders' views on the position of women in top management posts? What are the barriers for the full participation of women in top management posts in the University of Dar es Salaam?

The study will be informed by the feminist theory. The study will use the qualitative case study design and a purposive sampling technique [2]. A semi-structured interviews, unstructured interviews and an in-depth documentary review will be used in data collection process. The computer programme known as NVivo version 10 (a computer-assisted qualitative data analysis software package) will be used for data analysis. Thematic analysis will be used in generating the themes emerged in data analysis for the study. The study will provide recommendations on what should be done to improve women representation in the top management post.

[1] UNESCO (1993). Women in higher education in management. Retrieve data from [www.unesco.org/education/p f/24](http://www.unesco.org/education/p f/24)

[2] Creswell, J. (2012). Educational research. Boston. Pearson

## University Students and Help Seeking Behaviour: The Role of Gender, Year of study and Barriers

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This study was guided by the following two questions 1) Do students' help seeking behavior from college sources (i.e., dean's office, academic staff, administrative staff, students' sources, and religious sources) varies as a function of gender and year of study? 2) What are barriers for help seeking from college sources?

**Result and Discussion.** For research question 1, results from a two-way between-groups MANOVA (Gender X Year<sup>3</sup>) revealed statistically significant main effects for gender and year of study. As shown in the table below, there was a statistically significant difference between female and male students on the use of academic staff as a source of help, with more male students ( $M=3.50$ ) likely to seek help from academic staff/advisors than female students ( $M=3.04$ ). Neither significant gender difference on other sources of help nor meaningful interaction effects were revealed. A statistically significant main effect for year of study was revealed, however, post-hoc comparison using Tukey HSD revealed a statistically significant difference from 1<sup>st</sup> year students ( $M=1.21$ ) who were less likely to seek help from administrative staff than 2<sup>nd</sup> year ( $M=1.73$ ) and 3<sup>rd</sup> year ( $M=1.90$ ) students. Various reasons including lack of awareness of services, lack of caring relationships and conducive environment for the delivery of help were identified as barriers for seeking help. Findings suggest a need to address barriers hindering students, especially females and first years, from seeking help from college sources such as academic and administrative staff.

### College Help Sources and the Role of Gender and Year of Study

<u>Help Sources</u>	<u>F-test</u>	<u>p-value</u>	<u>Partial eta squared</u>
Gender			
Dean of students' office	.95	.33	.01
Academic staff	4.25	.04	.02
Administrative staff	.42	.52	.00
Students	.14	.71	.00
Religious	2.20	.14	.01
Year			
Dean of students' office	.68	.51	.01
Academic staff	3.72	.03	.04
Administrative staff	6.92	.00	.07
Students	3.46	.03	.04
Religious	1.48	.23	.02

## Gender based Analysis of Student's Accommodation Status in Tanzania's Public Universities

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Students' accommodation in public universities has more value than housing students and their belongings. Various studies reveal that students who live on campus are more involved in campus life, have a lower drop out rate, and perform at a higher academic level than off-campus students. This implies that the welfare of students is jeopardized by absence of on campus accommodation. This paper aims at informing the general public on the complexity of the situation and the gender impact of inadequate accommodation for students in public universities and to check the extent of vulnerability by gender groups. Mixed methods of data collection were used to collect data from a sample of 500 students of the Ardhi University in DSM Tanzania. A questionnaire survey was mainly used for primary data collection. In depth interview from student council members and staff from the dean of students' office complemented the results. The study found that annual increase in students' enrollment, both cumbersome and bureaucratic loans application procedures and registration procedures aggravate the problem. Also, rented houses off campus are observed to be of low quality, expensive, overcrowded, polluted and generally not safe. Moreover, these houses at the proximity to the university tend to increasingly be occupied by post-graduates who find them cheaper, hence, decrease the possibility of new students living in. Due to the above-mentioned findings, first year students especially female are highly affected by lack of on campus accommodation as compared to their male counterparts. This situation leads to unwanted pregnancies, undesirable relationships, increased rate of female student drop out, poor academic performance and increase risks of contracting diseases. Suggestions for improvements include a pro-active government in provision of halls of residence and hostels on campus, together with involvement of the investors from the private sector. The local government should make policies to control land lords and private students hostel owners from overcharging rents and to terminate contracts with the students who have graduated.

[1] Aluko, Ola E. African Research Review; an International Multi-Disciplinary Journal, Ethiopia Vol. 5 (3), Serial No. 20, May, 2011, Pp 104-118.

[2] Olabisi S. Yusuff Journal of Sustainable Development Vol.4, No.2; April 2011. doi:10.5539/jsd.v4n2p107, [www.ccsenet.org/jsd](http://www.ccsenet.org/jsd).

## **Bar -Maids Readiness and Willingness to Continue with Studies: A Case of Cities of Dar es Salaam and Mwanza**

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This study aims at exploring the Bar-Maidens readiness to continue with studies with a view of developing education intervention program. Specifically, the study sought to identify the levels of education most bar maids have attained, the reasons for the discontinuation from studies and their willingness to continue with studies. The study employed mixed methods research design where both qualitative and quantitative tools of collecting data such as questionnaire and interview were used. The findings of the study revealed that the majority of the bar maids were ready to continue with education if the education program did not interfere with their job. The study also revealed that many bar maids had attained some levels of formal education prior to their current job. The reasons for discontinuation from studies revealed from the study included early pregnancy, early marriages, death of parents, truancy, cultural discrimination and family poverty. The study concluded that a special education program that does not interfere with the bar maids duty schedule can be established to enable them continue with studies.

## Intergender Violence in Ethiopia: As exhibited in Addis Ababa Science and Technology University

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I claim that men and women are *two sides of a coin*. Historical and Theological texts imagined women in sun dry: glorifying or obscuring. In scriptures of the ancient world, women were equal to men in power, economy, and right. Later, they have been seen as incapable, submissive, materialist, servant of men, etc. As generalizations, they have to eat and live and fulfil the needs of men. They have been excluded from key areas of participation. Quite the reverse, they have also been seen as wiser, more tactical/technical, and very beautiful works of God. Women were associated with golden ages in which their period was a mile stone of history event though some women have been profiled as destroyer, extravagant, traitor, and dishonest. Ethiopia as a pioneer in both Christian and Muslim Theo-cultures, pervasive theocratic perceptions controlled the agent and state of both genders of the traditionalism. To see the issue scientifically, semi-structured interview, key-informant interview and semi-structured observation, document analysis and questionnaire were used to collect data. Using blended analysis, this article shows themes of critical engagements of both genders in violence. Encountering the badly-behaved, *physical* and *verbal aggressions* have been observed here-and-there between both sexes. *Belligerence* and *intimidation* are the most frequent observation in both sexes. Both men and women *bully* against each other in indifferent patterns. Besides, multi-type *arousal harassments* by women, *rape* (individual and group) by both-sexes, *chair* and *knowledge* violence by men, and *recruitment discrimination* by both-sexes come out as rampant themes in the university.

## **“Ukandamizwaji wa Mwanamke ni Dhana Halisi au ya Kutengeneza? Mapitio ya Usawiri wa Mwanamke katika Fasihi Simulizi ya Kiswahili na Kiafrika**

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Katika miaka ya hivi karibuni, jamii ya Kitanzania na dunia kwa ujumla, imeshuhudia kuongezeka kwa harakati za ukombozi wa mwanamke. Harakati hizi zinaonekana kuchagizwa sana na nchi za Magharibi zilizopiga hatua kubwa za kimaendeleo. Nchi hizo zimefadhili kwa kiasi kikubwa jitihada za kumkomboa mwanamke kutoka katika kinachoitwa òmfumo dume.ò Kinachoonekana ni kwamba nchi za Kiafrika au nchi zinazoendelea zina kiwango kikubwa zaidi cha ukandamizwaji wa wanawake kuliko nchi zilizoendelea. Kutokana na hilo, kumekuwa na shughuli nyingi za upingaji wa ukandamizwaji wa wanawake katika nchi zinazoendelea na hasa za Kiafrika. Mashirika, vyama na mitandao mbalimbali ya kiraia inayopigania kukomeshwa kwa ukandamizwaji wa wanawake na kuhakikisha ustawi wao katika nchi mbalimbali za Afrika imeanzishwa. Miongoni mwa mashirika, vyama na mitandao hiyo ni kama vile: Mtandao wa Jinsia Tanzania (TGNP), Chama cha Madaktari Wanawake (MEWATA), Chama cha Waandishi wa Habari Wanawake (TAMWA), Chama cha Wanasheria Wanawake (TAWLA) n.k. Aidha, sheria za kudhibiti ukandamizwaji wa wanawake na kuhakikisha ustawi wao zimepitishwa katika nchi mbalimbali za Kiafrika. Makala haya yanaitalii upya dhana nzima ya ukandamizwaji wa wanawake kama ni dhana halisi au imetengenezwa kwa makusudi maalum. Makala haya yanatumia fasihi simulizi ya Kiswahili na Kiafrika kuangalia jinsi mwanamke anavyosawiriwa na ikiwa kweli jamii za Kiafrika zinamtazama mwanamke kama anayekandamizwa au suala zima la ukandamizwaji wa wanawake limeletwa na Wazungu kwa malengo yao. Ili kufanya hivyo, Makala haya yatatumia tanzu mbalimbali za fasihi simulizi kubainisha jinsi mwanamke anavyosawiriwa na falsafa ya Kiafrika katika tanzu hizo inavyomchora mwanamke. Aidha, Makala haya yatapiga hatua na kuhakiki ikiwa ukandamizwaji wa wanawake ni tatizo kweli katika jamii za Kiafrika.

**Falsafa ya Kiafrika na Jinsia: Mifano kutoka katika Tenziza Kiswahili**

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Mitazamo juu ya mwanamke na mwanaume katika jamii inasababishwa na mfumo wa kijamii sambamba na falsafa inayotawala mfumo wa jamii husika. Makala hii ina lengo la kuchambua na kufafanua mtazamo wa falsafa ya Kiafrika katika masuala ya jinsia. Katika kufikia lengo hilo tutachambua tenzi za Kiswahili kuona jinsi waandishi walivyomsawiri mwanamke na mwanaume kwa kuongozwa na misingi ya falsafa ya Kiafrika.

## **Dhima ya Kijinsia katika Majina ya Vitabu katika Fasihi ya Kiswahili ya Watoto: Mifano kutoka Vitabu Teule**

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Kitabu chochote, kiwe bunilizi au si buniliza huwa na jina. Hii ni kusema kuwa jina la kitabu ni jambo muhimu katika utunzi na uandishi wowote ule wa kitabu. Kama vile ambavyo majina hutumiwa katika kuvibainisha vitu na kuvitofautisha, vivyo hivyo, dhima kuu ya majina katika vitabu hivyo ni kuweza kuvibainisha. Pamoja na dhima hii kubwa majina hutofautiana na kila mara mtunzi hujaribu kutumia majina tofautitofauti kwa dhima mbalimbali. Makala hii inachunguza dhima ya kijinsia katika majina ya Vitabu vya Fasihi ya Watoto. Lengo la uchunguzi huu ni kutaka kubainisha jinsi mwandishi anavyowasilisha masuala ya kijinsia kupitia majina ya vitabu. Makala itachambua jumla ya vitabu 25 vya fasihi ya Kiswahili ili kufikia lengo hili kuu. Nadharia ya uchanganuzi tunduizi wa kilongo itutumiwa katika uchambuzi wa dhima hii.

## Ujinsia katika Mashairi ya Kizazi Kipya Tanzania

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Fasihisimuliziniutanzu wafasihiambaounatanzuchangamani ambapo, miongoni mwa tanzu hizo ni ushairi. Ushairi ni sanaa inayojitanzua kama nyenzo na kitendeakazi muhimu katika maendeleo na ukuaji wa jamii katika ulimwengu wa kimtambuko. Mwandishi, mtunzi na hata mwimbaji wa mashairi hupata mawazo na tajriba mtambuka kutokana na mambo kadha wa kadha yanayoigusa, yanayoisumbua na yanayojadaliwa katika jamii, yakiwa katika muktadha wa kuisukuma jamii katika kujitafutia maendeleo yake na pia kuisukuma mbele katika kutafuta maendeleo ya kweli. Ndipo kwa kulifahamu hilo, mtunzi wa mashairi hufanya uteuzi makini wa maneno na kuyaumba ipaswavyo kwa lengo la kuyawasilisha mawazo yake yenye mantiki na dhamirifu kwa hadhira aliyoilenga. Hadhira lengwa kwa kupitia lugha lengwa ndivyo vijenzi vikuu vya taswira zinazowasilishwa kwa jamii kupitia mada mtambuka za kijamii, zenye kubeba changamoto za kisanii zenye kuibua maswala tata na mtambuka ndani na nje ya jamii.

Makala yetu itaanngalia maana ya ujinsia, itayachunguza, itayajadili, itayachambua, na kuyasawiri majukumu ya kijinsia na jinsi yalivyoelezewa katika mashairi ya kizazi kipya kwa kuangalia yafuatayo: Kwanza, itabainisha lugha iliyotumika katika kuyasawiri majukumu ya kijinsia kwa kutoa mifano ya baadhi ya nyimbo zinazosawiri majukumu hayo; Pili, itaonesha jinsi lugha hiyo inavyosawiri uhalisia wa majukumu na shughuli hizo za kijinsia katika jamii; Tatu, itabainisha na kupendekeza nafasi inayomfaa mwanajamii kama mhusika adhimu katika maendeleo ya jamii na katika mashairiyakizazi kipya Tanzania. Na mwisho, makala itahitimisha kwa kutoa mapendekezo yanayoonesha vipengele vya uzingatifu katika kuiangalia na kuichora taswira ya mtoto wa kike wa Kitanzania.

## **Usawiri wa Mwanamke Katika Katuni za Utani wa Simba na Yanga Nchini Tanzania**

*Shani Omari*

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Miongoni mwa wahusika wanaotafitiwa sana katika kazi za sanaa kama vile fasihi simulizi na andishi ya Kiswahili ni mwanamke. Utashi huu miongoni mwa watafiti hautokani tu na nafasi yake katika jamii bali pia namna anavyochorwa katika kazi hizo za kisanaa. Utafiti huu unahusu usawiri wa mwanamke katika katuni za utani baina ya timu ya Simba na Yanga nchini Tanzania. Kwa ujumla utafiti unaendeleza tafiti kuhusu usawiri wa mwanamke katika kazi za sanaa. Utani kama kipera kimojawapo cha mazungumzo katika fasihi simulizi kimeshamiri sana si tu baina ya makabila bali katika tasnia ya michezo, hususani soka. Mathalani, ni jambo la kawaida watu kutaniana katika michezo na sehemu nyinginezo kwa kumtaja mwanamke. Katika katuni zinazochorwa na wasanii, mwanamke anaonekana kubeba nafasi fulani katika utani baina ya timu hizo. Maswali tunayojiuliza katika utafiti huu ni: Mwanamke anachorwaje katika katuni zihusuzo utani baina ya timu za Simba na Yanga? Nini uhalisia na dhima ya usawiri huo wa mwanamke katika katuni za utani baina ya timu hizo kwa jamii? Data za utafiti huu zitakusanywa kwa kupitia katuni mbalimbali zihusuzo michezo katika magazeti na katika tovuti. Nadharia ya Mwitiko wa Msomaji na Ufeministi ndizo zitatumika katika uchambuzi wa data za makala hii.

## **Mwanamke ni Mchawi? Uchunguzi kutoka Riwaya za Kiethnografia za Kiswahili**

*Lameck Mpalanzi*

*Idara ya Lugha na Fasihi, Chuo Kikuu Kishiriki cha Elimu, Dar es Salaam*

Usawiri wa mwanamke katika fasihi umechunguzwa na wanazuoni mbalimbali (taz. Matteredu 1982; Mulokozi, 1987, 1993; Mekacha, 1993; Shitemi, 2008 na Omari 2008 kwa kutaja wachache). Katika tafiti hizi mwanamke amesawiriwa kama mzazi, chombo cha kuzalisha mali na chombo cha anasa. Watafiti wengine wanamwona mwanamke ni mpole, mtu asiye na uhuru, asiyejimudu kimaisha na mfanyakazi wa nyumbani. Kwa ujumla, mwanamke amesawiriwa kama kiumbe duni mbele ya mwanaume. Pamoja na usawiri huu, baadhi ya makala na maandiko mengine yamekuwa chochezi kuhitaji uchunguzi zaidi. Kwa mfano, Tempels (1959) anadai kuwa ipo imani kwa Wabantu ya kumwona mwanamke mzee kuwa ni mshirikina zaidi kuliko mwanaume. Naye, Mekacha (1993) anazua mjadala zaidi anapojiuliza, "Mwanamke ni ibilisi?" Katika makala yake Mekacha (keshatajwa) anamfananisha mwanamke kama shetani na chanzo cha maovu yote huku akimwona mwanaume kama malaika. Kwa upande mwingine, Saffari (1993) akirejelea Kamusi ya Oxford anadai kuwa mchawi ni mwanamke anayetumia madawa kwa madhumuni mabaya hasa miongoni mwa washenzi. Dhima ya makala haya ni kufanya uchunguzi wa kiontolojia kuhusu uchawi wa mwanamke unavyojitokeza katika riwaya za kiethnografia za Kiswahili ili kuondoa mkanganyiko uliopo.

## **Call for Women Sensitive Responses to Climate Change Adaptation and Mitigations Measures in Kibondo District Tanzania**

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The adverse effects of climate change are already felt in many areas, including agriculture and food security; biodiversity and ecosystems; water resources; human health; human settlements and migration patterns; and energy, transport and industry. In many of these contexts, women are more vulnerable to the effects of climate change than men primarily as they constitute the majority of the world's poor and are more dependent for their livelihood on natural resources that are threatened by climate change. This necessitates the identification of gender-sensitive strategies to respond to the environmental and humanitarian crises caused by climate change. It is therefore imperative that a call for women's sensitive responses to climate change be analysed so that all their actions and expertise are consulted in climate change processes at all levels. Hence this study will identify and address women's specific needs for sensitive responses towards climate change adaptations and mitigation measures.

The overall objective is to establish the best ways women can be active agents in the process of climate change adaptation and mitigation measures. Specifically, it will identify areas where women play major role in increasing the impacts of climate change, chat on the best alternatives to the activities of women with high impacts on climate change and determine best ways women can adapt and mitigate climate change through their daily activities

The secondary data will be collected from Dar es Salaam universities' libraries, government or semi-government publications, reports, previous researches, internet and mass media commentaries. Primary data will be collected from the field using participatory methods. Data analysis will be done by SPSS and Excel. The expected results among other things will be as that need sensitive responses of women for adaptation and mitigation measures. Finally pertinent recommendation will be given followed by dissemination program to the stakeholders.

## **The Role of Women in Re-Orienting Mangrove based Praxis in the Eastern Coast of Tanzania**

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Women are currently assuming the leading role in shaping mangrove-based management practices; as opposed to a historical tradition of men serving as main actors. This paradigmatic shift is believed to be a result of change-oriented learning programmes implemented under the umbrella of Integrated Coastal Management (ICM) approach adopted in mid 1990s and implemented in the late 1990s; after development of the local ICM Policy and Strategy in 1999 and 2003 respectively. Documented evidences suggest a pragmatic turn from mangrove-based practice to praxis. This paper employs Capability Theory (CP) to communicate key findings that learning can potentially foster agentic capabilities necessary for creativity and reflexivity; and may also maximize ecological restorative potentials among target social groups (particularly women) which may help them to re-orient mangrove-based praxis and increase community's resilience and adaptation to the impact of climate change in the coastal area. It seeks to respond to the following questions: (1) Can learning foster agentic capability necessary for improving mangrove-based praxis? (2) What is the effect of change-oriented learning programmes on community's ecological restorative capacity?. The paper is enriched with analysed primary data collected between 2012 and 2013 in Mkinga District, Tanga Region, and is also supplemented with secondary data from ICM-based knowledge sources in the Country. Capability theory, in this case, is used as an explanatory, methodological, and analytical tool although there are cases where critical realism lenses are employed to ascertain the engagement of women in mangrove-based praxis in the coastal area.

**KEYWORDS:** Role of women, Reorientation, Mangrove-based praxis, Capability, Change-Oriented Learning and Integrated Coastal Management (ICM).

## The Impact of Social Media Networks on Education in Higher Learning Institutions in Tanzania

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This paper describes the impact of social media networks on education in higher learning institutions in Tanzania. This is worth exploring since there is a great number of higher learning students and facilitators who are using social media networks such as Facebook, WhatsApp, Instagram, Twitter etc. in their daily social and academic life and for the past years the usage and adoption of social medianetworks have and is increasing tremendously. Most of these higher learning students and facilitators spend a great amount of time on social media networks which in turn either increase or decreases their concentration on academic issues and performances.

The aim of this paper is to investigate the impact of social media networks on education in higher learning institutions in Tanzania and the objectives of this study is to investigate the association of social media network usage based on gender.

The paper tries to answer the hypothesis which is; Women using social media networks for academic purposes perform better than men using social media networks for academic purposes. The paper general question is; which gender group academically benefit more by the use of social media networks.

The paper used a case study approach and quantitative method and t-independent sample test to test the stated hypothesis. The research used questionnaire method of primary data collection and managed to get response from 60 students from different higher learning institutions as a sample. The study revealed that the 58 % of 60 respondents did not agree that women using social media for academic purposes perform better than male using social media for the same purposes. Also there is no particular gender that particularly benefits academically and in students performance from the use of social media networks. The researcher is suggesting that social media networks uses should be limited or banned to students. Moderating student access to social media can be used as one excellent method of mitigating the negative uses of social media. Other negative usage of social media can be overcome by trying to reduce the amount of time students spend on social network sites.

If we cannot limit or stop the use, then the positive impact of social media networks on education and student performance should be capitalized so as to provide a better education system through the use of social media networks and other ICT and related technologies.

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- [2] Yang, H. L. & Tang, H. J., 2003. *Effects of social network on students performance: A web-based forum study in Taiwan*. JALN, 7(3), pp. 93-107.
- [3] Wang, Q., Chen, W. & Liang, Y., 2011. *The Effects of Social Media on College Students*. pp. 1-11.

## **The Relation between Servant Leadership, Gender and Workplace Conflicts: The Mediating role of Team Member Exchange**

<sup>1</sup>Winfrida Malingumu and <sup>2</sup>Dr. Chritina Raphael

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Using longitudinal design with two waves in Tanzania (time lag three weeks), this paper examines whether servant leadership instills positive attitudes towards each other. That is initiating and encouraging employee to cooperate and to create high quality interactions with each other (team-member exchange; TMX). Additionally, we examine the role of gender on conflict reduction at workplaces, particularly higher learning institutions. We hypothesise that servant leadership will have an influence on reducing conflict escalation. Moreover, gender will have a positive impact on reducing conflict. The study came up with two major findings, first, findings show that servant leadership is positively related to team-member exchange, and that team-member exchange is negatively related to conflict types. The bootstrapping estimates indicated non-significant indirect effects of servant leadership on conflict types through team-member exchange. Second findings show that female is negatively related to conflicts escalation (as they tend to avoid conflicts than their male counterparts). The study's findings add to the body of literature on servant leadership, conflict types at the workplace, and underline the importance of creating favorable working conditions that foster positive and high quality team-member exchange. This study also broadens our understanding on the importance of co-workers on the relation between servant leadership and conflict types.

**Keywords:** servant leadership, Team-Member exchange, gender, conflicts

## **Factors for Gender-based Differences in Utilization of Health Care Services in Dodoma Region of Tanzania: “General Overview”**

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Women and men face different health concerns and levels of connections to health providers and utilizations of health care services. In general the utilization of health care services by women and men differs according to the health problems and life stages of an individual. Many studies reports that women utilize more health care services than men, various reasons are mentioned depending on social-cultural characteristics of the communities. The aim of this study was to identify and discuss the factors causing gender-based differences in utilization of health care services in Dodoma region of Tanzania. Descriptive analysis of empirical and theoretical studies under general content analysis was done. Results revealed that women utilizes more health care services than men due to great morbidity, worse perception of health, worse health related quality of life, greater disability than man and physical activities. All this factors are triggered by social-cultural and economic status of societies within the region. Despite of the fact that there are more interventions done by the government to improve health and wellbeing of the people through gender equality, yet gender based differences in the utilization of health care services is still persisting. In order to assure success community health for development, different mechanisms which maximize and issue gender equality in utilization of health care services needs to be applied. Thus the study recommends more initiatives to be done which will ensure gender equality in utilization of health care services.

**Key note:** Gender, Health care, Women, Men, and Utilization

## **Establishing Women Leaders' Contribution for Improving Community Well-Being and Social Welfare in Tanzania: A Case of Temeke Municipal Council, Dar es Salaam Region**

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Although women make more than half of the population in the world, their access, control and participation as leaders in major public decision-making bodies including local councils still remain a challenge. These phenomena contribute to growing debates about gender equality and equity in leadership positions popularly known as 50:50 agenda. There has been considerable government commitment and activity led by women's agencies for more than three decades ago, designed to promote women's participation in leadership and decision-making roles in Tanzania both at central or local government levels. Despite those initiatives, community members are still facing various problems and challenges including recognition and value of women leaders' contribution at local level. This study examined contributions of women leaders in improving community well-being and social welfare at local level. The main objective of the study was to establish whether or not women leaders were contributing to improve community well-being and social welfare during their tenure in office. Other more specific objectives were (i) To explore community members' perceptions and attitudes towards having women leaders in key leadership positions within local government institutions; (ii) To establish whether or not women leaders were contributing towards improving community well-being and social welfare; (iii) To examine impacts of women leaders' contributions in improving community well-being and social welfare; and (iv) To identify problems and challenges facing women leaders as well as coping strategies. A total number of 100 respondents participated in this study. The study employed both qualitative and quantitative research approaches. Qualitative data were obtained by using interview and focus group discussions from key respondents in three categories, namely; leaders, women leaders and community members. Quantitative data were obtained using questionnaire with both open and close-ended questions. Overall, study findings revealed that; although women leaders were contributing significantly in improving the community well-being and social welfare, they were experiencing several problems and challenges. In addition to negative perception and attitudes, whereby 52% of the respondents particularly community members confessed that; they were unaware of women leaders' specific and tangible contribution in improving community well-being and social welfare such as education and health services. Furthermore the study revealed how women leaders play roles by providing education through raising awareness in families, community and nation at large.

## **Beyond Development Theories: Energy Access, Women Entrepreneurship and Decentralization Systems in Tanzania**

*Dr. Teresia Ole Mako*

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Access to energy is a key factor in economic development and highly supported by Global agendas under Sustainable Development Goals (SDGs) and Sustainable Energy for All (SE4All). Energy access in Tanzania is dominated by biomass-based fuels for about 85% of which only 4% of biomass used is sustainable. A significant amount of biomass is mainly composed of fuel wood (charcoal and firewood) consumed by small to large scale enterprises and domestic uses. Health risks and environmental degradation are regarded as major threats arising from reliance on biomass energy. This paper presents the energy access by women entrepreneurs in Dar es salaam region, the largest urban centre in Tanzania and seeks to explore the theories of decentralization systems that underpin provision of major public services such as energy. The paper highlights major reasons for biomass reliance in the region being urbanization (rural-urban migration), high prices and scarcity of alternatives such as electricity and Liquefied Petroleum Gas (LPG). Population in the region is projected to rise from 4,364,541 (2012) to 6,202,000 (2025). The paper suggests shift to Liquefied Petroleum Gas (LPG) to support conservation efforts since demand for charcoal is expected to double by 2030 from approximately 2.3 million tones of charcoal in 2012. Awareness creation to women entrepreneurs and the public on LPG knowledge is fundamental and long term goals to attract investors in processing natural gas to LPG is urgent towards achieving socio-economic development as outlined in Tanzania Development vision 2025.

**Key words:** Conservation; Energy access; Entrepreneurship; Women; Decentralization; Tanzania.

## Variation of Parasitic Infections with Sex, Age and Locality in Lindi District Tanzania

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There is no current information on the distribution and risk factors for schistosomiasis and soil-transmitted helminthiasis (STHs) for most areas in southern Tanzania including Milola Ward in Lindi District. It is not particularly known how factors such as gender and age influence parasitic infections in these areas. This study was thus initiated to establish the status of these infections in Milola Ward and assess how they vary with environmental and demographic factors.

### *Materials and Methods*

From September to October 2014, stool and urine samples from 250 residents of Milola A, Milola B, Milola West and Mkanga Ulani villages in Lindi District southeast Tanzania were examined for faecal-borne parasites using Kato-Katz technique and filtration technique for urinary schistosomiasis. Levels of parasitic infection were related to environmental and demographic correlates such as locality, age and sex. Few samples were obtained in the second round of sampling, so analysis and subsequent discussion are based on first round samples

### *Results*

Individuals aged 5-90 years were enrolled in the study with 196 of them providing urine samples and 158 giving faecal samples during the initial sampling exercise. Only 53 urine and 26 faecal samples were obtained in the second round of sampling, and due to marked inconsistencies, these have been excluded from the analysis. Three parasites were found, namely *Schistosoma haematobium* (23.4%), hookworms (6.8%) and *Trichuris trichiura* (2.8%). The prevalence of *S. haematobium* in female (25.2%) and male participants (20.7%) was not different ( $p = 0.5584$ ). Children had significantly higher prevalence of schistosomiasis (48.6%) compared to adults (17.1%) ( $p < 0.001$ ). Milola B village was the most infected with *S. haematobium* (26.1%) and Milola B (19.6%) the least infected. The variation of *S. mansoni* prevalence and intensity between villages showed no significance (intensity:  $p = 0.8776$ ; prevalence:  $P = 0.5584$ ).

### *Conclusion*

These findings confirm that average age of peak prevalence in a population decreases as transmission pressure increases. Age influences parasite transmission in Milola Ward where non-school children below 18 years old being most risk of acquiring parasitic infections compared to adults. Although the high parasitic infections observed in females were not statistically significant, in areas where such infections are significant, they are known to result from lowered immunity during pregnancy and lactation.

## **Economic Benefits of Educating Girls in Developing Countries**

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The main objective of this paper is to uncover economic gains and society's benefits when investing in girls' education with the hope that the results will lead policy makers to reconsider the current underinvestment in girls. It explores the linkage between investing in girls and potential increase in national income by examining three widely prevalent aspects of adolescent girls' lives: early school dropout, teenage pregnancy, and joblessness in Tanzania. Secondary data have been used for some comparability to allow for cross-country comparisons of the opportunity cost of investing on girls' education. The data come from selected developing countries in Asia and Sub-Saharan Africa that have a significant vulnerabilities for adolescent girls, or validating existing conditions aggravating adolescent girls' social exclusion, which suggest a lower value for girl-children in the society. The findings reveal that investing in girls' education leads to lifetime earning of today's cohort of girls that is equivalent to 68% of annual domestic product. The cost of adolescent pregnancy as a share of gross domestic could be as high as 30% or low as 1% over a girl's lifetime. The paper concludes that, as understanding grows about how much and how quickly education can result into tangible benefits for girls, their families and their countries, there is need to summon more political will and resources to provide girls and boys equal access to quality education.

**Keywords:** educating women and girls, economic development, early school dropout, teenage pregnancy and joblessness

## Gender Implications of the Introduction of Forage Chopper Machines

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*Website: <https://africa-rising.net>*

The mechanization of agricultural labour processes reduces the work burden of small scale farmers and improves their production. However, to fully understand its impacts on household and community members an analysis of existing gender dynamics is needed. Technological interventions are known to be affected by the complex interplay of gender norms, gendered access and control over resources and decision-making [1]. Thus, gender issues are to be considered in innovation in addition to deliberate capacity building. In an effort to curb the labour burden and amount of time consumed in manual feed processing among livestock keepers the USAID-funded R4D project Africa RISING introduced forage chopper machines in seven villages in Babati (Northern Tanzania). In 2016-one year later-we evaluated the gender implications of the new processing practices through focus group discussions with male and female respondents. Respondents were selected from among the farmers' groups that were formed for the management and use of the chopper machines. First findings show that the technology reduces women's labour burden and decreases the time needed for livestock feeding. However, women's access and use of the forage choppers is influenced by various factors-among others membership and gender dynamics in farmers' groups. Men tend to have greater access, which they in part justify by claiming lower technical skills of women. On the other hand, the benefits from improved feeding through the sale of milk and eggs have allowed some women - as they say - to become financially more independent. The results of this study will not only inform the R4D project's further livestock work, but will also feed into the ongoing gender and mechanization debate.

[1] Van Eerdewijk, A. and Danielsen, K. 2015. *Gender Matters in Farm Power*. Royal Tropical Institute (KIT), Amsterdam. DOI: 10.13140/RG.2.1.2262.8566

**PART III**  
**A PROGRAM**

## Workshops and Tutorials

**Day 1: 26<sup>th</sup> April 2017**

### ARRIVAL

**Day 2: 27<sup>th</sup> April 2017**

Time	Event	Responsible	Venue
08:00 – 09:00	Ushering in	Dean of Ceremony	NEW LECTURE THEATRE C
<b>Opening Ceremony MC: Mr. R. Ndimbo</b>			
09:00 – 09:10	Introducing the Conference	Principal DUCE	NEW LECTURE THEATRE C
09:10 – 09:30	Speech	Vice Chancellor of UDSM	NEW LECTURE THEATRE C
09:30 – 10:50	Inauguration Speech	Guest of Honor- Hon. Samia Suluhu Hassan (Vice President)	NEW LECTURE THEATRE C
10:50 – 11:00	Group Photo	M.C/Organizing Committee	TPC ground Floor
<b>TEA BREAK + POSTER SESSION: TPC GROUND FLOOR</b>			
10:00 – 10:45			
10:45 – 11:45	K1 & K2	<p><b>KEY NOTE SPEAKERS 1&amp;2:</b>  <b>Chairperson: Dr. C. Raphael</b></p> <p>Unlocking the GATE ó driving Gender Awareness and Transformation through education</p> <p><i>Dr. Susan Murphy</i></p> <p>Gender equality in higher education; towards justice and quality</p> <p><i>Prof Anne Looney</i></p>	NEW LECTURE THEATRE C
11:45-12.00	Sponsor: Zantel		

## Plenary Sessions

Time		Panel 1: TPC 106 Chairperson: Dr. C. Massawe	Panel 2: TPC 211 Chairperson: Prof. J. Streelasky	Panel 3: TPC 209 Chairperson: Dr. Daniel Sabai
12:00 ó 12:30	O1	Gender Gap in Higher Education in Tanzania: The Case of Zanzibar Universities.  <i>Ameir Mohammed Makame</i>	O3 Womenø autonomy in decision making for health care in Tanzania  <i>Dr. Masawe C. A.</i>	O5 Closing the Mathematical Gender Gap in Higher Education: the Kenyan case  <i>Prof. Orpha K. Ongiti</i>
12:30- 13:00	O2	Gender based analysis of Studentsø Views on integrating Sexuality Education in higher Learning Institutions: A Case of Dar Es Salaam University College of Education.  <i>Dr. Margareth Bilinga</i>	O4 Women in the Legal Profession in Tanzania: A Look through Gendered Lenses.  <i>Asina A. Omari</i>	O6 Mobile money and financial inclusion: A Strategy of aAddressing Gender Disparities in Control of Financial Resources  <i>Milcah Mulu-Mutuku</i>
<b>13:00 – 14:00 LUNCH BREAK: TPC GROUND FLOOR</b>				
14:00 – 14:40	K3	<b>KEY NOTE SPEAKER 3</b> Chairperson: Dr. M. Bilinga	Women Participation in Institutions of Higher Learning: Opportunities and Enablers: Changing the Narrative  <i>Prof: Ruth Meena</i>	NEW LECTURE THEATRE C
14:40 - 15.00	Sponsor			
Time		Panel 1: TPC 106 Chairperson: Dr. S. Kayombo	Panel 2: TPC 211 Chairperson: Dr. P. Urio	Panel 3: TPC 209 Chairperson: Prof. M. Gromov
15:00 ó 15:30	O7	Gender in higher education admission, training and job recruitment: The BIGSAS experience  <i>Eric A. Anchimbe</i>	O10 Ethics in Leadership in Higher learning: A Gendered Perspective  <i>Prof. Eulalia Temba</i>	O13 Socio-Economic Factors Affecting Women Participation in Cotton Farming in Simiyu Region, Tanzania.  <i>Chami, Avit .A</i>

15:30-16:00	<b>O8</b>	Female Empowerment for Students Leadership Roles in Higher Learning Institutions: Case of Dar es Salaam University College of Education.  <i>Dr. Consolata Chua</i>	<b>O11</b>	Gender Learning Disparities in ICT and Multimedia Technology  <i>Dr. Hyasinta Kessy</i>	<b>O14</b>	Implication of water scarcity and contamination risks among women in rural areas.  <i>Tula Ngasala</i>
16:30-17:00	<b>O9</b>	Enhancing Self-Awareness For Female Students In Higher Learning Institutions: Educators Role  <i>Nyantamba Stella</i>	<b>O12</b>	Awareness and practice of gender responsive pedagogy in Higher Learning Institutions: A case of Sokoine University of Agriculture.  <i>Judith S. Kahamba</i>	<b>O15</b>	Gender Differences in Career Development: A Policy Analysis from Sokoine University of Agriculture.  <i>Fatihya A Massawe</i>
<b>17:00 – 17:30</b>						
<b>TEA BREAK: TPC GROUND FLOOR</b>						

### Day 3: 28<sup>th</sup> April 2017

#### Plenary Sessions

<b>08:00 – 09:00</b>	<b>K4 &amp; K5</b>	<b>KEY NOTE SPEAKERS 4 &amp; 5</b> <b>Chairperson: Dr. L. Mkonongwa</b>	Sustaining or transforming higher education? Transformative agendas for gender equality and other SDGs  <i>Dr. Su-ming Khoo</i>  Online Teaching & Levelling the playing field to achieve Sustainable Development Goals 4 and 5  <i>Dr. Conor Buggy</i>	<b>NEW LECTURE THEATER C</b>
<b>Time</b>	<b>Panel 1: TPC 106</b> <b>Chairperson: Dr. C. Flugence</b>	<b>Panel 2: TPC 211</b> <b>Chairperson: Dr. E. Mwita</b>	<b>Panel 3: TPC 209</b> <b>Chairperson: Dr. S. Method</b>	

09:00 ó 09:30	<b>O16</b>	Gender Equality and 50% 50% representation notion: A case of women in higher learning institutions.  <i>Nelly Samson Maliva</i>	<b>O18</b>	Becoming, Doing, Being and Belonging into Academics: Career Trajectories of Early Career Women Academics at the University of Dar es Salaam.  <i>Dr. Joel Jonathan Kayombo</i>	<b>O20</b>	Feminist stand in Kenyan Swahili novel after 2000.  <i>Mikhail Gromov</i>
09:30 ó 10:00	<b>O17</b>	Higher education and women's liberation in Uganda: The paradox of freedom.  <i>Emilly Comfort Marachtho</i>	<b>O19</b>	Gender Differences in Educational Outcomes: Perspectives from Student-Teachers in Higher Learning Institutions  <i>Dr. Ignasia Mligo</i>	<b>O21</b>	Resisting the gender-based violence in Kenyan women's novel  <i>Alina Rinkanya</i>
<b>10:00 – 10:30      TEA BREAK:TPC GROUND FLOOR</b>						
<b>Time</b>	<b>Panel 1: TPC 106</b> <b>Chairperson: Dr. C. Chua</b> <b>Prof. Murphy, S.</b>		<b>Panel 2: TPC 211</b> <b>Chairperson: Mr. A. Katunzi</b> <b>Dr. Urio P.</b>		<b>Panel 3: TPC 209</b> <b>Chairperson: Ms. N. Msuya</b> <b>Dr. J. Bakuza</b>	
10:30 ó 10:55	<b>O22</b>	Turning right or left? Meaning of higher education to the Khmus girl.  <i>Zhe Li</i>	<b>O28</b>	Addressing gender stereotypes in primary classrooms: What is the role of primary teachers and teacher education programs.  <i>Dr. Jodi Streeelasky</i>	<b>O34</b>	Ukandamizwaji wa Mwanamke ni Dhana Halisi au ya Kutengeneza? Mapitio ya Usawiri wa Mwanamke katika Fasihi Simulizi ya Kiswahili na Kiafrika.  <i>Dr. Method Samwel</i>
10:55 - 11:20	<b>O23</b>	õMost of Them Do Not Quit:õ Exploring Gender Norms and Student Persistence at a Tanzanian Teachers College.  <i>Molly Middlehurst</i>	<b>O29</b>	Stakeholders Perceptions Regarding Gender Equality in Top Leadership Positions at the University of Dar es salaam, Tanzania.  <i>Cecilia Peter Swai</i>	<b>O35</b>	Falsafa ya Kiafrika na Jinsia: Mifano kutoka katikaTenzi za Kiswahili.  <i>Aneth Kasebele</i>

11:20 ó 11:45	<b>O24</b>	Girls Education Promotion in Primary and Secondary Schools: What is the Role of Universities?  <i>Dr. Emiliana Mwita</i>	<b>O30</b>	University Students and Help Seeking Behaviour: The Role of Gender, Year of study and Barriers  <i>Dr. Hezron Z. Onditi</i>	<b>O36</b>	Dhima ya Kijinsia katika Majina ya Vitabu katika Fasihi ya Kiswahili ya Watoto: Mifano kutoka Vitabu Teule.  <i>Dr. Edith B. Lyimo</i>
11:45 ó 12:10	<b>O25</b>	How many Maasai Girl Children Obtain Opportunities into Universities in Tanzania?: Educational Reformatations and Cultural Innovations in Monduli, Kiteto and Simanjiro Districts of Tanzania.  <i>Dr. Amani Lusekelo,</i>	<b>O31</b>	Gender Based Analysis of Studentø Accommodation Status in Tanzaniaø Public Universities  <i>Dr. Isabela Wilfred Mtani</i>	<b>O37</b>	Ujinsia katika Mashairi ya Kizazi Kipya Tanzania.  <i>Steven Elisamia Mrikaria</i>
12:10- 12:35	<b>O26</b>	Eradicating Sex tortion of Female Students in Higher Learning Institutions In Tanzania: A Human Rights Based Approach.  <i>Rosemary Jotham Mukama</i>	<b>O32</b>	Bar-Maids readiness and willingness to continue with studies. A case of cities of Dar es Sa laam and Mwanza.  <i>Dr. Luka Mathayo Mkonongwa</i>	<b>O38</b>	Usawiri wa mwanamke katika katuni za utani wa simba na yanga nchini Tanzania.  <i>Shani Omar</i>
12:35- 13:00	<b>O27</b>	Examining the role that Gender Norms play in individualø Understanding, experience, and reaction to sexual Harassment in a Tanzania.  <i>Niamh O'Rourke</i>	<b>O33</b>	Intergender Violence in Ethiopia: As exhibited in Addis Ababa Science and Technology University.  <i>Alelign Aschale</i>	<b>O39</b>	Mwanamke ni Mchawi? Uchunguzi kutoka Riwaya za Kiethnografia za Kiswahili  <i>Lameck Mpalaza</i>
<b>13:00 – 14:00 LUNCH BREAK: TPC GROUND FLOOR</b>						
14:00 ó 15:00	<b>K6</b>	<b>KEY NOTE SPEAKER 4</b> <b>Chairperson: Dr. E. Mwita</b>	øItø More than Numbers: The Benefits of Diversity in Higher Educationø  <i>Prof. Anne Ferguson and Prof. Amy Jamison</i>		<b>NEW LECTURE THEATER C</b>	
15:00 ó 15:30	<b>SPONSOR</b>					

Time	Panel 1: TPC 106 Chairperson: Dr. A. Lusekelo	Panel 2: TPC 211 Chairperson: Dr. F. P. Seith	Panel 3: TPC 209 Chairperson: Dr. C. Raphael
15:30 ó 16:00	<b>O40</b> Call for Women Sensitive Responses To Climate Change Adaptation and Mitigations Measures In Kibondo District Tanzania.  <i>Leatitia Gabriel Mashaza</i>	<b>O42</b> The impact of social media networks on education in higher learning institutions in Tanzania  <i>Steven Alexander Mavere</i>	<b>O44</b> Factors for gender-based differences in utilization of health care services in Dodoma region of Tanzania: óGeneral Overviewö.  <i>Venance Ephrahim Kalumanga</i>
16:30 ó 17:00	<b>O41</b> The role of Women in Re-Orienting Mangrove Based Praxis in the Eastern Coast of Tanzania  <i>Dr. Daniel Sabai</i>	<b>O43</b> The Relation between servant Leadership, gender and Workplace Conflicts: The Mediating role of Team member Exchange.  <i>Winfride Malingumu</i>	<b>O45</b> Establishing Women Leadersø Contribution for Improving Community Well-Being And Social Welfare In Tanzania: A Case of Temeke Municipal Council, Dar Es Salaam Region  <i>Katunzi, Amon Kagwa</i>
<b>17:00 – 17:30</b>	<b>TEA BREAK:TPC GROUND FLOW</b>		
Time	Event	Responsible	Venue
17:30 ó 07:00	Closing Ceremony, <b>MC: Mr. R. Ndimbo</b>		
17:30 ó 17:45	Vote of Thanks	Chosen Participant	NEW LECTURE THEATRE C
17:45 ó 18:00	Welcoming the Guest of Honor	Principal DUCE	NEW LECTURE THEATRE C
18:00 ó 18:20	Closing Remarks	Vice Chancellor of UDSM	NEW LECTURE THEATRE C
18:20 ó 18:40	Certificates/Prize Awarding	Vice Chancellor of UDSM/MC	NEW LECTURE THEATRE C
18:40 ó 07:00	Group Photo	MC/ O organizing Committee	Administration Block
07:00 ó 21:00	Conference Banquet	City garden	

**Day 4: 29<sup>th</sup> April 2017**

**Post conference Activity: A Trip to Mikumi National Park**