

**ASSESSMENT ON FACTORS INFLUENCING WOMEN'S PARTICIPATION ON
MANAGEMENT: A CASE OF VOCATIONAL EDUCATION AND TRAINING
AUTHORITY IN SONGEA DISTRICT**

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**Master Degree of Leadership and Governance of the Institute of Accountancy
of Arusha**

December,2023

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MLG-01-0036/2022

**A Research Report Submitted in Partial Fulfillment of the Requirements for
the Master Degree of Leadership and Governance of the Institute of
Accountancy of Arusha**

December,2023

DECLARATION

I, Regina Alphonse declare that this report is my own original work and that it has not been presented to any university for similar or any other degree award.

Signature.....

Date.....

CERTIFICATION

I, the undersigned certify that I have read and hereby recommend for acceptance by Institute of Accountancy the report entitled: “Factors Influencing Women’s Participation on Management: Case of Vocational Education and Training Authority in Songea District” in fulfilment of the requirements for the degree of Masters of Business Administration in Leadership and Governance.

Signature

Mr. Stephen Mayani

Date

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DEDICATION

I dedicate this work to my lovely husband Adv. Abel Mathias Ngilangwa and my children Michelle Abel Ngilangwa and Mark Abel Ngilangwa, for it is because of their love and inspirational I have been able to attain this level of education.

ABSTRACT

This study assessed the factors influencing women's participation on management in Vocational Education and Training Authority in Songea District. The study focused on influence of stereotypes, educational qualification, gender sensitive policy, and organizational culture on management of VETA in Songea District. The study adopted the case study design to assess the factors influencing stereotype against women's participation in management. The study collected data from the target population of 70 of employees of VETA comprising teaching staff and non-teaching staff. The primary data were collected using questionnaires and interview; while the secondary data were collected to supplement the primary information. The study used both quantitative and qualitative techniques to analyze data. The study conducted correlation analysis to determine the relationship between variables. On the influence of stereotype on women's participation in management of vocational Education and Training Authority in Songea District the study found the overall mean of stereotype is 3 indicating that somehow stereotype influence women participation. On the influence of education qualification on women's participation in management, the study the overall mean of educational qualification is 3 indicating that somehow educational qualification influence women participation at VETA. On the influence of organizational culture on women's participation in management, the study found that the overall mean of organizational culture is rated at the mean score of 3 indicating that somehow organizational culture influence women's participation on management. The study concluded that stereotype, organizational culture and educational qualification improve women participation. Therefore, the study recommend that the government should continue to enhance positive stereotypes, organizational culture and educational qualification for the purpose of promoting women participation in management of public institutions.

Keywords: Women Participation, Organizational Culture, Stereotypes, Educational Qualification

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LIST OF ABBREVIATION

MDGs-	Millennium Development Goals
UN-	United Nations
URT-	United Republic of Tanzania
VETA-	Vocational and Education Training Authority

CHAPTER ONE

INTRODUCTION

0.1 Introduction

The chapter presents the background of the study on the factors influencing women's participation on management in Vocational Education and Training Authority in Songea District. The chapter comprises the background study, statement of the problem, objectives of the study, research questions, and scope of the study, significance of the study, and the limitations and delimitation of the study.

1.1 Background of the Study

In public educational institutions, such as the Vocational Education and Training Authority, women have been underrepresented in managerial roles (USAID, 2015). UN (2011) states that the lack of gender-based policies, organizational culture, negative stereotypes against women, and lack of educational qualifications have resulted in women's continued marginalization from management across the globe. But according to the Global Gender Gap Report (2016), not many women are involved in management and decision-making at various levels in public educational institutions like VETA. Women's participation in political and economic institutions is defined by Kassa (2018) as the action and result of women's involvement in bureaucracies, policy-making bodies, and representative organizations.

The active participation of women in management is important for fostering diversity, innovation, and organizational success. Research consistently indicates that gender-diverse teams bring a variety of perspectives and skills, leading to more effective problem-solving and decision-making

processes (Catalyst, 2019). Women in leadership roles can contribute unique insights, enhance creativity, and challenge conventional thinking, ultimately promoting a more inclusive and dynamic work environment (Powell, 2017). Moreover, organizations benefit from improved employee morale and engagement when women have equal opportunities for advancement, which positively impacts productivity and overall performance (Ely & Myerson, 2020; Konrad et al., 2019).

However, the history shows that women in many public learning institutions have great and potential roles to play in supporting their families, though their contribution is invisible because most of their activities are subsistence in nature and due to the male-controlled attitudes, that exist among men in many organizations. This situation favors dangerous factors that limit women's prosperity on management and gives men scope to public sphere where decisions are made (Meera, 2015). However, lack of educational qualification, absence of gender-based policies, bad organizational culture, and negative stereotypes about women has reduced the chance of women to participate in the management of VETA (Carry, 2019).

According to Catalyst (2019), there are several factors influence women's participation in management roles such as education, career aspirations, and leadership skills play crucial roles in shaping women's managerial involvement. General factors include organizational culture and gender bias which can create barriers for women in leadership roles. Furthermore, policies and practices related to work-life balance and equal opportunities can significantly affect women's access to and success in management positions (Catalyst, 2019; Early & Chin, 2010). Nevertheless, the stereotypes, educational qualifications, and organizational culture collectively influence women's participation in management roles. Gender stereotypes perpetuate preconceived notions about women's leadership abilities, often undermining their perceived competence and suitability for managerial positions. Educational qualifications serve as a key determinant, with biases

affecting the assessment of women's credentials and limiting their access to leadership opportunities. Moreover, organizational culture plays a pivotal role in shaping workplace dynamics, and if it fosters a male dominated or discriminatory environment, it can hinder women's progression into management roles (Powell, 2017).

Notwithstanding international organizations' efforts to support gender parity and equality and to empower women in Vocational Education and Training Authorities. Women still make up a small percentage of management participants worldwide. As an illustration, women make up 46% of public administrators, the lowest percentage of any profession worldwide (United Nations, 2022). Furthermore, women make up 40% of workers in public institutions in Bhutan, which is lower than the global average of 46% and a 2% decline from 2020. Additionally, compared to men, the percentage of women in different management positions is five percentage points lower (UN, 2022).

In Africa, women's participation on management of Vocational Education and Training Authorities is still a challenge. According to the UN (2022), for example in Mauritius, 29 per cent of women hold senior management positions in public institutions. In Senegal, 25% of women are employed in public institutions and women hold 16 per cent of management positions in public management (UN, 2022).

In Tanzania, public institutions are facing different challenges including lack of representation and leadership opportunities, discrimination, gender stereotypes, gender bias in education and gender-based violence (Mobilink, 2013; URT, 2016). However, the government of Tanzania is committed to provide quality vocational and education training services to the public. Inline to this the government of Tanzania implement the Millennium Development Goals, the Beijing Platform for Action, The Beijing +5 Political Declaration and outcome document in order to empower women

and to increase the number of women participating on management of Vocational Education and Training Authority in Tanzania (URT, 2016).

However, women are facing discrimination to the extent that majority of the women are under-represented in management and decision-making bodies of the in public institutions including the Vocational Education and Training Authority. For example, women represented 27.9% of those employed in senior and middle management position in public institutions (UN, 2022). This situation increases gender gap and exclusion of women in the management of Vocational and Education Training Authority in Tanzania (Mbilinyi, 2013).

According to VETA statistics (2021), there is no woman in the management position of VETA in Songea District. However, poor participation of women in management at VETA in Songea is caused by several reasons including lack of qualified women to fills management positions, bad stereotypes and presence of negative organizational culture such as the culture that regard women as incompetent leaders. Whitehead (2013) insisted that inequality of any kind in a public institutions limit the development of society while removing gender inequality gives societies better possibility to develop (URT, 2016). According to United Nations (2022), poor participation of women on management of Vocational Education and Training Authority is caused by discrimination, poverty, lack of knowledge, harmful cultural practices and traditions and poor infrastructure. As the result this study assessed the factors influencing women's participation on management of Vocational Education and Training Authority in Songea District.

1.2 Statement of the Problem

The Tanzanian Vocational Education and Training Authority is not the first to embrace the idea of women serving as leaders in public education institutions. Nonetheless, all citizens are provided with social and economic services by the Vocational Education and Training Authority in Songea

District, free from discrimination on the basis of gender, economic status, or any other factor. Accordingly, Tanzania's current policies on women and development support women's equality and rights; as a result, the government founded the Tanzania Women's Organization to advance women's welfare, including their right to take part in the administration of state institutions like VETA (Mgaya, 2022). Because it increases inequality, the lack of women or the small number of women who participate in management becomes an issue in public institutions, especially at VETA.

According to URT(2016), women's participation in management of VETA is still low regardless there are women who have the same qualifications with men who hold management positions. For instance the statistics indicates that men hold all position in administration of VETA in Songea District. According to VETA statistics (2021), there is no woman in the management position of VETA in Songea District. However, poor participation of women in management at VETA in Songea is caused by several reasons including lack of qualified women to fills management positions, bad stereotypes and presence of negative organizational culture such as the culture that regard women as incompetent leaders. This finding relates with the study of Marta and Steve (2012), which noted that women are excluded from management positions of public institutions.

Dispite this situation the Vocational Education and Training Authority are working with various international organizations to ensure full implementation of policies that empower women and eliminate gender inequality in management positions (UN, 2022). Further, the government of Tanzania is committed to the issues of gender equality in working places and implementation of the sustainabe development goals which has brought progress on the issues of women's representation in management of public learning institutions (Equal Measures 2030, 2019).

Nevertheless, many studies on women 's participation and management have not emphasized on the factors influencing women's participation in management of Vocational Education and Training

Authority in Tanzania, and specifically in Songea District. Also, many studies on the women participation have not focused on Vocational Education and Training Authority in Songea District but have found that stereotypes, organizational culture and educational qualification influence women participation on management, for example the studies of Endale (2012); Havis (2013) and Beatrice (2013). On the other hand, little has been done to assess women's participation at the level of Vocational and Education Training Authority. Therefore, this study assessed the factors influencing women's participation on management of Vocational Education and Training Authority in Songea District.

1.3 General Objectives

The general objective of the study was to assess the factors influencing women's participation on management of Vocational Education and Training Authority in Songea District.

1.3.1 Specific objectives

The study was guided by following specific objectives.

- i. To determine the influence of stereotype on women's participation in management of vocational Education and Training Authority in Songea District.
- ii. To identify the influence of education qualification on women's participation in management of vocational Education and Training Authority in Songea District.
- iii. To examine the influence of organizational culture on women's participation in management of Vocational Education and Training Authority in Songea District.

1.4 Research Questions

The study intended to answer the following questions.

1. How does stereotype influence women's participation in management of vocational Education and Training Authority in Songea District?
2. To what extent education qualification contribute to women's participation in management of vocational Education and Training Authority in Songea District?
3. What are the influence of organizational culture on women's participation in management of Vocational Education and Training Authority in Songea District?

1.5 Scope of the Study

This study was conducted at VETA office within Songea District. The Vocational Education and Training Authority is public institution established by the Vocational Education and Training Act No. 1 of 1994 Cap 82 with revised edition of 2006(VETA, 2011). The vision of VETA is to ensure that Tanzania has sufficient and competent artisans. Also, the mission of VETA is to ensure quality vocational skills by providing, promoting and financing vocational education and training for national socio-economic development. Further, VETA in Songea District has invested for many years in women's participation, ethics, integrity and social development even though currently women do not hold any management position. The researcher selected VETA in Songea because there is no any woman in management position (VETA, 2017). The Vocational Education and Training Authority (VETA) plays an important role in enhancing women's participation in management through various functions. VETA facilitates the development and implementation of gender-sensitive vocational education and training (VET) programs that quip women with the necessary skills and knowledge for leadership roles. Also, VETA collaborates with industry partners to identify and address barriers to women's entry and advancement in management positions, fostering a

more inclusive and divers workforce. Moreover, VETA conducts research to assess the effectiveness of its programs in promoting gender equity in managerial roles, allowing for evidence-based adjustments and improvements. Therefore conducting the study at VETA office in Songea district enabled the researcher to obtain all information required for this study.

1.6 Significance of the Study

The Vocational Education and Training Authority accept the Millennium Development Goals and recognise the role of Beijing Platform for Action, the Beijing +5 political Declaration and outcome document in increasing the number of women's participation on management. However, to increase women's participation on management position require the efforts of government and decision making bodies in public institutions (URT, 2019). Therefore, this study will address the issues of factors influencing women's participation on management of Vocational Education and Training Authority in Tanzania. Further, this study will helps not only the VETA's leaders but also men and women to understand the factors influencing women's participation on management.

The study will identify the strategies to improve women's participation in the VETA management. The knowledge and information obtained on this study will identify the how education qualification, gender based policies, organization culture and stereotypes influence women to excel in the management of VETA. This study will determine the weakness and strength of the policies and strategies used by the government of Tanzania to promote woman's participation in the management of VETA. Moreover, for academic purpose the findings of this study will attract further scholarly work into the field of women's participation, and VETA management in Tanzania. Also, this study will add on literature of the factors influencing women's participation on management of VETA.

1.7 Limitations of the Study

During this study the researcher experienced the following limitations:

Confidential information, this is because some data are confidential it was not easy to get them from women and other stakeholder in public learning institutions because of the ethics and norms of the public institutions. To solve this challenge, the researcher used questionnaire forms and interview guide to collect data and researcher treated all information with the highest degree of confidentiality. Job responsibilities of respondents, this is due to the fact that all teachers, non-teaching staffs and management team are involving in different activities and they live outside of the office premises. To solve this limitation, the researcher distributed questionnaires, and ask appointment with respondents for interview session to ensure availability of enough data, and avoid bad response from respondents.

1.8 Organization of the Study

The study covered five chapters whereby chapter one covered background of the problem, statement of the problem, research objectives, and research questions, scope of the study, significance of the study and limitation of the study; chapter two covered theoretical review, empirical review, knowledge gap, theoretical framework, conceptual framework and conclusion. Chapter three, covered research design, data analysis, validity and reliability, ethical consideration. Chapter four, covered data presentation, data discussion, and summary; while chapter five covered the data conclusion and recommendation.

1.9 Conclusion

The stereotypes used in public institution may have positive and negative outcomes on women participation in the management. Nevertheless, the management of VETA have set standard policies in administration and human resource management so that to incorporate women participation in the management and to empower women. Therefore, the study intended to assess the factors influencing women's participation on management of VETA using the case of Songea.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review on the factors influencing stereotype against women's participation on management of Vocational Education and Training Authority in Songea District. The review comprises various theories, review of the specific variables, research gaps, and conceptual framework.

2.2 Definition of Key Concepts

2.2.1 Stereotype

A stereotype is a word used to define all people of a certain belief into negative category (Bailey, 2012). According to Mbepera (2015), stereotype refers to essential belief about a specific group based on sex, gender identity, race, ethnicity, nationality, age, socioeconomic status, language. Nevertheless, some stereotypes make females to feel inferior as males dominate management positions in public institution something which has increased low participation of women in educational management (Mutunga, 2015). The presence of stereotype in public offices influences women's participation because the gender sensitive policies have decreased negative stereotypes against women and increased awareness about the women contribution in social and economic development.

However, stereotypes play an important role in influencing societal perceptions and expectations, influencing women's participation in management roles. Persistent gender stereotypes often associate leadership qualities with traditionally masculine traits, such as assertiveness and decisiveness, while stereotyping women as nurturing and communal. This ingrained biases create

barriers for women aspiring to managerial positions by perpetuating the perception that they may lack the requisite leadership qualities. The influence of stereotypes can affect not only individual attitudes but also organizational practices, contributing to gender disparities in management. Consequently, dismantling this stereotypes is essential for fostering a more inclusive and divers management landscape, as highlighted by numerous studies (e.g., Eagly & Karau, 2020; Heilman, 2017).

2.2.2 Participation

Participation is defined as a process through which people influence and share control over development initiatives, the decisions, and the resources which affect them (Arnstein, 2010). Participation is designed to influence policy formulation, implementation or evaluation (Arnstein, 2010). According to Arnstein (2010), participation requires effective economic policies, equitable access to basic social and economic services and broader participation in the orientation of government policies and programs. According to Der Land *et al* (2014), women participation in management activities is important aspect in community development since it improve social responsibility, unity, equality, as well as social and economic improvement .

The relationship between participation and women in management is a complex and complex because it increases participation of women in decision-making processes and influence organizational performance and effectiveness. For instance, when women are actively involved in management roles, there is often a diversification of perspectives, which can lead to more innovative problem-solving and decision-making. This is in line with the concept of gender diversity contributing to better overall organizational outcomes (Eagly & Carli, 2017). Additionally, participation in managerial roles can empower women, providing them with opportunities to challenge traditional

gender norms and stereotypes. However, it is essential to recognize that barriers to women's participation in management still exist, and addressing these barriers is crucial for achieving true gender equality in leadership positions (Eagly & Carli, 2017; Eagly & Karau, 2020).

2.2.3 Women's Participation

Women's participation is the process through which women influence and share control over development initiatives, the decisions, and the resources which affect the entire community (WB, 2015). According to Kassa (2018), women's participation is considered as the process and an outcome related to women's engagement in political and economic institutions by participating in bureaucracies, policy-making bodies, and representative organizations. This study adopts the definition of Kassa (2018), because the definition comprises the aspects of women, management, and organization.

Women's participation influence development and progress of societies especially when women are actively engaged in various spheres such as education, politics, and the workforce, there is a positive impact on economic growth, social well-being, and governance. The inclusion of women in decision-making processes brings diverse perspectives, ideas, and solutions, contributing to more comprehensive and effective outcomes. Furthermore, promoting gender equality and women's empowerment is not only a matter of justice and human rights but also a strategic imperative for sustainable development. As noted by scholars such as Sen (2017) and Kabeer (2015), empowering women is linked to improved health and education outcomes, poverty reduction, and enhanced societal resilience. Therefore, fostering women's participation is essential for creating more equitable and resilient communities, promoting social justice, and achieving sustainable development goals (United Nations, 2015).

However there are important factors which hinder women's participation in VETA management include gender violence; social norms that do not allow women and girls to participate in public and management processes; discrimination of women because of their financial position, academic qualifications and marital status but their male counterparts are not questioned; inadequate mechanisms to enforce gender equality provision; and inadequate support mechanisms from both government and civil society organizations(UN, 2022).

2.2.4 Management

According to the Chambers Dictionary (2003), management is the office of a frontrunner or those who are acting as leaders of a particular organization. It is also defined as ability to lead. They also defined a leader as the person who leads. By leads they means to show the way by go first, to precede, to guide, to direct, to conduct and to convey. Additionally, the term lead that is the root verb for management suggests the idea of be in charge of a group of people (Oxford school dictionary, 2002).

2.2.5 Organizational Culture

Organizational Culture refers to the system of values, beliefs, and behaviour patterns which subconsciously drives members of the organization to make each choice and decision (Yasas *et al*, 2020). Organization culture determines the habit and lifestyle of employees in respective organization. Therefore, if there is good organizational culture, employee will have the culture of supporting women and recognize them as good leaders.

The organizational culture plays a pivotal role in influencing women's participation in management positions, as it shapes the values, norms, and expectations within a workplace. A supportive and

inclusive culture fosters an environment where women feel empowered, valued, and have equal opportunities for career advancement. Conversely, a culture that perpetuates gender bias, stereotypes, or lacks diversity and inclusion initiatives may hinder women's progress in management roles. Organizational cultures prioritize diversity and gender equality positively impact women's career aspirations and success in leadership positions (Smith, 2020). Therefore, understanding and cultivating a culture that embraces diversity and equity is essential for promoting and sustaining women's participation in management, ultimately contributing to a more balanced and effective leadership landscape (Johnson & Williams, 2019).

2.2.7 Educational Qualification

Educational qualifications refers to the degrees, diplomas, certificates, or professional titles that an individual has acquired from a specific learning institution that conferred by educational authorities, special examining bodies or professional bodies (Nurettin and Yalcin, 2019). According to URT (2016), the government of Tanzania has invested in women empowerment especially through education for the purpose of increasing number of women with academic excellence. This has increased the number of women in leadership positions.

Educational qualifications significantly influence women's participation in management roles, serving as a crucial determinant in breaking down gender barriers within the corporate sphere. Higher educational attainment equips women with the necessary skills, knowledge, and confidence to navigate and excel in managerial positions. According to Smith & Johnson (2019), women with advanced degrees demonstrate enhanced leadership capabilities, problem-solving skills, and strategic decision-making abilities. Educational qualifications not only empower women to compete on an equal footing with their male counterparts but also contribute to changing societal perceptions

regarding gender roles in the workplace. As women increasingly pursue and attain higher education, the managerial landscape stands to benefit from diverse perspectives and innovative approaches, fostering a more inclusive and equitable corporate environment (Smith & Johnson, 2019; Brown et al., 2020).

2.3 Theoretical Literature Review

The study was guided by three theories namely women and leadership theory and social contract theory.

2.3.1 Women and Management Theory

According to Julia & Susan (2017), the theory of women and management emerged in the late 1970s and 1980s alongside the rise of second wave feminism, widespread attention and agitation concerning equal rights and affirmative action legislation. However the proponents of women and management theory include Mary Wollstonecraft, Sojourner Truth, and Susan B. Anthony. Mary Wollstonecraft was a British philosopher and feminist who known for her book titled *Vindication of the Rights of Women* published in 1792 which was one of the earliest expositions of the equality of women and men.

The women in management theory present the belief that women possess unique leadership qualities, such as empathy and collaboration, which can positively impact organizational outcomes (Eagly & Johannesen-Schmidt, 2001). Furthermore, there is an assumption that increasing the representation of women in management positions contributes to greater diversity and inclusivity within organizations (Catalyst, 2019). Despite the progress in acknowledging and addressing gender disparities in management, several weaknesses persist in the current discourse. One weakness lies in the persistence of stereotypes and biases, which may hinder women's

advancement to leadership roles (Eagly & Carli, 2007). Stereotypes associating women with communal attributes rather than agentic qualities can lead to the "glass ceiling" phenomenon, limiting women's career progression (Catalyst, 2019). Moreover, challenges such as work-life balance and the impact of societal expectations on gender roles continue to affect women in management, underscoring the need for comprehensive organizational policies (Powell & Butterfield, 2013).

Women management theory brings valuable strengths to management roles that contribute to organizational success. The gender diversity in leadership enhances creativity, innovation, and problem-solving within teams (Catalyst, 2019). Women leaders often demonstrate effective communication skills, emotional intelligence, and a collaborative leadership style, which can foster a positive work environment (Eagly & Johannesen-Schmidt, 2001). Organizations that prioritize gender-inclusive policies and leadership development programs may benefit from a diverse range of perspectives, ultimately leading to improved decision-making and performance outcomes (Catalyst, 2019).

Women and management theory encourage participation, share power and information, enhance other people's self-worth, and get others excited about their work (Julia & Susan, 2017). According to Chin *et al* (2007), the theory agrees that women lead differently from men and these differences were due to socialization and career paths, not innate sex differences; researchers have explored some of the consequences of identifying a female style of leading. The proponents argued that women are the child bearers and in large part they take care of child. This statement relates to the situation prevailing in many Tanzanian's families where women are responsible for taking care for children compared to men. Also, women and management theory suggest that women's management often involves working within, around and underneath institutional, cultural and

societal contexts that may be authoritarian, oppressive and hierarchical, gendered and racist (Chin *et al*, 2007).

This theory was relevant to this study because it recognized that the power structures and institutions are gendered in both overt and more deeply embedded and enduring ways. Also, the theory underpins that women are routinely left out of formal positions of authority and their experiences systematically neglected. However, adding women and inspiring will not necessarily provide an enduring solution. Lastly, the theory of women and management related with this study because the theory described the strengths of women's management in Vocational Education and Training Authority, and highlight the importance of women participation in the management of VETA including encouraging participation, share power and information, enhancing other people's self-worth, and get others excited about their work.

2.3.2 Social Contract Theory

Social Contract Theory is a philosophical concept that suggests individuals come together to form a society based on mutual agreements or contracts. This theory has been widely discussed by philosophers such as Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. Social contract theory was developed by Donaldson and Dunfee (1999), as a way for managers to make ethical decisions which refers to macro social and micro social contracts. Social contract theory sees society as a series of social contracts between members of society and society itself (Gray, *et al*. 1996). According to Donaldson (1983), social responsibility as a contractual obligation the organization owes to society. This means that the Vocational Education and Training Authority are accountable to the society and the society should be able to participate in organization's activities.

Social Contract Theory assumes that individuals are equal in forming the social contract. Applied to women management, this could imply that men and women are equal in their ability to participate in and benefit from societal arrangements, including management roles. The theory assumes that individuals freely and knowingly enter into the social contract. In the context of women management, this could suggest that women willingly and knowingly participate in management roles.

Social Contract Theory emphasizes the equality of individuals. This can be seen as strength in women management, as it promotes the idea that men and women should have equal opportunities and rights in the workplace. The theory supports the idea of protecting individual rights within the social contract. This could be applied to women management by advocating for the protection of women's rights and interests in the workplace. The original formulations of Social Contract Theory often emerged in historical contexts where gender roles were less equal. Applying this theory to women management might overlook the historical and systemic disadvantages that women have faced. The assumption that individuals enter into the social contract voluntarily may not fully capture the complexities of women's experiences in the workplace, where systemic barriers and discrimination exist.

Social contract theory emphasizes the importance of mutual obligations and expectations between employers and employees. The theory emphasizes the reciprocal nature of the social contract, suggesting that engaged and satisfied employees are more likely to contribute positively to organizational goals. Managers can utilize this insight to design employee engagement strategies that align with the principles of the social contract. A social contract approach to employee engagement involves creating a work environment that acknowledges and rewards employee contributions, fostering a sense of belonging and commitment. The social contract theory provides a foundation for ethical decision-making in management. Managers, as stewards of the social

contract within an organization, are entrusted with the responsibility of upholding ethical standards and ensuring fairness in their decisions.

This theory is relevant in this study because it explains that to achieve social contracts the organization should have a structures and system that ensure interactions and involvement of the members of the society in VETA's activities. Following this notion, the management of VETA is required to promote the rights of women in management of the Vocational Education and Training Authority in order to maintain cooperation between society and organization.

Therefore using this theory helped the researcher to explain the factors influencing women's participation on management of VETA in Songea. Also, the theory guided the researcher to explain how stereotypes, educational qualifications and organization culture influence women's participation on management and how these factors determine the social contracts between the society and the organization.

2.4 Empirical Literature Review

The study reviewed several studies on women participation, stereotypes and public institutions as follows.

Beatrice (2013) studied the perception of women as managers in Roma. The study collected data from employees and non-employees. The study indicated that male employees and non-employees have less favorable attitudes towards the idea of female managers than women do. The study concluded that female in management differ from the female who are not in management of organization. Therefore, the study recommends that the society should empower women in management because the more women participate in management the more the society will present positive perception of women as managers. This study suggests that women participation will

enhance positive organization culture and stereotypes in the society that seek to promote women on management activities in various public institutions.

USAID (2015) studied the gender analysis of technical and vocational education and training in Lebanon. The study revealed that there is consensus among stakeholders that existing stereotypes and organizational culture are non-discriminatory but they do not contain any specific anti-discrimination provisions. The study concluded that no specific data exists about negative stereotypes and organizational culture that influence sexual harassment at TVET institutions. Therefore, the study recommends that all TVE institutions should adopt gender-sensitive policies that promote positive stereotypes and organizational culture in the public training and vocational educational institutions.

The study of Sipemba (2015), on the factors influencing women access to secondary school leadership positions in Tanzania. The study indicated that stereotypes and organizational culture were the major obstacles facing women in management positions. Also, the study found that the existing stereotype increase gender based challenges faced female school heads in management includes lack of acceptance and support from subordinates and balancing of multiple tasks. Therefore, the study recommends that women should ensure that they have the necessary skills to work as top education managers. Also, women should be willing to take up opportunities, and be willing to maintain the managerial position through good work performance.

The study of Endale (2012), on the factors affecting women's participation on management in Badele-Ethiopia found that women comprise about 49.9% of estimated Ethiopian population but among of total heads of households in Ethiopia, 25.5% are females. The study discovered that

women are facing various problems which limit women's access to educational and employment opportunities. The study found that, the factors affecting women's participation on management includes stereotypes, lack of enough educational qualifications, and organization culture that influence discrimination, lack of protection of basic human rights, and violence. Therefore, the study recommended that women should organize themselves and monitor the implementation of gender equity policies that support positive stereotypes and organizational culture that enhance women participation on management.

The study of Havis (2013) on the women and leadership in Finland found that the strategies that can be used to promote women's participation in leadership including improving societal factors, improving traditional gender roles and expectations, eliminating division in education and in the labour market, improving and using government reforms that supporting the organisational culture that enhance women management. The study found that it is important to promote female management because there are fewer female leaders than male leaders both globally and in Finland. However, the results of the study showed that there are many direct and underlying factors regarding women's underrepresentation in managerial positions; and these factors includes stereotypes, organizational culture and educational qualifications among women. Further, organizations were seen to have the most power, as they make the direct decision on promoting female leadership by recruiting and offering career advancements. Also, it was found that women's possibilities to become leaders vary in different sectors and that the strong division of the Finnish labor market by gender slows down equality and women's career development.

Ibrahim (2022) studied the factor influencing women participation in church management in Tanzania. The study adopted a case study design and used the sample size of 154 respondents from the target population of 309. The study collected both qualitative and quantitative data using

questionnaires and interview guide. The study found that the contribution of educational qualification in women participation is very low, and to some extent the organizational culture influences women participation. Further, the study found that gender sensitive policies play an important role in women participation. The study recommended that the administrative structures and policies should be reviewed so as to create suitable environment for women participation in leadership. This study indicates that educational qualifications, stereotypes and organizational culture are the main factors that influence women's participation on management of public institutions.

2.5 Research Gap

There is inadequate literature covering the topic of the factors influencing women's participation in management of vocational education and training authority in Songea District. Nevertheless, most of the literature does not emphasize on the factors influencing women's participation and particularly in VETA office in Songea District such as Ibrahim (2022), Endale (2012), and Havis (2013). Only the study of USAID (2015), focused on women's participation at the level of technical and Vocational education and training institution. Additional, this study focused on women's participation in public institutions in Lebanon and not in Tanzania. Furthermore, Ibrahim (2022) and Endale (2012) studied the factors influencing women's participation namely gender-based policies, educational qualifications, organizational culture and stereotype to be the factors that influence women's participation. Nevertheless, all reviewed studies indicated that educational qualifications, organizational culture and stereotypes play an important role in women's participation on management. Therefore, it is important to study factors influencing women's participation in management of vocational education and training authority in Songea District so that to eliminate the gaps existing in this study.

2.6 Conceptual Framework,

This conceptual framework has been designed by researcher to explain the factors influencing women's participation on management of vocational education and training authority in Tanzania. The independent variables referred to the factors influencing women's participation namely stereotype, organizational culture, educational qualification and gender-based policies. Also, the dependent variable is management of Vocational Education and Training Authority. However, the study postulates that the factors influencing women's participation have either positive or negative outcomes in management of Vocational Education and Training Authority in Tanzania.

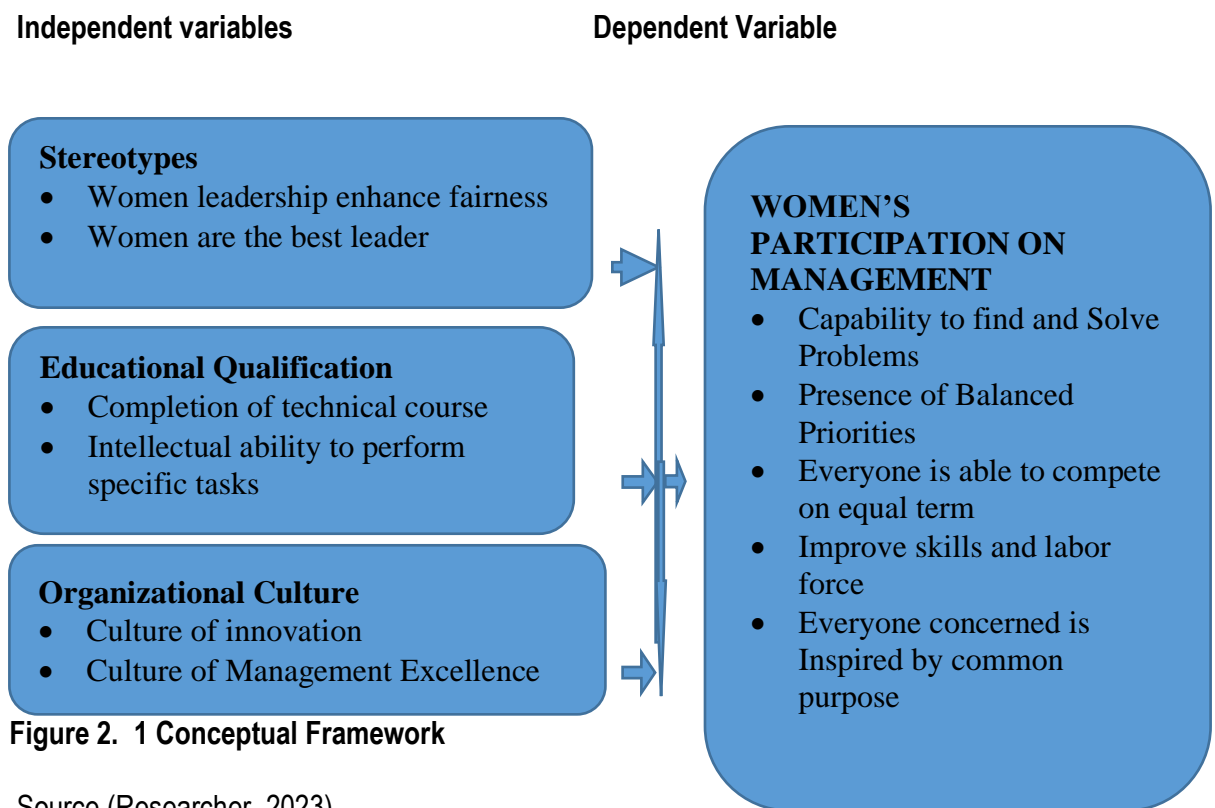


Figure 2. 1 Conceptual Framework

Source (Researcher, 2023)

2.6.1 Relationship Between Variables

Gender stereotypes such as women leadership enhance fairness and women are the best leaders is the product of gender sensitive policies which have decreased negative stereotypes against women and increased awareness about women contribution in social and economic development. This have increased existence of positive organizational culture and promoted positive habit and lifestyle of employees that empower women on management in respective organization. This means that if there is good organizational culture, employee will have the culture of supporting women and recognize them as good leaders. Nevertheless, the kind of organizational culture and stereotypes depends on the level of educations among the employees. Inline to that, educational qualifications is regarded as the major factor during appointment or recruitment process as the results majority of women are encouraged to attend different studies so that they can obtain important skills and knowledge that will enable them to participate effectively in management activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter presents research design, research method, population and target population, sample sampling methods and sample size, data collection methods, data analysis method, validity and reliability.

3.1 Area of Study

This study was conducted in Songea District focusing on the factors influencing women's participation in management of Vocational Education and Training Authority in Songea District. The reason behind selection of Songea District is that VETA management in Songea has not promoted women in management positions and employees are trying to eliminate all stereotypes against women participation in management activities. Therefore, this study assessed the factors influencing women's participation in management of vocational education and training authority in Songea District.

3.2 Research Design

According to Yin (2014), research design can be defined as a complete plan that describes how, when and where data are to be collected and analyzed. Further, research design can be defined as the arrangement of conditions for collection and analysis of data in a way that aspires to combine relevance to the research purpose (Kothari, 2009). This study used the case study design to assess the factors influencing women's participation in management of vocational education and training authority in Songea District.

According to Yin (2014), a case study is an experimental inquiry that helps to investigate and describe a contemporary phenomenon within its real-life context. This design allowed the researcher to use interview, documentary review and questionnaires in collecting information. Also, this method allowed correlation analysis to be used. Moreover, this research design enables the researcher to collect and use both qualitative and quantitative approach to collect numerical information and descriptive information about this study.

3.3 Research Approach

The research approach is a plan and procedure that consists of the steps to the detailed methods of data collection, analysis and interpretation whereby it is based on the nature of the research problem (Adam 2016). The research approach of the study was qualitative and quantitative research approaches. In this study, the quantitative research approach allowed the researcher to estimate the results to a large variety of sample selections. The quantitative method quantifies variables in term of numbers using statistical procedures so as to achieve the objectives of the study.

3.4 Population and Census Procedure

3.4.1 Target Population

According to Kothari (2009), population is a group of people who have at least one or more characteristics in common that are of interest to the researcher. However, the target population refers to the group of people to which researchers are interested in generalizing the conclusion. The target population will cover the management team, teachers and non-teaching staffs of VETA in Songea District. The management team is responsible for monitoring and evaluation of daily activities, decision making, and project management. Further, teachers are responsible for daily activities relating to academic activities in VETA. Non-teaching staff are responsible for other

activities relating to the development of institution. Therefore, the target population of management team, teachers and non-teaching staffs in Songea District was precisely 70 people where women are 09 and men are 61 (Statistics for VETA in Songea, 2022).

Table 3. 1 Target Population

NO	POSITION	Male	Female
1	Management Team	15	-
2	Teachers	29	06
8	Non-Teaching Staffs	17	03
	Total	61	9

3.4.2 Census Procedure

According to Shona (2019), census procedure refers to statistical investigation in which the data are collected for each and every unit of the population. This method adopted because researcher wanted to collect information from all employees of VETA in Songea region as indicated in the target population Table 3.1. Therefore, this study used 70 respondents including management team, teachers and non-teaching staff. This helped the researcher to collect all information required for this study.

3.4 Types of Data

This study collected both primary and secondary data. The data used for descriptive purposes and determination of relationship between the variables under study.

3.4.1 Primary Data

Primary data refer to all data collected afresh and for the first time and so happen to be original in character (Kothari, 2009). In this study, the primary data will be collected through questionnaires and interviews instruments where primary data such as characteristics of respondents including sex, age, working experience, and their opinion about the factor influencing women's participation on management of VETA. These data collected from different staffs who work at VETA office in Songea District.

3.4.2 Secondary Data

Secondary data refers to information which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2009). In this study, secondary data such as the factor influencing women participation in management of VETA in district councils in Tanzania, study area profile, and other relevant literature were collected from various sources such as the VETA's websites, various published reports, text books, journals and research papers. In additional other materials were obtained the internet.

3.5 Data Collections Instruments and Procedures

This study used three data collections instruments namely interview, questionnaires and documentary review.

3.5.1 Interview

According to Kothari (2009), interview is a set of questions along with their answers asked and filled in by the interviewer in a face-to-face meeting with interviewee. Interview is a joint exercise whereby researcher and members participate actively in the process. This method is vital because it enable the researcher to get the meaningful participation and to show reaction of participants. However,

the researcher selected seven (7) respondents for interview including the management team were selected for interview sessions because of their participation in management activities. Interview enabled the selected respondents to share their own understanding and provide correct information in order to accomplish this study.

3.5.2 Questionnaire

Questionnaire is the set of questions designed to collect data from the group of people (Kothari, 2004). This method used to collect primary data such as characteristic of respondents, and their opinions about this study. Furthermore, researcher distributed questionnaires to sixty three respondents (63) including teachers and non-teaching staffs in order to fulfill the purpose of this study. However, questionnaires helped the researcher to collect in-depth information about the factors influencing women's participation on management namely organizational culture, stereotypes and educational qualification.

3.5.3 Documentary Review

In the process of data collection, various documents such as women participation, stereotypes, organizational culture, educational qualification, gender based policies, and management and other relevant material were reviewed to supplement the primary data. These resources used to capture data that respondents overlooked and also to have access to more reliable information. The data collected through documentary review enabled the researcher to explain organizational culture and stereotypes existing at VETA in Songea.

3.6 Validity and Reliability Test

3.6.1 Validity

Validity refers to the degree of appropriateness of the results of an assessment. Validity is the bridge between a construct and the data (Neuman, 2000). This study used the content validity to validate the instruments. The supervisor of the research went through the instruments as the expert and moderated them, and his opinions were taken to be the measure for the validity of the instruments. The instruments were subjected to internal and external controls whereby internal control was achieved by using simple language that help the respondents to understand questionnaires easily. The external control was achieved by using purposive sampling to ensure that the sample is heterogeneous thus adding to credibility of the results.

3.6.2 Reliability

Reliability can be defined as a measure of the degree to which a research instrument produces consistent results after trials (Bryman & Bells, 2015). According to Middleton (2019) asserts that, reliability is about the consistency of a measure. The researcher employed Cronbach Alpha to determine the reliability of the instrument by establishing how variables of the study related to each other. The findings indicated that the cronbach Alpha is .991 indicating that the internal consistency considered to be sufficiently high and to have adequately measured to the study variable because the reliability coefficient exceeded 0.7 as shown in Table 3.3.

Table 3. 2 Reliability

Cronbach's Alpha	N of Items
.991	14

Source: Research Findings (2023)

3.7 Data Processing and Analysis Techniques

The data analysis in this study involved examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing raw and coded data. In this study both qualitative and quantitative techniques was used to analyze data. The data was analyzed by using descriptive statistic, inferential statistic and data visualization. Descriptive statistics was used to describe and summarize data in a meaningful way. In addition, descriptive statistics such as mean, average and percentage were generated to help the researcher to understand and present data in pie charts, and graph. The study used the computer software namely Statistical Package for Social Scientist (SPSS version 23) to compare and analyze the quantitative data, and qualitative data were analysed used content and thematic analysis. Also, the researcher presented the findings in tables and charts. The researcher used SPSS to enter quantitative data and the results were presented in tables, charts and graph for analysis. Furthermore, the researcher used correlation analysis to determine the relationship between variables. Generally, the analysis of data helped in explaining the factors influencing women's participation on management of vocational education and training authority in Songea District.

3.8 Ethical Consideration

According to Saunders *et al* (2009), ethical consideration comprises voluntary participation, no harm to the participants, ensuring anonymity, confidentiality and avoiding deception. Ethical consideration is necessary in research because it guarantees how participants are treated with dignity and respect during the study. During this study the researcher observed all the necessary ethical issues such as obtaining data collection permit from the institute, ensure all respondents participate willingly and guarantee the information collected to be used for the study only.

3.9 Limitations that Influence Research Methodology

This study used the case study design which requires the researcher to collect data from the specific area something which can bring challenge on data generalization and other biases. Therefore, to solve this limitation the researcher used interview, documentary review and questionnaires to collect information. Also, correlation analysis used to determine the relationship between variables. Furthermore, the design emphasized on collection of both qualitative and quantitative data whereby the collection of qualitative data enabled respondents to explain their experiences about the present topic something which may help researcher to collect information about the situation in other organizations. The small number of employees limited the researcher to present sample size. Therefore, to solve this limitation the researcher used census procedure because of the target population existing at VETA is too small. Therefore, the researcher decided to used the census procedure to make sure that the number of participants in this study are sufficient to present the findings.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDING

4.1 Introduction

The chapter presents the presentation and discussion of findings including the sample characteristics, research findings, and the relationship between the independent variable and dependent variable which is measured by using correlation analysis.

4.2 Presentation of Findings

4.2.1 Response Rate

The study used the census procedure covered a total of 70 target population of employee at VETA in Songea. A total of sixty three (63) questionnaires were distributed while Seven (7) respondents participated effectively through interviews. Therefore, the study had 100% of response rate as shown in Figure 4.1. However, this response rate is acceptable to present findings in this study.

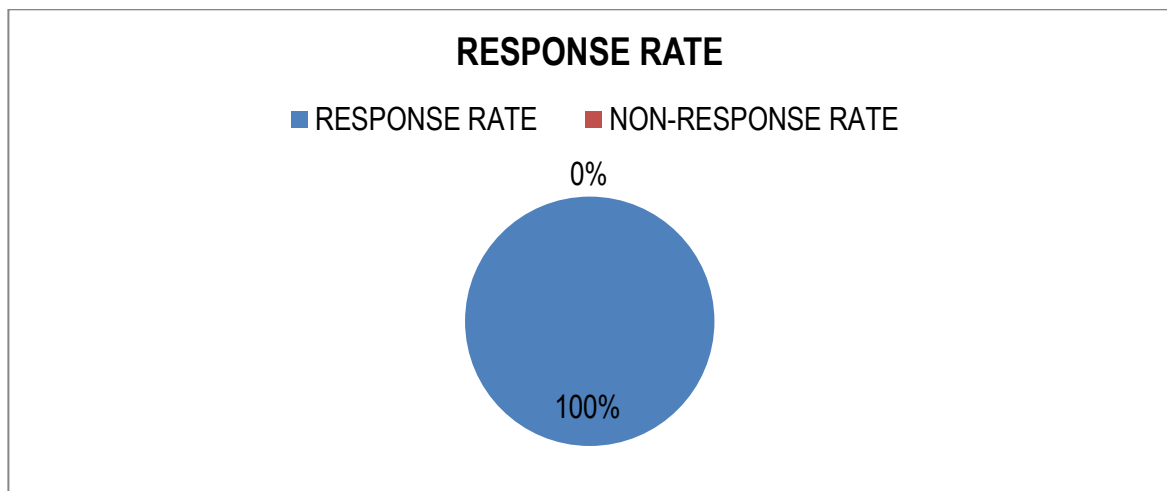


Figure 4. 1 Response Rate

Source: Research Finding (2023)

4.2.2 Gender of Respondents

The study found that male were 84% and female was 16% indicating that male dominate the population of VETA employees in Songea region as shown in Table 4.1. This indicates that male dominate the population of employees at Songea region.

Table 4. 1 Gender of Respondents

Category	Frequency	Percent
Male	53	84.1
Female	10	15.9
Total	63	100.0

Source: Research Findings (2023)

4.2.3 Age of the Respondents

The study assessed the age of respondents. The findings indicated that 8% were between the age of 20 and 29 years, 54% between the age of 30 and 39 years, 32% between the age of 40 and 49 years, and 6% had more than 50+ years as shown in Table 4.2. This finding indicates that majority of employee at VETA in Songea region are youth aged between 20 years and 49 years.

Table 4. 2 Age of Respondents

		Frequency	Percent
Valid	20-29 yrs	5	8
	30-39 yrs	34	54
	40-49 yrs	20	32
	50+	4	6
	Total	63	100.0

Source: Research Findings (2023)

4.2.4 Level of Education

The study found that respondents have different level of education. According to the findings the study discovered that 44. % of respondents had Diploma level, 54% of respondents had Degree level, and 2% of respondents had Master’s degree level as shown the Table 4.3. This finding indicates that majority of employees at VETA in Songea have Bachelor degree and only one person has post graduate level of education something indicating the presence of insufficient knowledge among employees.

Table 4. 3 Level of Education

		Frequency	Percent
Valid	Diploma	28	44
	Degree	34	54
	Masters	1	2
	Total	63	100.0

Source: Research Findings (2023)

4.2.5 Working Experience

The study assessed the working experience of respondents as shown in Table 4.4. The results indicated that 24% of respondents had one to five years of working experience at VETA, 60% have working experience of 10 years, and 16% of respondents have been working for the period of more than 10 years at VETA institution. This findings indicates that majority of employees at VETA in Songea have sufficient experience of working at VETA for ten years. This indicates that using respondents with this experience will enable the researcher to collect right information about this study.

Table 4. 4 Working Experience

Category	Frequency	Percent
Valid		
5 Yrs	15	24
10 Yrs	38	60
More than 10 Yrs	10	16
Total	63	100.0

Source: Research Findings (2023)

4.3 Research Objectives

This study aimed to assess the factors influencing women's participation on management of Vocational Education and Training Authority in Songea District. To achieve this objective the study had three specific objectives namely to determine the influence of stereotype on women's participation in management of vocational Education and Training Authority in Songea District; to identify the influence of education qualification on women's participation in management of vocational Education and Training Authority in Songea District and to examine the influence of organizational culture on women's participation in management of Vocational Education and Training Authority in Songea District. The findings about these specific objectives have been shown below.

4.3.1 Influence of Stereotype on Women's Participation in Management

The first objective of this study was to determine the influence of stereotype on women's participation in management of vocational Education and Training Authority in Songea District. To accomplish this objective the study assessed three attributes of stereotype namely women leadership enhance fairness in management, most of women provides best leadership and women are hard worker.

The study found that the women leadership enhances fairness in management scored the mean of 3. The most of women provides best leadership scored the mean of 3, and women are hard worker scored the mean of 3. Also, the study found that the overall mean of stereotype was found to be 3 as shown in Table 4.5.

Table 4. 5 Influence of Stereotype

Attributes	Std. Deviation	Mean(N=63)
Women leadership enhance fairness in management	1.4	3
Most of women provides best leadership	1.0	3
Women are hard worker	1.3	3
Overall Mean of Stereotype		3

Source: Research Findings (2023)

Furthermore, the study investigated the relationship between stereotype and women participation by conducting Pearson Correlation analysis between stereotype and the women participation whereby the results were presented as shown in Table 4.6.

Table 4. 6 Correlation Analysis between Stereotype and women participation

Attribute of Women’s Participation	Women have capability to find and solve problems	Management has ability to balance priorities	Everyone is able to compete on equal term	Women’s participation on improve skills and labor force	Everyone concerned is inspired by common purpose
Stereotype	.877**	.864**	.886**	.911**	.873**
*. *Correlation is significant at the 0.01 level (2 tailed).					

Source: Research Findings (2023)

4.3.2 Influence of education qualification on women’s participation in management

The second objective was to identify the influence of education qualification on women’s participation in management of vocational Education and Training Authority in Songea District. To accomplish this objective the study assessed three attributes educational qualification namely majority of women have completed technical course and other graduate studies, most of women have intellectual ability to perform management tasks and most of the women at VETA do not have educational qualification that are required in the management.

The study found that majority of women have completed technical course and other graduate studies scored the mean of 3, most of women have intellectual ability to perform management tasks scored the mean of 3, and most of the women at VETA do not have educational qualification that are required in the management scored the mean of 3. Also, the study found that the overall mean of educational qualification is 3 as shown in Table 4.7.

Table 4. 7 Educational Qualification

Attributes	Std. Deviation	Mean (N=63)
Majority of women have completed technical course and other graduate studies	1.3	3
Most of women have intellectual ability to perform management tasks	1.3	3
Most of the women at VETA do not have educational qualification that are required in the management	1.2	3
Overall mean of educational qualification		3

Source: Research Findings (2023)

Moreover, the study examined the relationship between the educational qualification and women's participation by conducted correlation analysis between educational qualification and women's participation as presented in Table 4.8.

Table 4. 8 Correlation between Educational Qualification and Women’s Participation

Attribute of Women’s Participation	Women have capability to find and solve problems	Management has ability to balance priorities	Everyone is able to compete on equal term	Women’s participation improve skills and labor force	Everyone concerned is inspired by common purpose
Educational Qualification	.918**	.872**	.882**	.859**	.812**
*. *Correlation is significant at the 0.01 level (2 tailed).					

Source: Research Findings (2023)

4.3.3 Influence of organizational culture on women’s participation in management

The third objective of this study was to examine the influence of organizational culture on women’s participation in management of Vocational Education and Training Authority in Songea District. The study assessed three attributes of organizational culture namely the women introduce new ideas on management issues, men and women are equally promoted in management positions and the organizational culture of VETA support women’s participation in management activities. The findings indicates that the women new ideas on management issues scored the mean score of 3;

men and women are equally promoted in management positions scored the mean of 3, and the organizational culture of VETA support women's participation in management activities scored the mean of 3. Also, the study found that the overall mean of organizational culture is rated at the mean score of 3 as indicated in Table 4.9.

Table 4. 9 Organizational Culture

Attributes	Std. Deviation	Mean (N=63)
Women introduce new ideas on management issues	1.347	3
Men and women are equally promoted in management positions	.997	3
The organizational culture of VETA support women's participation in management activities	1.28	3
Overall Mean of organizational Culture		3

Source: Research Findings (2023)

Furthermore, the study examined the relationship between organizational culture and women's participation as indicated in Table 4.10.

Table 4. 10 Correlation Analysis between Organizational Culture and Women’s Participation

Attribute of Women’s Participation	Wome n have capabi lity to find and solve proble ms	Manag ement has ability to balanc e prioritie s	Every one is able to comp ete on equal term	Women’s participati on improve skills and labor force	Everyon e concern ed is inspired by common purpose
Organizational culture	.869**	.865**	.909* *	.920**	.858**
*. *Correlation is significant at the 0.01 level (2 tailed).					

Source: Research Findings (2023)

4.2.4 Characteristics of women’s Participation

The study examined the characteristics of women’s participation at VETA in Songea region. To accomplish this task the study examined five attributes of women’s participation namely Women have capability to find and solve problems, Management has ability to balance priorities, Everyone

is able to compete on equal term, Women’s participation improve skills and labor force and the organizational culture of VETA support women’s participation in management activities.

The findings indicated that the women have capability to find and solve problems scored the mean of 3, Management has ability to balance priorities scored the mean of 3, Everyone is able to compete on equal term scored the mean of 3, Women’s participation improve skills and labor force scored the mean of 3, organizational culture of VETA support women’s participation in management activities scored the mean of 3, and the overall mean of woman’s participation was established at 3 as shown in Table 4.11.

Table 4. 11 Characteristics of Women’s Participation

Attributes	Std. Deviation	Mean(N=63)
Women have capability to find and solve problems	1.125	3
Management has ability to balance priorities	.992	3
Everyone is able to compete on equal term	1.189	3
Women’s participation improve skills and labor force	1.325	3
The organizational culture of VETA support women’s participation in management activities	1.152	3
Overall mean of women participation		3

Source: Research Findings (2023)

4.4 Discussion of Findings

On the influence of stereotype on women's participation in management of vocational Education and Training Authority in Songea District the study assessed three attributes of stereotype namely women leadership enhance fairness in management, most of women provides best leadership and women are hard worker. However, the study found that the women leadership enhances fairness in management scored the mean of 3 indicating that somehow women leadership enhances fairness in management. The most of women provides best leadership scored the mean of 3 indicating that to some extent most of the women provide best leadership. Also, women are hard worker scored the mean of 3 indicating that somehow women are hard worker. Moreover, the study found the overall mean of stereotype is 3 indicating that somehow stereotype influence women participation. This finding relates with opinion of interviewee who said that, "*in public institutions women and men have equal chance in management activates and majority of public servants they perceive women as good leaders because of their behavior of care*". These findings relates with the report of Demir and Yavuz(2017)which noted that the recent development of women's participation in management activities is the results of reduction of negative gender stereotypes such as women manager are emotional and illogical in public institutions.

Furthermore, the results of Pearson correlation analysis between stereotypes and women participation indicated that stereotype has positive and strong coefficient values with five attributes of women's participation namely Women have capability to find and solve problems (.877**), Management has ability to balance priorities (.864**), Everyone is able to compete on equal term (.886**), Women's participation improve skills and labor force (.911**) and everyone concerned is inspired by common purpose (.873**). Also the general Pearson correlation analysis between stereotype and women's participation was established at 858** indicating that stereotype has

positive and strong relationship with women's participation. Therefore, the increase of stereotype will also increase women's participation.

On the influence of education qualification on women's participation in management, the study assessed three attributes educational qualification namely majority of women have completed technical course and other graduate studies, most of women have intellectual ability to perform management tasks and most of the women at VETA do not have educational qualification that are required in the management. Nevertheless, the study found that majority of women have completed technical course and other graduate studies scored the mean of 3 indicating that somehow majority of women have completed technical course and other graduate studies. Most of women have intellectual ability to perform management tasks scored the mean of 3 indicating that to some extent most of the women have intellectual ability to perform management tasks. Most of the women at VETA do not have educational qualification that are required in the management scored the mean of 3 indicating that somehow most of the women at VETA do not have educational qualification that are required in the management tasks. Also, the study found that the overall mean of educational qualification is 3 indicating that somehow educational qualification influence women participation at VETA. This findings relates with the opinion of interviewee who had this to say, "*even though there are various funds to support women development in education, women are still facing different challenges in accessing education services as the results it is difficult to find a women with outstanding academic credential in the field of management*". These findings relates with the report of Wang *et al* (2014) who noted that the enrollment of women in learning institutions is greater than the number of women who graduate from learning institutions due to the presence of various factors such as lack of funds and family responsibilities.

Moreover, the results of correlation analysis revealed that educational qualification has positive and strong relationship with all attribute of women's participation namely Women have capability to find and solve problems (.918**), Management has ability to balance priorities (.872**), Everyone is able to compete on equal term(.882**), Women's participation improve skills and labor force(.859**) and everyone concerned is inspired by common purpose(.812**). Also the general correlation analysis between educational qualification and women's participation was established at 826** indicating that educational qualification has positive and strong relationship with women's participation. Therefore, the increase of educational qualification will also increase women's participation on management.

On the influence of organizational culture on women's participation in management, the study assessed three attributes of organizational culture namely the women are normally introducing new ideas on management issues, men and women are equally promoted in management positions and the organizational culture of VETA support women's participation in management activities. However, the findings indicate that the women are normally introduce new ideas on management issues scored the mean score of 3 indicating that somehow women are normally introduce new ideas on management. Men and women are equally promoted in management positions scored the mean of 3 indicating that to some extent men and women are equality promoted in management positions. The presence of organizational culture of VETA that support women's participation in management activities scored the mean of 3 indicating that somehow organization culture of VETA support women's participation in management. Also, the study found that the overall mean of organizational culture is rated at the mean score of 3 indicating that somehow organizational culture influence women's participation on management. This finding relates with the opinion of interviewee who said that "*VETA recognize equal opportunities, accountability culture and hierarchy culture to*

ensure effective women's participation in management". This finding relates with the report of Alvesson (2013) who found that the organizational culture in public institutions is incorporated in administrative policies, procedures and other guidelines that are useful in daily operations.

Furthermore, the study examined the relationship between organizational culture and women's participation. According to correlational findings the organizational culture was found to have positive and strong relationship with all attribute of women's participation on management namely women have capability to find and solve problems (.869**), Management has ability to balance priorities (.865**), Everyone is able to compete on equal term (.909**), Women's participation improve skills and labor force (.920**) and everyone concerned is inspired by common purpose (.858**). Also the general correlation analysis between educational qualification and women's participation was established at 862** indicating that organizational culture has positive and strong relationship with women's participation. Therefore the improvement in organizational culture will also increase women's participation on management.

Apart from that the study assessed the characteristics of women's participation at VETA in Songea region. Nevertheless, to accomplish this task the study examined five attributes of women's participation namely the community policing program have helped in solving social and economic problems existing in the society and community policing programs preserve the community organizational structure. The findings indicated that women have capability to find and solve problem scored the mean of 3 indicating that to some extent women have capability to find and solve problems. Management has ability to balance priorities scored the mean of 3 indicating that somehow management balance priorities. Everyone is able to compete on equal term scored the mean of 3 indicating that somehow everyone is able to compete on equal term. Women's participation improve skills and labor force scored the mean of 3 indicating that somehow women's

participation improve skills and labor force. The organizational culture of VETA support women's participation in management activities scored the mean of 3 indicating that somehow organizational culture of VETA support women's participation in management activities. Nevertheless, the overall mean of women's participation is 3 indicating that to some extent there is women's participation. This finding aligns with opinion of respondents who had this to say, "*Women's participate in management activities even though most of them do not hold the higher position in management*". These findings relates with the findings of Ajayi (2019) who said that women's participation in the management of public institutions have been improved due to the influence of international community in gender equity and equality.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section presents the conclusion and recommendations following the results obtained in this study.

5.2 Summary

On the influence of stereotype on women's participation in management of vocational Education and Training Authority in Songea District the study found the overall mean of stereotype is 3 indicating that somehow stereotype influence women participation. Furthermore, the general correlation analysis between stereotype and women's participation was established at 858** indicating that stereotype has positive and strong relationship with women's participation. Therefore the increase of stereotype will also increase women's participation.

On the influence of education qualification on women's participation in management, the study the overall mean of educational qualification is 3 indicating that somehow educational qualification influence women participation at VETA. Moreover, the results of correlation analysis between educational qualification and women's participation indicated that the general correlation analysis between educational qualification and women's participation was established at 826** indicating that educational qualification has positive and strong relationship with women's participation. Therefore, the increase of educational qualification will also increase women's participation on management.

On the influence of organizational culture on women's participation in management, the study found that the overall mean of organizational culture is rated at the mean score of 3 indicating that

somehow organizational culture influence women's participation on management. Furthermore, the general correlation analysis between educational qualification and women's participation was established at 862** indicating that organizational culture has positive and strong relationship with women's participation. Therefore, the improvement in organizational culture will also increase women's participation on management.

5.3 Conclusions

Following the study findings, it can be concluded that somehow stereotype influence women's participation on management. Also, according to the result of correlation analysis the general correlation analysis between stereotype and women's participation was established at coefficient value 858** which means that stereotype has positive and strong relationship with women's participation. These findings indicate that the current participation of women at VETA in Songea is strongly influenced by positive stereotypes existing at VETA in Songea. Therefore, on stereotype it can be concluded that the increasing positive stereotype will influence women's participation in VETA management.

On the influence of education qualification on women's participation in management, the study found that the overall mean of educational qualification is 3 which means that somehow educational qualification influence women participation at VETA. This means that there are other factors which influence women participation on management rather than educational qualification. Moreover, the results of Pearson correlation analysis revealed that educational qualification has positive and strong relationship with all attribute of women's participation. Also the general correlation analysis between educational qualification and women's participation was established at coefficient value of .826** indicating that educational qualification has positive and strong relationship with women's participation. These findings imply that educational qualification have positive outcome on women

participation. These imply that the increase of educational qualification will also increase women's participation on VETA management.

On the influence of organizational culture on women's participation in management, the study found that the overall mean of organizational culture is rated at the mean score of 3 indicating that somehow organizational culture influence women's participation on management. Furthermore, the study examined the relationship between organizational culture and women's participation. According to correlational findings the general correlation analysis between educational qualification and women's participation was established at 862** indicating that organizational culture has positive and strong relationship with women's participation. These findings imply that the improvement in organizational culture will also increase women's participation on management of VETA.

Apart from that the study assessed the characteristics of women's participation at VETA in Songea region and found that the overall mean of women's participation is 3 indicating that to some extent women participation is desirable at VETA in Songea. Therefore, it can be concluded that to some extent women they participate in management and stereotype, organizational culture and educational qualification influence women's participation on VETA management

5.4 Recommendations

Following the research findings the researcher recommend that, the public institutions including VETA should continue to promote positive stereotypes, organizational culture that support women in management and encouraging women to be enrolled in various leadership studies so that to enable women to participate effectively in management activities.

Also, the management of VETA should write administrative policies and re-write human resources policies that enable women to participate fully in management activities and these administrative policies and Human resources policies should incorporate the positive stereotypes and positive culture that enable women participation in management activities.

Furthermore, the government of Tanzania should continue to empower women to hold management positions by nominating qualified women to hold management positions. Also, the management should continue to support more women to pursue leadership studies by giving scholarships or other financial assistances to the majority of women.

5.5 Area for Further Study

This study focused on the factor influencing women participation on management using the case of Vocational education and training authority in Songea District. The study found that stereotypes, educational qualification and organizational culture have positive influence on women's participation at VETA in Songea region. Therefore, this study recommends further study to be done on the impacts of women participation on management of public institutions in Tanzania using the case of VETA in Songea region.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear respondent,

My name is Regina Alphonse, a postgraduate student at the Institute of Accountancy Arusha. At present, I'm doing a research on "factors influencing women's participation on management of Vocational Education and Training Authority in Songea District". This study is for academic purpose only.

To achieve this goal, I request you to fill in this questionnaire as honestly as possible. I wish to guarantee you that all information will be treated with utmost confidentiality and high ethical standards.

I thank you in advance for your participation.

Regina Alphonse

Institute of Accountancy Arusha

Section 1: General Information

PART A: General Characteristics of the Respondents

1. Gender (tick where appropriate)

Male

Female

2. Age (tick where appropriate)

20 – 29

30 – 39

40-49

50+

3. Education level (tick where appropriate)

Diploma Degree Masters Doctorate Professor

4. Working Experience of Respondents

5 Years 10Years More than 10 Years

Section 2: Factors Influencing Stereotype against Women’s Participation

Section I: The Influence of education qualification in women’s participation

1. Please place a √ in the appropriate box where 1 is Strongly Disagree, 2 is Disagree, 3 is Somehow Agree, 4 is Agree and 5 is Strongly Agree.

S/N	Attributes	1	2	3	4	5
i.	Majority of women have completed technical course and other graduate studies					
ii.	Most of women have intellectual ability to perform management tasks					
iii.	Most of the women at VETA do not have Educational qualification that are required in the management					

Section II: Influence of Organizational Culture in Women’s Participation in VETA Management

2. Please place a √ in the appropriate box where 1 is Strongly Disagree, 2 is Disagree, 3 is Somehow Agree, 4 is Agree and 5 is Strongly Agree.

S/N	Attributes	1	2	3	4	5
i.	Women are normally introduce new ideas on management issues					
ii.	Men and women are equally promoted in management positions					
iii.	The organizational culture of VETA support women's participation in management activities					

3. Section III: Influence of Stereotype in women participation in Management

Please place a \surd in the appropriate box whereby 1 is Strongly Disagree, 2 is Disagree, 3 is Somehow Agree, 4 is Agree and 5 is Strongly Agree.

S/N	Attributes	1	2	3	4	5
i.	Women leadership enhance fairness in management					
ii.	Most of women provides best leadership					
iii.	Women are hard worker					

4. Women's Participation in Management

Please place a \surd in the appropriate box where 1 is Strongly Disagree, 2 is Disagree, 3 is Somehow Agree, 4 is Agree and 5 is Strongly Agree.

S/N	Attributes	1	2	3	4	5
i.	Women have capability to find and solve problems					
ii.	Management has ability to balance priorities					
iii.	Everyone is able to compete on equal term					
iv.	Women's participation improve skills and labor force					
v.	Everyone concerned is inspired by common purpose					

Appendix II: INTERVIEW

1. To what extent education qualification influence women's participation in management of vocational Education and Training Authority in Songea District?
2. Do you agree that stereotypy in management enhance women participation? if you agree please explain
3. How does organizational culture influence women's participation in management of Vocational Education and Training Authority in Songea District?

APPENDIX III: RESEARCH BUDGET

S/N	ACTIVITIES	ITEMS	COST (Tshs).
1.	Proposal Writing	Typing and printing	100,000
		Photocopies	150,000
		Binding	45,000
		Transport	30,000
		Internet bundle	200,000
		SPSS Installation	90,000
		Proposal Binding	50,000
2.	Data Collection	Photocopy	50,000
		Typing and printing	50,000
		Transport	50,000
3	Data Processing & Report	Typing and printing	50,000
		Data analysis	200,000
		Grammar Editing and setting	300,000
		Binding hard cover and copies	200,000
	TOTAL AMOUNT		1,565,000

APPENDIX IV: FIELD WORK TIMETABLE

Activities	JAN	FEB	Aug	Sept	Oct	Nov	Nov	Nov	Nov
Topic Selection									
Proposal Writing									
Proposal defense									
Data collection and analysis									
Report Writing and editing									
Report submission									
Final Defense									
Research books submission									

APPENDIX V: DATA COLLECTION PERMIT FROM IAA



Institute of Accountancy Arusha

P.O. Box 2798, Njiru Hill, Arusha, Tanzania

Telephone: +255 27 2970232 Mobile: +255 763 462109 Telex: 50909 IAA TZ

Fax: +255 27 2970234 Email: iaa@iaa.ac.tz Website: www.iaa.ac.tz

Ref. No.: MBA-LG/01/0036/2022

5th October 2023

PRINCIPAL,
SONGEA V.C.,
P.O. BOX 902,
SONGEA.

Dear Sir/Madam,

RE : REQUEST FOR DATA COLLECTION

The purpose of this letter is to introduce to you MS. REGINA ALPHONCE who is our student pursuing Masters of Business Administration in Leadership and Governance with registration number (MBA-LG/01/0036/2022). Currently, the aforementioned student is conducting a study on "FACTORS INFLUENCING WOMEN'S PARTICIPATION ON MANAGEMENT: A CASE OF VOCATIONAL EDUCATION AND TRAINING AUTHORITY IN SONGEA DISTRICT". We would like to highlight here that this study is part of the requirement for the award of the above mentioned programme of study.

We therefore request you to extend to the above-mentioned student of our Institute any help that may facilitate her to achieve study objectives. We further request permission for her to see and talk to the staff of your Institution in connection with her study. The period for this request is granted from October to end of December 2023.

Thank you for your continuing support

Yours Sincerely,

INSTITUTE OF ACCOUNTANCY ARUSHA

**Erick M. Evason
FOR: RECTOR**

OFFICE OF THE CHIEF EXECUTIVE OFFICER
& CONSULTANCY
INSTITUTE OF ACCOUNTANCY ARUSHA
P.O. BOX 2798, ARUSHA, TANZANIA
TEL: 255 9412 FAX: 255 9491

All Communications to be addressed to the Rector.

APPENDIX VI: DATA COLLECTION PERMIT



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
VOCATIONAL EDUCATION AND TRAINING AUTHORITY
SONGEA VTC



In reply please quote:
Ref: No. VTC/SON/C.10/08/II/35

09TH OCTOBER, 2023

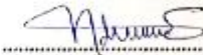
Rector,
Institute of Accountancy Arusha,
P. O. BOX 2798,
ARUSHA

REF: REQUEST FOR DATA COLLECTION

Please refer to the heading above and your letter dated 05th October 2023 with Ref. No. MBA-LG/01/0036/2022 Concerning the subject above.

2. I am glad to inform you that your student Ms. Regina Alphonse has been considered to stay and collect data for your research "*Factors influencing women's participation on management: A case study of Vocational Education and Training Authority in Songea District*" from October to December 2023.
3. By this letter Please inform your student to report to the Incharge (Principal Songea VTC) who will supervise her accordingly. She has to note that the data she is going to collect is for her research purpose only.
4. Counting her positive critical observation and good data collection.
5. Regards,

For and on behalf of;
SONGEA VOCATIONAL TRAINING CENTRE


Eliya Ndiwu
AG. Principal



SONGEA VTC, P.O BOX 902, OYS TERBAY, 3 MKEMIA ROAD 57117 MSAMALA,
SONGEA - RUVUMA, TEL: 0738102147 EMAIL: songeavtc@veta.go.tz

APPENDIX VII: PLAGIARISM REPORT

ASSESSMENT ON FACTORS INFLUENCING WOMEN'S PARTICIPATION ON MANAGEMENT: A CASE OF VOCATIONAL EDUCATION AND TRAINING AUTHORITY IN SONGEA DISTRICT

ORIGINALITY REPORT

29%
SIMILARITY INDEX

27%
INTERNET SOURCES

9%
PUBLICATIONS

17%
STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Mount Kenya University Student Paper	1%
2	www.coursehero.com Internet Source	1%
3	www.womenaustralia.info Internet Source	1%
4	repository.costech.or.tz Internet Source	1%
5	www.ccsenet.org Internet Source	1%
6	erepository.mkuit.ac.rw Internet Source	1%
7	su-plus.strathmore.edu Internet Source	1%
8	www.foodscience.scientexconference.com Internet Source	1%

Submitted to University of Greenwich

APPENDIX VIII: LANGUAGE CHECK

INSTITUTE OF ACCOUNTANCY ARUSHA (IAA)
CERTIFICATE OF ENGLISH EDITING

This certifies that the paper titled

**FACTORS INFLUENCING WOMEN'S PARTICIPATION
ON MANAGEMENT
A CASE OF VOCATIONAL EDUCATION AND TRAINING
AUTHORITY IN SONGEA DISTRICT**

**BY;REGINA ALPHONCE
&
STEPHEN MAYANI**

It has been edited for language by one or more English experts. Spelling, grammar, punctuation, sentence structure, and phrasing were among the issues that were edited. We guarantee the quality of the English language used in this paper.

Issued by

RADISLAUS EZEKIEL



21/11/2023