Sustainable Interventions in Enhancing Gender Parity in Senior Leadership Positions in Higher Education in Tanzania

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Abstract

Despite the international campaigns for gender equality and equity in Higher Education Institutions, studies conducted in several countries continue to show that women are underrepresented in senior leadership positions in universities. Women leaders in higher education subsector in Tanzania are very few. Of all the 60 and above universities and non-university colleges in Tanzania, there are only two Vice Chancellors and one Principal of a College. The study identified three main barriers for women under-representation in leadership positions namely; ethnic, administration and personal barriers. The findings also display various interventions which have been taken to combat the situation in Tanzania, affirmative action's such as lower entry scores, remedial pre-university programmes and financial assistance although representation of women is still low. However, the study documents some sustainable interventions which can be used to redress the issue of women low representation in senior leadership position in Higher Education among others management training programmes for women is of great impact.

Keywords: Gender Parity, Senior Leadership Position, Sustainable Interventions, Higher Education, Tanzania.

1. Introduction

Despite the intervention taken for many years, women leaders in Higher Education and technical education subsectors in Tanzania are virtually non-existent. The gender landscape is problematic. Women leaders are not in place to champion the change process of among others. Of all the 60 and above universities and university colleges, there are only two Vice Chancellors and one Principal of a College. Both female Vice Chancellors are for small private Universities with less than 2,000 students. Among all the Public Universities and colleges that admit more than 75% of the higher education students in the country (Tanzania Commission for Universities - TCU, 2014), there is no single female Vice Chancellor (VC) and there is only one Principal who was appointed in 2013.

Literatures show that, global gender parity movements have been an important vehicle for inspiring the increased enrollment of women as students and staff into Higher Education. The Platform for Action and the Beijing Declaration (Declaration 1995) identifies education as very important in the realization of equality. In 1998, UNESCO convened a World Conference on Higher Education, at which a panel of experts reviewed the progress made in gender equality in higher education since the Beijing Conference. The participants at the World Conference on Higher Education - underscored the role of Higher Education in the enhancement of women's participation in the sector. Article 4 of the World Declaration on Higher Education for the 21st Century (El-Khawas 1998) called for the elimination of all gender stereotyping in Higher Education at all levels and in all disciplines in which women are underrepresented. Women's active involvement in decision making in higher education was emphasized. The participants at the UNESCO conference recommended that by the year 2010, university chairs, professors, and heads of department posts should be filled by men and women on equal basis. However, a meeting of higher education partners organized in 2003 in to assess the progress made in the African region since the UNSECO 1998 conference revealed that there had not been any marked improvement in the participation of women in Higher Education (Unterhalter 2005). In September 2000 at the Millennium Assembly, more than 189 member states adopted the Millennium Declaration. Built into the Millennium Declaration was a set of priorities, including precise and time bound development goals, which are the Millennium Development Goals (MDGs). Eight goals were identified to be achieved worldwide between 1990 and 2015. MDG3 is concerned with ***Promoting Gender Equality and the Empowerment of `Women***. This goal recognizes the importance of gender equality and women's empowerment in effecting social change and transformation. Indicators linked to this goal aim to measure progress towards ensuring that more women become literate, have more voice and representation in public policy and decision-making and have improved job prospects in non-agricultural sector. (UNESCO, 2003:81) concluded that, there is a persistent pattern of female participation in Higher Education to diminish as one moves from secondary to university education especially in Science and technology oriented degree programmes. According to (UNESCO, 2003: 81) Gender disparities are also apparent in major fields and subjects of study with women. As a result, male behaviors and characteristics in leadership roles have been the standard against which female leaders are assessed (Kruse and Prettyman 2008, Wolverton, Bower et al. 2009). The general discussion of this paper is to find out the sustainable interventions for enhancing gender parity in senior leadership position in Higher Education in

Tanzania. Theories for gender parity and leadership, analysis of gender disparity in leadership position as well as women and leadership in Higher Education in Tanzania will be discussed. This paper will look also on the barriers which hinders women in senior leadership position and how to intervene the situation.

2. Review of the related literature
This section provides theoretical framework and the contributions of different researchers who have written about the issue of gender parity in leadership positions in Higher Education and interventions which were taken towards its sustainability.

2.1 Theoretical Framework
A social justice and feminist theories frames this review paper. Social justice can be defined interchangeably depending on the issue to be addressed. (Rawls, 1972) defined social justice basing on two principles. The first is based on individuals having an equal right to basic liberties of the total systems and the other one includes two sub-issues that is; giving the highest social and economic assistances to those least privileged and attaching those benefits to the offices and positions in a fair and equitable manner. The notion of social justice proposes that handling all people equally may be characteristically unequal. Rawls holds this perspective and convincingly argues that organizations are indebted not only to protect individual's rights, but also energetically redress disparity of opportunities. On the other hand, feminist theory classifies the universal impact of gender divisions on societal life and attempts to realize women's domination and the administrations in the public that adopt this domination and subordination. While viewing on various relationships between the genders, feminist perspective concludes that, women and men have equal potential for one's progress. Variances in the recognition of that potential, therefore, must result from externally imposed constraints and from the influence of social institutions and values (Nzomo, 1995).

In reference to the social justice and feminist theories it can be argued that, Higher Education board of advisors should reform their policies and make sure that, equal opportunities are given in equality and fair to all people who are qualified together with giving access to basic liberties. Meanwhile, persons with similar abilities and skills should have equal access to leadership positions in Higher Education administration with equal access to economic and social capital (Bogotch, 2002). The evolving of these theories calls for Higher Education leaders to question the beliefs that drive university policies and practices that may pose overwhelming obstacles and invisible ceilings for women leaders aspiring to the presidency of colleges and universities.

2.2 The notion of leadership
Traditionally, the concept of leadership was based on manhood as a result till to date people believe that men are good leaders than women. (Højgaard 2002) point out that, the societal conventions regarding gender and leadership traditionally exclude women, and top leadership is viewed as a masculine domain. He further discusses that the traditional creation of leadership in itself prompts difference as it has been seen now changed as women gain access to leadership positions. . In most of African societies, men are the ones who lead and women seems to follow whatever they are being asked for (Kiamba 2008). The simple argument for this is directly connected with the extremely believed notion of leadership as masculine. Historically, it was believed that leaders were born with certain leadership personalities. This belief is contrary to recent philosophy on leadership which adopts that leadership can be taught and learned (de la Rey 2005) as a result there are various leadership training programs which are being conducted so as to develop personalities in any individual, irrespective of gender as it has been practiced in African societies.

Likewise, Aristotle the great Greek philosopher of 4th century B.C. who taught one of the greatest military leaders of the world Alexander the Great utters that, a good leader must have ETHOS, PATHOS and LOGOS(Ali 2012) where's, *ethos* is his moral character, the source of his ability to persuade, to inspire, *pathos* is his ability to touch feelings, to move people emotionally and *logos* is his ability to give solid reasons for his actions to move people intellectually. (Stephens and Russell 2004) defines leadership as the ability to influence a group toward the achievement of goals, he further explained that a leader is an earned title who has professional conviction, motivates, sets own goals, has personal commitment and enthusiasm, accepts goals, gives incentive, measures, and controls and maintains momentum. Contemporary review of leadership theory,(Northouse 2015) underlined four collective themes to be considered, these are leadership as a process, it involves influence, occurs in a group context and involves goal attainment. Thus, leadership can be defined as a process whereby an individual influences a group of individuals to achieve a common goal. Therefore, all of the above discussion on the concept and definition of leadership does not show the belief on manhood as a benchmark for being a good leader.

2.3 Gender disparity in leadership positions: A situation analysis
Women aspiration for acquiring senior leadership position at work in general, Higher Education in particular are

being hindered by several factors (Sadie 2005). The author's arguments rely on masculinity traditional concept that all decision making powers in a certain position belongs to men. The culture looks women as housemaids in spite of the level of education they might possess. In general cultural attitudes are destructive factor for women's participation in senior leadership positions in different sectors.

Gender disparity in Higher Education leadership is still a comprehensive subject, even though more women have been approved for leadership positions in universities. The image is more upsetting, one would think that in universities the issue of gender disparity could get immediate solution because is a place where people are free to think logically and to make changes of any need (Kiamba 2008). But writings on leadership in Higher Education mostly depicts that women are less likely than men to participate in higher levels of management. The improvement towards parity seems to be very slow and irregular (Davidson and Burke 2004, Odhiambo 2011). Taking Australia as an example, it has been shown that in the late 2009, out of 39 Vice-Chancellors, women were only 7 equivalents to 18%, where 34% of Deputy Vice-Chancellors were women and senior administrative staff comprised 40 per cent of women(Australia 2010). It was also stated that, up to February 2010, the number of women Vice Chancellors in Australian universities decreased to 6 (Australia 2010).

Women under-representation in senior management post inside scholastic organizations remains to be an issue which needs a serious concern at national and international levels. These thoughts were supported by (Bagilhole and White 2011) basing on the traditional view of excluding women from leadership roles in different sectors including Higher Education. Debate on the deficiency of women from high leadership position is a continuing subject in the global north as examined by (Blackmore and Sachs 2001, Sagaria 2007, Jonnergård, Stafsudd et al. 2010). Similar situation occurred in some readings over the past two decades in the global south involving readings from South Africa(Dunne and Sayed 2007, Kiamba 2008); Sri Lanka (Gunawardena, Rasanayagam et al. 2006);Ghana (Prah 2002, Ohene 2010). It was also observed by authors from Kenya (Onsongo 2004); Nigeria (Adadevoh 2001, Odejide, Akanji et al. 2006, Odejide 2007, Pereira 2007) and Pakistan (Morley 2013). From those readings gender disparity have been discussed in a global perspective and the findings reveals that, shortage of women is not in senior leadership positions only but also women seems to be under-represented in other sections like committees boards, employment panels and executives. These results denote that recently Higher Education staffs are being underutilized in terms of skills and proficiency.

Nevertheless, studies done in New Zealand also shows that, on the position of professors and associate professors, women represented only 16.9 per cent (Casey, Skibnes et al. 2011) and in the United States only 23% of women were full professors (Samble 2008).The situation was worse in England where only 13% were mentioned as full professors (Doherty and Manfredi 2010). This condition tells clearly how women are being diminished in leadership positions at all levels in Higher Education. There are number of challenges and limitations which are being faced by women academics in universities like chances for promotions and even access for taking administrative responsibilities. Literature shows that talented women continue to have difficulty advancing their career worldwide(Burke and Major 2014). The barriers women face in universities include those related to male definitions of "merit" and a "chilly" organizational culture premised on male lifestyles(Boud and Solomon 2001). Moreover (Su and Gaughan 2014)recognized the experiences of female academics, even though the university management has not been responsive to the challenge collectively. However the efforts made to date does not show the positive impact on gender parity especially for leadership in Higher Education. Women senior leaders in Higher Education in Tanzania are virtually non-existent. The gender landscape is problematic (UDSM, 2016). This situation needs comprehensive gender reform as written by (Mergaert and Lombardo 2014), that protection towards masculine privilege and power which is done by institutional beliefs could lead the emergence of gender reform opposition. This struggle may result to maintenance of the status quo and opposing change'(Lombardo, Meier et al. 2016), hence non-implementation of gender reforms and produce indifference to or non-awareness of gendered policy problems (Cavaghan 2016).

(Madsen 2012) argued that, although women do advance to leadership roles in universities, "gender imbalance among senior university academics is an acknowledged problem in many countries" (p. 44) and that only slow progress has been made.

It is consequently evident that women are still underrepresented in decision making positions almost in all nations (Mathur-Helm 2004); (Vinkenburg, Van Engen et al. 2011). Thus, Higher Education's challenge is to develop a belief which could give an equal gratitude and rewards to women as it has been done to men (Zemsky 2001). By so doing the academy will be characterized by gender balance with wide-ranging of roles, obligations and models of leadership.

2.4 Interventions towards Enhancing Gender Parity in Higher Education in Tanzania

However different authors have written in detail various interventions which are being taken to combat the situation in many countries although representation of women is still low. (Määttä and Dahlborg Lyckhage 2011) argues that, women do participate in Higher Education leadership, though their statistics are very low. So there is

a need for collective efforts in order to push the agenda into practice and come up with the vision of the type of sustainable intervention which is required to build university of the future which is gender sensitive in leadership and decision making matters.

Useful insights have been brought by analyzing previous literatures on gender parity in Higher Education on international and national policies together with intervention used to improve the status of gender in Higher Education in different setting. (Onsongo 2009) make analysis on the impact of affirmative action policies aiming on improving gender parity in admission for Uganda, Tanzania and Kenya and found the weakness regarding the strategy that focus only on points of having university admission something which could not improve the status of gender parity and access in Higher Education leadership.

The University of Dar es Salaam for example; admitted female direct entrants with lower cutoff points (at 1.0 or 1.5 points) from 1997–1998 (Lihamba, Mwaipopo et al. 2006)). This preferential admission criterion for female students with lower advanced level grades than men is applied by the whole university, not just certain faculties. The percentage admitted without positive action in the year 2000–2001 was 15% while with positive action it increased to 27% (Masanja 2010). In the 1999–2000 third year B.Sc. (Ed.) programme, in the chemistry and biology subject combination, among the top 20 students 13 were female students admitted through the pre-entry programme (Masanja 2010). This intervention increased the female enrolment in engineering at the University of Dar es Salaam from a low of 7% in 2003–2004 to 18% in 2004–2005 and 21.2 in 2005–2006 (Morley and Lugg 2009)

A further initiative is the Female Undergraduate Scholarship Programme (FUSP) financed (with assistance from the Carnegie Corporation of New York) and managed by the University of Dar es Salaam Gender Centre. Its purpose is to give opportunities to financially disadvantaged female students who would otherwise not access university education. Since its inception in 2001 about 356 female students have benefited. A total of 128 have graduated and 13 of them have enrolled in postgraduate programmes (UDSM, 2008). However, there is a gap in relation to local and sustainable gender equity interventions that can be used to enhance gender parity in Tanzania Higher Education. As (Moletsane 2005) observes gender intrusions should deliberately positioned to address specific local issues related to gender equity locally developed and familiar to all stakeholders.

2.4. Barriers to Women's Involvement in Higher Education Senior Leadership Position There have been various efforts which have been done over the years worldwide aiming on improving the condition of women in managerial level of Higher Education (Dezsö and Ross 2012) with assistance from United Nations and its specialized agencies, but female still suffer from being involved in top decision making discussions as well as taking senior leadership positions like Chancellor, Vice Chancellor, Deans of faculties and Directors of institutes(Mohajeri, Mokhtar et al. 2015). These facts have been witnessed in previous studies;(Fitzgerald 2013, Rubini and Menegatti 2014). Number of barriers has been discussed towards women involvement in senior leadership position in Higher Education as viewed by (Ramsay and Letherby 2006) that "without efforts to dismantle existing barriers to women's progression, results may well be yet more highly skilled women who nevertheless remain on the margins of the leadership and management of their institutions". Barriers towards woman achievement in leadership positions as analyzed by various authors in different perspectives, cut across to those facing Tanzania Higher Education where's the dominant barriers appears into three categories namely; ethnic, administrative, and personal barriers.

2.4.1. Ethnic barrier
Studies on ethnic obstacles that hinder the involvement of women in Higher Education leadership have tried to divide the barrier into two major aspects as traditional standards and social factors where by the concept of ethnic barrier as a problem towards women participation in the administrative arena is highly proven.

2.4.2. Traditional standards
Literatures on traditional standards indicated that women were being affected by socio-cultural beliefs and conservative views which encouraged the concept of masculinity and inculcate the attitude that look a woman as a person to be dominated and under-represented in leadership position and decision making(Lukaka 2013).These attitudes resulted to gender-based discrepancies and conflicts in offices and household. Another key point, is the stereotype ideal of women's roles as dutiful mother, wife, care taker and child bearer, and they are probable to take more household tasks than their men (Brewer, Mitchell et al. 2002);(Nguyen 2013). Such role expectations have been recognized to be main barriers in academic career development for female in many countries Tanzania being among them. Moreover, other studies showed that women in traditional countries like Thailand, Hong Kong, Singapore, and Malaysia are very conscious with their gender status but they are being forced to live according to the traditions imposed by their society(Kloot 2004); (Oplatka 2006).

Desai et al. (2014) found that women's behavior and attitude are affected by gender stereotyping. For years the society created traditional values which undermined women as people who are weak and helpless that needs men to survive, something that led them to feel that they cannot perform administrative roles. Hence,

women are more reluctant to establish their administration talents in community which can build proficient networks.

2.4.3. Social Factors

Social factors also play a vital role of demoralizing women's involvement in senior management positions. The Gender Gap in Higher Education is a World Yearbook of Education written in 1994 which shows the achievement and parity for women in gaining access to high-ranks positions in Higher Education (Grummell, Devine et al. 2009). Hence, social fairness could improve the possibility of women's involvement in academic profession. However, if the society limits women to have liberty of accomplishment like men the possibility of women's career development(Shahtalebi and Yarmohammadian 2012) may diminish.

2.4.4. Administrative barriers

The review of literature looked the administrative aspect in the area of mentoring and promotion ground where by in the part of mentoring official and causal mentors could perform as source of information on looking the achievement of things in a certain organization;(Gmelch and Wolverton 2002);(Palgi and Moore 2004); (Haussmann, Tyson et al. 2010) A part from that, mentors also plays function of role models to serve women interest of joining the academic expertise and upkeep them to their occupation by realizing the principles of the organizations). Not only that but also mentoring plays an important role in emerging women university leaders up to the managerial position(Olson and Jackson 2009);(White, Riordan et al. 2010)). Looking on the side of **promotion,** Higher Education is male dominant, thus its practice and customs are built on men's life involvements(Meyerson and Kolb 2000), and the balance of authority within administrations provide approval for men though women has also massive contribution in management progress. Female academics are unprivileged in salary and promotion (Airin 2010).Yet, policies in place have not completely improved gender equity in Higher Education resulting to women difficulties to senior administration positions.

2.4.5. Personal barrier

This barrier could easily be seen on the aspect of shortage of competition, inadequate capacity building, and lack of confidence, low qualification as well as fear of failure. Meanwhile, women stereotype qualities like compassion, usefulness, friendliness, and tenderness as reveals by (Tritt 2009);(Reishus 2012);(Glazer-Raymo 2001);(Dominici, Fried et al. 2009) do not clarify women to be effective leaders. In addition to that, women with poor confidence may refuse to struggle for top leadership something which contributes their under-representation in management.

2.5. Methods and Data collection Tool

This section shows the approaches and instrument used to find out sustainable interventions in enhancing gender parity in leadership positions in Higher Education in Tanzania. Observation and secondary data methods were used in gathering appropriate facts. Empirical and hypothetical reviews facilitated the collection of information about the study. The facts given have been built on secondary data, together with personal observation and experience by a researcher who works with the Ministry of Education under Higher Education Department where's among other things Higher Education Department has a role of overseeing gender issues in universities. Facts obtained through observation method relates to what exactly happens in universities.

3. Findings and Discussion

This section presents results and discussion of the sustainable interventions in enhancing gender parity in senior leadership positions in Higher Education in Tanzania. In order to get appropriate data many papers were analyzed looking on the seriousness of the issue on gender parity and under-representation of women in leadership position. The discussion is based on theoretical analysis of literatures on the similar topic, personal experience in Higher Education Department as well as the application of gender policy in different administrative levels in Tanzania.

3.1. Women and leadership in Higher Education in Tanzania

Despite the efforts which have been taken for a number of years now, women participation in Higher Education senior leadership positions in Tanzania is still low, specifically in positions that traditionally belongs to male. The pattern of male prevalence in senior leadership positions in Higher Education is visible in countries with diverse policies and legislation for gender equality as far as Tanzania is concerned.

 Looking at the oldest university in the country, the University of Dar es Salaam (56 years old) for example, the top four leaders that is, Vice Chancellor, Deputy Vice Chancellor-Academic, Deputy Vice Chancellor-Administration and Deputy Vice Chancellor-Research are men (TCU, 2016). Nevertheless, gender parity in colleges and schools of the same university is miserably low, where schools and centers women is out of 166 heads of colleges, are 34 in total (UDSM, 2016). These results is contrary to the initiatives which are been taken to present equity as far as gender parity is concerned. Statistics shows that, all female Vice Chancellors are for small private universities with less than 2,000 students. Among all the public universities and colleges that admit

more than 75% of the Higher Education students in the country (TCU, 2014), there is no single female Vice Chancellor and there is only one Principal who was appointed in 2013.

The situation is even worse when one assesses the composition and the academic ranks of faculties, which would form the pool of potential women academic leaders. The number of women Professors and Associate Professors is very low. Using the example of the University of Dar es Salaam again which could actually serve as the "*best*" example given its age and diversity of academic disciplines, the number of female Professors is in fact shockingly low. Among more than 110 professors only 10 of them are female (less than 10%) (Higher Education Report, 2014)

Even for those senior female professors many of them have already reached mandatory retirement age of 60 years and cannot be appointed into any leadership positions in the public sector and thus disqualified from leadership positions at the universities. At the University of Dar es Salaam 10 of the women Professors 5 are retirees already. Of the remaining 5, three of them have been assigned administrative positions by the government in the Ministry of Education to fill the position of Commissioner for Education, Director for Higher Education and Minister for Communication, Sports and Culture thus forcing them out of the mainstream academics. The situation cannot be left unchecked and without redress and thus calls for immediate intervention. The risk if the situation is left unchecked is to have universities that continue perpetuating gender imbalances with role female models and without the necessary influence of senior professors to push the agenda forward.

3.2. Women and gender development policy in Tanzania
Women and gender development policy was formulated in the year 2000 by the Ministry of Community Development, Gender and Children whereas among other issues the Ministry is the national machinery for leading gender progress in the country. The policy aimed on ensuring the mainstreaming of gender perspective into other policies, programmes and strategies. Gender focal points were established in ministries, independent government departments, regional and local authorities as a strategy towards women and gender in national development. In order to facilitate various gender parity activities, National Strategy for Gender Development (NSGD) were put in place. This strategy provides guidance on interventions to be made and identifies roles of various actors and stakeholders. It also suggests co-ordination mechanisms that facilitate the participation of the various actors, and how they could create the requisite linkages. The NSGD plays a great role in making the implementation of the Women and Gender Development to be more focused as well as more result-oriented.

Similar to that, the United Republic of Tanzania has developed a number of guidelines from gender policy in order to abide with International and Regional agreements related to women's rights. Due to its importance the Tanzania National Development Vision 2025 also insisted the issue of gender parity by declaring its achievement on women empowerment by the year 2025.

Despite the gender policy and other guidelines which has been in place for pioneering gender parity in various leadership position, gender disparity is still existing to a big extent especially in universities where senior positions like that of VC is a presidential post. Tanzania universities are autonomous and the Vice-Chancellor is the leader, who should be a prominent academician, excellent administrator and also someone who has a high moral stature. But the VC is appointed by the President. Therefore, the involvement of the president in appointment of VC is one of the challenges towards gender parity in senior leadership position in higher education as it looks on the preference and masculine concept than implementing gender policy. Above all, an appointed VC can stay in the position for duration of 8-10years than the normal period of 4yrs. This is because the president leads for 10yrs that is two terms of five years each, so it is easy for him to leave the appointed VC as he wishes by renewing the post. The policy also opened more opportunity for women engagement in leadership positions, politics, administration and economic development so as to reach the target of 50 percent for women leaders by 2015. However, women are still disappointingly represented in the decision-making process at all levels followed by the existence of masculine structures that limit women's voice to be heard and get chances for promotion and appointments to higher leadership position in general and Higher Education in particular. Meanwhile, more efforts are needed to make this policies and guideline useful hence women access to senior leadership positions in public and private sectors.

3.3. Status of women in the public sector
The current literature on women involvement in the public sector in Tanzania is very slight. Generally the literature gives basic data without providing in-depth analysis of the topic as noted by South African NGO Gender Links' 2014 SADC Gender Protocol Barometer that, data on women representation in public service in community member states is very limited (Gender Links, 2014, p.9).

However, the same study denotes that, only 29 per cent of all public service employees are women where by 18 per cent occupy senior positions as Permanent Secretaries (Gender Links, 2014, p. 91). In addition to that, the 2012 Gender Diagnostic Study exposes that, the 2003 Public Service Regulations state that 'where a man and a woman are equally competent, preference should be given to a woman' (Ministry of Community

Development, Gender and Children, 2012, p. 35).

On contrary, some literatures notes that, majority of women in the public sector work as secretaries, nurses, midwives, telephone operators and teachers. The findings relate this tendency to women's low level of education (Ministry of Community Development, Gender and Children, 2012, p. 37).

Above all, one empirical study based on information-gathering in Kondoa Local Authority, Dodoma region in Tanzania discovers that, women are underrepresented in leadership position in decentralized local governance (Misafi, 2014, p. 87). The study further finds that, their participation is determined by incentives, access to information, and power relations which has no impact on policy changes (Misafi, 2014, p. 87).

Furthermore, gender parity initiatives in the public sector go up to Tanzania military, even though there is scanty data available on this area (Gender Links, 2015, p. 277). Report from the Gender Links NGO shows the adaptation of armed forces' recruitment policy and Gender mainstreaming programme (Gender Links, 2014, p. 284) where women make up 19 per cent of the police force and are recruited without being discriminated basing on their qualification.

Underlying to the above stated points, status of women in public sector especially for senior leadership positions goes hand in hand with ones involvement in political issues. Having experience of working as a public servant for more than 15 years now I have seen some educated women who could be given position and sensitize people on issues related to gender in particular and national development in general but they are not seen simply because their voices are not heard in political arena. Therefore, the issue of women engagement in senior leadership position needs political will to take the agenda forward and make the difference.

3.4. Proportion of seats held by women in national parliament/Special seats

According to South African NGO Gender Links' 2015 SADC Gender Protocol Barometer, women's representation in the Tanzanian parliament is 34 per cent while the plan is to strengthen the constitutional quota for women's parliamentary representation up to 50 per cent (Gender Links, 2015, p.81). However, the selection procedures used by parties lack transparency that leads the possibility for corruption, including sexual corruption something which could undermine the integrity of female candidates (Seppänen & Virtanen, 2008, p. 121).

Meanwhile, Yoon's 2011 study, which is based on fieldwork in the Dodoma region, finds that better representation has also led to better voicing of women's issues and enhanced communications between male and female MPs (Yoon, 2011, p. 88). Adoption of special seats for women also brought positive changes for women in the parliament which led enactment of the laws for protecting female employee's women from sexual offences (Yoon, 2011, p. 90). In addition to that, the increase in number of women in the parliament slowly changes the negative attitudes towards women in leadership position especially politics (Yoon, 2011, p. 90). Besides, recent qualitative paper states that, gender parity at the decision-making level has not been achieved by any political party in the country (Tenthani, 2014, p. 6).

4. Conclusions and Recommendations
4.1 Conclusions
This paper focused on sustainable interventions in enhancing gender parity for senior leadership position in higher education in Tanzania. The findings provide useful descriptive statistics reporting the dominance of male in senior leadership positions such as Chancellor, Vice Chancellor, Deans of faculties and Directors of institutes. These facts are also revealed by (UNESCO, 2012) report where the proportion of men to women in middle administration and senior administration positions in higher education was estimated to the ratio of 20 to 1. Based on the findings presented in this paper, the following conclusions are made:

- Women in universities are indirectly discriminated towards their right of having appointment, employment and promotion while their male counterparts with similar qualifications get better positions.
- Women in Tanzanian universities are negatively perceived on the issue of leadership positions.
- Institutional environment in Tanzanian universities is not supportive to women in management positions.
- Women are largely absent from the senior leadership positions in Tanzanian universities where by masculinity concept leads the system.

4.2 Recommendations
Based on the findings of this study the following recommendations are made as sustainable intervention for enhancement of the current practice.
4.2.1 Management Training Programmes for Women
Women in higher education need to be equipped with management skills which could increase their aspirations, confidence and develop competency in order to be effective leaders. The government should support special management programs for women basing on the institutional guidelines and procedures. University top management should also persuade women to attend conferences, academic seminars, workshops and other short

trainings in order to broaden their level of thinking and doing. Through leadership development program women will develop network and move into position of influence. They could also develop their leadership skills through Association of Commonwealth Universities' for women's program where's apart from the courses offered like training workshops, production of training materials, training of trainers, and monitoring women's progress, the programme is geared towards empowering women in higher education management.

4.2.2 Mentoring as a pathway for women leadership development

Mentoring could be used as an invaluable resource for the employment and investigation of women for being an institutional senior leader. Studies reveals that, women who qualifies for promotion and leadership will easily grow for senior position if there is someone powerful on top management who could mentor them (Moore 1982). As it has been shown that most of higher learning institutions are being dominated by men because of the opportunity they have to sponsor and promote other fellow men while these privileges may exclude women. Therefore, through mentorship women could easily overcome these difficulties and break the existing glass ceiling (Brown 2005). Mentorship can enhance women's confidence and self-esteem, together with encouraging women to be more competitive, assertive and risk-takers. It is also important to note that women mentors can assist other women to understand and recognize their resources, expertise, and abilities. In short, mentorship plays a vital role in evolving women who works in higher education up to top managerial ranking.

4.2.3 Formulation of equal opportunity policy

Previous studies have tried to show policies which were formed to combat the issue of gender parity like gender mainstreaming policy which was promoted in the Treaty of Amsterdam (1997) and in the Beijing Platform for Action (1995). Therefore, it is the right time for the government to formulate equal opportunity policies different from those which has been included in the constitution and international documents. Having these policies on board will guarantee parity opportunities simply because gender issues will be tracked on timely basis and being measured accordingly. Meanwhile, the policy formulators should also be conscious with obstacles that diminish the academic opportunity for women in order to design comprehensive policies which will be gender responsive. The formulated policies should also go hand in hand with the tool for monitoring and evaluation so as to observe the right processes during selection and recruitment of staff to senior administration posts.

4.2.4 Review appointment and promotion procedures at the institutional level

Recruitment, appointment and promotion practices in higher learning have been discussed among issues affecting women's involvement in university administration. As pointed out by (Acker* and Armenti 2004)that, lack of transparency and accountability in hiring and promotion procedures gives male managers freedom to reproduce the institution in their own image. Thus, review of these policies will give room for gender parity to be in practice and make the criteria for promotion and employment known to all staff members in the institution. The structure of the recruitment, appointment and promotion committees should also clearly show specific places kept for women.

4.2.5 Gender sensitization campaign

There is a need of sensitizing people on the issue of gender and leadership so as to change their mindsets which have been built for years that women were not born to lead. This campaign should cut across universities as well as public to dismantle traditional beliefs which are outdated and could not support the development of the nation. Institutions have to prepare favorable environment for women to take senior leadership roles and impart positive attitudes against women leaders to senior academic and administrative staff so as to accept the changes for the benefit of the institution in particular and nation at large. However, a lot of sensitization campaigns have been done in respect to women inclusion in all spheres of political, administration and management. But, the problem emanates from the fact that top leaders of universities and colleges are being appointed by the President, Ministers, senate and Board of Trustees based on their own criteria. Actually they should be legally obliged to appoint women to lead the universities basing on gender parity policy which has already been in place for a number of years now since its inception.

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